Instructor: Bradley W. Davis, Ph.D.
Office: Trimble Hall, 103.A
Email: bwdavis@uta.edu
Office Phone: (817) 272-2846

Class Meetings:
Weekly – Tuesday evenings 5:30-8:20, Trimble Hall 204

Office Hours:
By appointment. My aim is to be as flexible as possible in meeting students’ needs to establish virtual or face to face consultations about coursework and graduate studies. Please send an email with proposed meeting times in advance of the dates you are available.

Graduate Catalog Description:
N/A

Course Summary:
This class explores the social and cultural contexts of education in America with a primary focus on race. Topics to be covered include the history of race in American society and schooling, racism, racial awareness, racial identity development, colorblindness, critical race theory, and approaches to addressing race in research.

Course Objectives:
• Develop working conceptualizations of race
• Understand race and its relationship to other social constructs such as ethnicity
• Reflect deeply on values, beliefs, thinking, and actions as they pertain to race
• Expand individual and collective racial awareness
• Discuss the evolving significance of race in educational practice and policy
• Develop the capacity to write about race in education and incorporate race-related theories

Course Materials:
Student Provided:

Instructor Provided:
Materials provided by the instructor and assigned as class readings will be posted to Blackboard. These materials are primarily journal articles and book chapters, however additional resources such as videos and non-refereed articles may be posted.

Participation Expectations:
Class Engagement:
As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. This means using technology (particularly computers, tablets, phones, etc.) in the classroom only to enhance our learning, not to distract from it. As students in a graduate program, you are expected to provide your full attention and attend to personal communications outside of class instruction time.

Perhaps the most important aspect of appropriate classroom engagement is respect for others. There will come occasion (likely many occasions) when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of classroom learning.

Attendance:
Attendance is required for every class session. In the event of an emergency, please do your best to notify the instructor of your absence ahead of time (when possible). Excused absences will not be granted for work-related commitments. You may be excused from one class over the course of the semester. Please notify the instructor of this absence ahead of time. Any additional, unexcused absences - which include late arrivals and early exits from class sessions - will affect your semester grade.

My pledge to you:
You will be treated with respect and as an individual. I will honor your background and experiences and learn from your expertise. I will manage the class in the manner I see most fit. I will prepare for every class. I will teach only in areas of my professional expertise. To that end, if I do not know something, I will feel comfortable saying so. I will return your assignments in a timely manner and with critical, yet constructive feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.

Assignments and Grading:
Unless otherwise noted, all assignments will be submitted in electronic format to Blackboard. Grades will be posted to Blackboard, including the semester average. All late assignments will receive a reduced grade.

Written Work:
As graduate students, one of many skills you are responsible for developing is your writing. Writing is a skill of critical importance in educational practice and research. It is my responsibility to help you improve in this area. Students come to this course from a variety of educational and professional backgrounds. Hence, previous academic preparation (e.g., writing skills) will affect your performance in this course. It is important to acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. That being said, I am more interested in seeing continuous improvement in writing quality over the semester than I am in seeing your assignments immediately meet a high standard. I will discuss this last sentiment in greater detail during our first class. All written work should be typed, formatted, and devoid of grammatical, spelling and typographical errors. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Students should use the 6th Edition of the APA Manual as a guideline for writing, formatting, and appropriate citations. If your college or program has you writing in a different style, please consult with me at the start of the semester. Be sure to proofread your papers before
submitting them. Assignments that are not well-edited will be assigned a lower grade. Finally, if you have concerns about your writing, please discuss this matter with me before assignments are due.

**Reflections** (10% of Semester Grade):
Throughout the semester, students will be responsible for writing two reflections. While the material we cover in class should be incorporated, *reflections do not serve as summaries of the required readings*. Reflective practice is important for many reasons, just a few of which include:

- Expansion of your ability to challenge the thinking of others
- Opportunity to develop a deeper understanding of your own values, assumptions, and thinking
- Increased understanding of the perspectives of others
- Improvement of our class discussion by allowing students to crystallize thoughts ahead of time
- The development of praxis

Some elements to consider including in your reflections:

- Discuss ways the course material is influencing your thinking
- Outline themes from the reading that you think will be important for the class to discuss
- Outline your general impressions of the readings
- Discuss ways in which the readings relate to your experiences, both past and present
- Consider tying back to class discussions where appropriate

Reflections should be ~2 pages, not including the title and reference pages. Reflections will be graded on a scale from 1 to 5. The first reflection will be due June 13th. The second reflection is due by August 8th. A separate grading rubric along with further instructions for reflections will be posted to Blackboard.

**Presentation** (20% of Semester Grade):
Students will develop a presentation based on a significant reading selection (i.e. a book or collection of articles) or a cultural plunge. The resultant presentations should:

- Have a visual element (e.g. PowerPoint, Prezi, etc.)
- Educate the audience
- Stimulate discussion
- Last no longer than 12 minutes

All presentations will take place during our last class meeting (August 8th). A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

**Racial Autobiography (Midterm)** (20% of Semester Grade):
Students will write a ≥5 page narrative recounting experiences of and awareness (or lack thereof) around issues of race. This is not a research-based assignment, so references are not necessary. A separate grading rubric along with further instructions and examples for this assignment will be posted to Blackboard.

