

## Syllabus

*This syllabus is current as of 23 August 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.*

**Instructor:** Dr. Carrie Ausbrooks  
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**Faculty Profile:**  
<https://www.uta.edu/profiles/carrie-ausbrooks>

**Office:** TH 109C  
**Office phone:** 817.272.5475  
**Office Hours:** By appointment

**Course Information:** EDAD 5352.001 – Higher Education Law

### Time and Place of Class Meetings:

Fall 2018 Semester: 23 August – 4 December 2018  
Class Meeting Location: COBA 141

### Course Description:

The purpose of this course is to provide students with the fundamental cases of higher education law for administrators. Topics of this course may include the legal structure of higher education, separation of church and state, religion, academic freedom, employment and tenure, due process, computer-related legal issues, copyright, students' rights of speech and expression, search and seizure, desegregation, tort liability, contracts and collective bargaining.

### Student Learning Outcomes:

Students will ...

1. learn to distinguish legal from policy, political, or human relations issues which they will confront as higher education administrators;
2. become knowledgeable about the principal legal concepts in higher education and their implementation in practice;
3. demonstrate understanding of the federal and state legal systems and their relationship to the legislative and executive branches in connection with higher education law;
4. expand their legal vocabulary, understanding of legal concepts, and ability to apply them;
5. increase their understanding of how higher education law intersects with other legal fields and how state and local laws relate to each other and to federal law;
6. learn how to use legal principles to resolve disputes;
7. learn when you should consult with the college's or university's attorney(s) and/or other administrators higher in the chain of command;
8. expand their knowledge of sources of law and legal research; and
9. develop an understanding of higher education issues from the perspective of both a legal analyst and an educational leader.

### Required Text:

Olivas, M. A. & Gajda, A. (2016). *The law and higher education: Cases and materials on colleges in court, 4th edition*. Durham, NC: Carolina Academic Press.

ISBN 978-1-9460-982-4 [e-ISBN 978-1-61163-961-2]. Available on Kindle, on Redshelf, and e-book is available on LexisNexis Store.

Additional readings will be made available electronically for students enrolled in this course.

### Additional Resources:

#### [Texas Administrative Code \(DADS\)](https://www.dads.state.tx.us/rules/TAC.html)

<https://www.dads.state.tx.us/rules/TAC.html>

### About the Professor:

Dr. Carrie Barron Ausbrooks holds a Ph.D. in educational administration, with a minor in computer education and cognitive systems. Other relevant degrees include a baccalaureate degree in business administration (with a bilingual education minor) and master's degree in vocational-technical education, with a minor in business computer information systems.

She has over 30 years of experience in education as business-computer science educator, public school administrator in a large urban school district, graduate research university faculty, and university administrator. She has served as Associate Dean for Assessment and Associate Dean for Academic Affairs in the College of Education, and before joining UT Arlington was Co-Director for the UNT Center for Education Law, Administration and Policy and Associate Director for the UNT Center for the Study of Education Reform.

Her specializations include education law; program/unit assessment and analytics; organizational systems, theory and behavior; education policy and governance; and school choice and education reform. University courses taught include beginning and advanced education law, higher education law, theoretical foundations, educational policy, educational governance, curriculum, higher education administration, and introductory courses in educational administration. Prior to entering the field of education, she worked in the private (business) sector for a Fortune 500 corporation.

### Policies:

All assignments and discussion postings/replies must be completed by the due dates. All due dates may be found in the course schedule in this syllabus. Students are responsible for technology/ internet working to ensure work is completed by deadlines. Consider submitting your work early to help prevent this from being a problem.

**Class Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop her or his own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online, I expect all students to access the learning modules as required and complete assignments, discussions, and reflections as directed in the module by the posted deadline. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Class Expectations.** This course is designed to facilitate your learning from experiences in your personal and professional environment to help prepare you for educational administration. Students should not enter a course solely to earn a grade or just to complete an assignment. You should try to maximize your learning experiences in preparation for advancing your career. Therefore, full participation in course activities, assignments, discussions, and other tasks is expected and required. All students are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them in the course in Blackboard by the specified deadline. While the course must be passed in order to earn the credits to earn the degree to earn the credentials to be qualified for the position to which you desire, the goal is not to see how quickly you can earn the points so you can stop learning.

**Tk20:** To ensure quality of our teacher and school administrator preparation academic programs, the College of Education uses *TK20 HigherEd*, a comprehensive data management system that provides powerful tools to

- manage growth and streamline processes to meet your needs more efficiently and effectively;
- enable analyses at multiple levels;
- help ensure continuous quality of programs and preparation while maintaining national accreditation; and
- enhance the value of the degrees and certifications you receive through our College.

This set of tools is required as a course text; and as with other course materials, you will need to purchase an individual Tk20 account. However, you **only need to purchase it once** during your program:

- Tk20 is where certain key performance artifacts are submitted to build the academic performance portfolios of students in the educator preparation and school administrator preparation programs.
- For designated key assignments, student candidates must **submit their work in both Tk20 and in Blackboard** to receive credit.
- It also serves as the centralized location for submitting forms and is the hub for internships and practicums.
- It is best to **purchase Tk20 during the initial weeks of your first course** so you have access to it for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you

must have access to TK20 so that you can submit work once any technical delays are addressed.

- Online tutorials and training materials have been organized to orient candidates to the Tk20 system and its use. Check the [College of Education Web](#) site for more information, updates and [answers to frequently asked questions](#).

**Policy on Granting an Incomplete:** Incomplete grades are strongly discouraged and will only be granted for extenuating circumstances or major emergencies.

**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://wwwb.uta.edu/aao/fao/>).

**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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu).

**Academic Integrity:** Students enrolled in 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.*

*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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

**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>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**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. Additionally, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. Also, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Writing Standards:** Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's competitive world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, high written standards (including adherence to specifications and use of acceptable grammar, punctuation and spelling) are expected on formal assignments and will be applied in grading assignments. However, with non-formal communication; e.g., email, consideration will be given to the message rather than to the format.

**Student Support Services:** The University of Texas at 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 contact the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

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**The IDEAS Center** (2<sup>nd</sup> 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](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**Librarian to Contact:** Michelle Reed, [michelle.reed@uta.edu](mailto:michelle.reed@uta.edu), 817.272.5127

**Professional Dispositions:** Each candidate in the College of Education at 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 rated as "unacceptable" in one or more stated criteria. The candidate will have

an opportunity to develop a plan to remediate any digressions.

### Getting the Most from the Course:

*Attend classes and be mentally present.* This is essential. Also refer to the attendance policy in this syllabus.

*Be prompt.* Attendance will be taken at the beginning of class.

*Keep a well-organized notebook.* The notebook for this course should contain the course outline, class handouts, case briefs and holdings, and your notes arranged chronologically or by topic. Some students choose to disassemble the course materials and handouts and insert them in the notebook. In constructing the notebook, you are encouraged to observe the following:

- a. Use a loose-leaf notebook so that pages can be easily inserted and removed.
- b. Arrange the notebook into sections with clearly marked tabs. Some students integrate case briefs and class notes so that both can be viewed concurrently. However, each individual has his/her own organizational style. **What is important** is that you begin compiling your notebook with the first assignment.
- c. *Take your own notes and construct your own case briefs; don't rely on someone else.* You will learn far more, be better prepared for examinations, and better able to apply the concepts as a professional administrator if you do your own work. As an educator, you know that there is no substitute for being actively engaged in the learning process.

*Read the chapter and case materials, and keep current on assignments.* If you have not read the materials, you will miss most of the significance of class discussion. Being unprepared wastes everyone's time.

*Participate actively in class activities and discussions.* Informed class participation makes a valuable contribution to the class and enhances retention of concepts. It also demonstrates one's ability to apply them to school settings and alerts the instructor of any gaps in knowledge or understanding.

*Form a study group.* Many students find it helpful to form study groups not only because they learn better when they work with others, but also because skills of cooperation are so critical in our society and the world.

*Prepare thoroughly for examinations.* Examinations provide an opportunity to demonstrate your knowledge. Research literature in the area of testing suggests that test anxiety is caused by the lack of preparation, negative thoughts during the exam, and a belief that poor preparation strategies are adequate. **There is no substitute for preparing adequately for examinations. It is unlikely that simply reading your notes will be sufficient preparation for the exams.**

The following suggestions may be helpful when taking exams:

- a. Read each exam question carefully, and consider each option completely before responding.
- b. Organize your thoughts about the question or problem before responding.
- c. **Respond only to what is asked, and answer all parts of the question.** Refrain from making assumptions, adding events to the question or problem, or relying on common knowledge or district practices.
- d. Your response to essay and short-answer questions should be sufficiently detailed so that someone who is not familiar with educational leadership and administration would be able to understand your explanation.

- e. Pace yourself so that you can thoughtfully respond to each question completely.
- f. Proofread the completed examination to eliminate spelling and grammatical errors.

*Don't be afraid to **ask** questions.* The questions you raise will help everyone more thoroughly understand the legal concepts.

*If you **need help, consult** with the instructor. Don't wait.*

**Performance Assessments:** A conventional letter grade (A - F) will be computed based upon the following:

- Mid-term examination – 30%
- Final examination – 30%
- Case briefs – 10%
- Participation in class discussion – 30%

**Level of Proficiency:** 90-100=A; 80-89=B; 70-79=C; 60-69=D; Below 60=F

**Course Evaluation:** Students will be given an opportunity to offer (anonymously) formal comments on the course, materials, and the professor.