**Writing about Race (Final)** (30% of Semester Grade):
Each student will write a paper (~15-25 pages) pertaining to race and education. Students will be afforded great flexibility with regards to the structure, content, and ultimate purpose of the paper. A plan for the final paper needs to be approved by the instructor. The finished paper should draw on topics covered in class and utilize references both within and outside of the semester’s required readings. A separate grading rubric along with further instructions for this assignment will be posted to Blackboard.

**Semester Grade Contributions:**
<table>
<thead>
<tr>
<th>Class Engagement &amp; Attendance</th>
<th>20%</th>
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<tbody>
<tr>
<td>Reflections</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
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<tr>
<td>Racial Autobiography (Midterm)</td>
<td>20%</td>
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<tr>
<td>Writing about Race (Final)</td>
<td>30%</td>
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<td><strong>Total</strong></td>
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**Grading Scale:**

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<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>0-59%</td>
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**Resources Available to You:**

UTA Writing Center - [http://www.uta.edu/owl/index.html](http://www.uta.edu/owl/index.html)

From the Writing Center web page:

*The UT-Arlington Writing Center offers a welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We are here to encourage and to motivate student writers of all levels, and to provide our clients with the highest quality assistance available. Our first objective is to help student writers to elevate the writing project in hand, but always with the goal of improving the general quality of their written work. In addition, we intend to work together with faculty, administrators and other UT-Arlington community members to become a trusted and reliable campus resource.*

- We offer a positive and supportive environment.
- Our writing consultants are professionally trained and can assist undergraduate and graduate students with writing assignments in multiple subject areas.
- We assist students across the spectrum of writing ability.
- We help clients develop their ability to critically evaluate their own writing and ideas.
- We offer students focused, extended, and personalized tutoring in an effort to increase their chances of becoming successful college-level writers.
- We also offer workshops for graduate and undergraduate student writers.

**Michelle Reed, Librarian:**

Michelle is the Education subject-area librarian here at UTA. She can be contacted at [michelle.reed@uta.edu](mailto:michelle.reed@uta.edu). Further, the library’s education subject guide can be viewed here: [http://libguides.uta.edu/edad](http://libguides.uta.edu/edad).
### Semester Calendar:

**Note:** Required reading is to be completed before the class date in which it is listed. These readings will also serve as the basis of reflections due on that date. For example, before class begins on June 27th, students will need to have read the selections from Adams, Massy & Tillman. Further, during our class meeting on June 27th, students will lead discussions based on these same readings. Details for some class dates continue through page breaks. Because the syllabus is subject (and likely) to change, please refer to the latest version, which will always be available on Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>June 6th</td>
<td>An Introduction to Race &amp; Education</td>
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<tr>
<td>June 13th</td>
<td>Race, Ethnicity, Pseudoscience, and Social Construction</td>
<td>Required reading:</td>
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<tr>
<td>June 20th</td>
<td>Adding Social and Cultural Context: Historical and Contemporary Accounts of Race &amp; Education</td>
<td>Required reading:</td>
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<tr>
<td>June 27th</td>
<td>Achievement &amp; Opportunity Gaps</td>
<td>Required reading:</td>
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<td></td>
<td></td>
<td>Milner, H. R. (2012). Beyond a test score: Explaining opportunity gaps in</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/subject</td>
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<tr>
<td>July 4th</td>
<td>Independence Day – no class meeting or assignments</td>
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<td><a href="https://doi.org/10.2307/2657316">https://doi.org/10.2307/2657316</a></td>
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<td>Tatum, B. D. (2003). “Why are all the Black kids sitting together in the cafeteria?“:</td>
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<td><em>And other conversations about race</em>. New York: Basic Books. [Chapter 1]</td>
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<tr>
<td>July 18th</td>
<td>Racial Identity Development</td>
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<td></td>
<td>Racial Autobiography due</td>
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<tr>
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<td>Tatum, B. D. (2003). “Why are all the Black kids sitting together in the cafeteria?“:</td>
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<td><em>And other conversations about race</em>. New York: Basic Books. [Chapter 6]</td>
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<tr>
<td>July 25th</td>
<td>Critical Race Theory</td>
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August 1st
Week 9

**Race in Research**

**Final Class Meeting.**

**Required reading:**

August 8th
Week 10

Content TBD depending upon course progression.

August 15th
Week 11

**Final Paper Due**

**Acknowledgement:**
The instructor owes a tremendous debt of gratitude to the following individuals whose teaching and syllabi have influenced the development of this course and syllabus:

- Anthony L. Brown, Ph.D.,
- Gretchen G. Generett, Ph.D.
- Mark A. Gooden, Ph.D.
- April L. Peters-Hawkins, Ph.D.
- Jennifer J. Holme, Ph.D.
- H. Richard Milner IV, Ph.D.
- Glenn L. Nolly, Ph.D.
- Ann O’Doherty, Ed.D.
- Michelle D. Young, Ph.D.

**Important University Information**

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaofao/).
Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD)  www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. (cont.)

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit – there is one at each end of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall),
call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academicplaza
Conceptual Framework

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.
- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today’s world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
- **Technology** is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible **Partners for the Future** – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
Professional Dispositions Statement

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. The dispositions can be viewed here: https://www.uta.edu/coed/_downloads/COEd_PROFESSIONAL_DISPOSITIONS_2016.pdf

Code of Ethics and Standard Practices for Texas Educators

Professional Ethical Conduct, Practices and Performance.

Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues.

Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**Ethical Conduct Toward Students.**

Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
Educational Leadership Constituent Council (ELCC) Building-Level Program Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.
Educational Leadership Constituent Council (ELCC) District-Level Program Standards

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.
Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381