### **Tentative Course Outline:**

*Readings, assignments and associated tasks are due on the class day on which they are listed.*

SESSION/DATE	CONTENT/TOPICS	READINGS/CASES*
1/Thursday, 23 August	Course Orientation How to Read a Court Case Briefing Cases	Course Syllabus
2/Thursday, 30 August	The Legal Framework Four Sources of Law in Education Federal Court System State Court System Stakeholders in Education	<i>Handouts:</i> U.S. Constitution : Bill of Rights and Selected Amendments Texas Constitution: Preamble and Bill of Rights Comparing Court Systems Geographic Boundaries Court Structure of Texas Stakeholders in Education
3/Tuesday, 6 September	The Legal Governance of Higher Education  What is a College?	<i>Chapter 1, pp. 3 – 17</i> “The Governance of a University”  <i>Coffee v. Rice University</i>



<b>4 Thursday, 13 September</b>	What is a College?	<p><b>Chapter 1, pp. 17 – 20; 22 – 31</b></p> <p><i>Fountain Gate Ministries v. City of Plano</i>  <i>Philip Crosby Associates v. Florida State Board of Independent Colleges</i>  <i>Hacker v. Hacker</i>  <i>Beth Rochel Seminary v. Bennett</i></p>
<b>5/Thursday, 20 September</b>	<p>What is a College?</p> <p>Establishment of Private Colleges</p> <p>Private Colleges and State Action</p>	<p><b>Chapter 1, pp. 28 – 49</b></p> <p><i>Beth Rochel Seminary v. Bennett</i> (cont'd)</p> <p><i>Trustees of Dartmouth College v. Woodward</i>  <i>Fenn College v. Nance</i>  <i>Powe v. Miles</i></p>
<b>6/Thursday, 27 September</b>	<p>Religion and Higher Education</p> <p>Background:  <i>Abington v. Schempp</i>            (audio tape of Sup. Ct. oral arguments)  <i>Lemon v. Kurtzman</i>  <i>Lee v. Weisman</i>  <i>Santa Fe v. Doe</i>  <i>West VA v. Barnett</i></p>	<p><b>Chapter 1, pp. 49 – 57; 60 – 67</b></p> <p><i>Bob Jones University v. United States</i>  <i>Witters v. Washington Department of Services for the Blind</i></p>
<b>7/Thursday, 4 October</b>	<p>Religion and Higher Education (cont'd)</p> <p>The Establishment of Public Colleges and State Agency</p>	<p><i>State ex rel. McLemore v. Clarksville School</i></p> <p><b>Chapter 1, pp. 68; 70 - 76</b></p> <p><i>Krynicky v. University of Pittsburg</i>  <i>Boles v. Gibbons</i></p>
<b>8/Thursday, 11 October</b>	Consortia and Institutional Governance	<p><b>Chapter 1, pp. 97-100; 110-117; 119-126</b></p> <p><i>Bennett v. State Bar of Nevada</i>  <i>U.S. v. Brown University</i></p>

	Trustees	<i>Cahn and Cahn v. Antioch University</i>
<b>9/Thursday, 18 October</b>	<b>Exam One</b>	
<b>10/Thursday, 25 October</b>	<p>Students and the Law The Legal Relationship Between Colleges and Students In Loco Parentis and Due Process</p> <p>Tort Theories Contract Theories</p> <p>Student Admissions</p>	<p>Chapter 4, pp. 595 – 603; 611-617;631-636;642-651; 659 – 691</p> <p><i>Gott v. Berea College</i> <i>Anthony v. Syracuse University</i> <i>Tarasoff v. Regents of University of California</i> <i>Mullins v. Pine Manor College</i></p> <p><i>Johnson v. Lincoln Christian College</i> <i>Vought v. Teachers College, Columbia University</i></p> <p><i>Steinberg v. Chicago Medical School</i> <i>University of California v. Bakke</i> (audio tape of oral arguments) <i>Hopwood v. State of Texas</i></p>
<b>11/Thursday, 1 November</b>	<p>Students and the Law What is the difference between academic and disciplinary dismissals?</p> <p>Academic Dismissals</p> <p>Disciplinary Dismissals</p> <p>Academic Misconduct</p>	<p>Chapter 4, pp. 698 – 706; 709 – 713; 716 - 744; 748 – 749; 760 – 781; 802 – 809</p> <p><i>Board of Curators of the University of Missouri v. Horowitz</i></p> <p><i>Regents of University of University of Michigan v. Ewing</i></p> <p><i>Dixon v. Alabama State Board of Education</i> <i>Goss v. Lopez</i> <i>Picozzi v. Sandalow</i> “Trial by Fire”</p> <p><i>Crook v. Baker</i> <i>Waliga v. Board of Trustees of Kent State University</i></p>

	<p>Recognition of Student Organizations</p> <p>Student Fees</p>	<p><i>Healy v. James</i>  <i>Gay Student Services v. Texas A&amp;M University</i></p> <p><i>Rosenberger v. University of Virginia</i></p>
<p><b>12/Thursday, 8 November</b></p>	<p>The Student Press and Distribution on Campus</p> <p>The College as an Open Forum for Students</p>	<p>Chapter 4, pp. 809 (intro); 811 – 829; 849 - 852</p> <p><i>Texas Review Society v. Cunningham</i>  <i>Stanley v. McGrath</i>  <i>Hazelwood School District v. Kuhlmeier</i>  <i>[local case]</i>  <i>Widmar v. Vincent</i></p>
<p><b>13/Thursday, 15 November</b></p>	<p>Affirmative Action and Institutions</p> <p>Affirmative Action and Students</p> <p>Affirmative Action and Employment</p>	<p>Chapter 5, pp. 893 – 895; 943 – 947; 956 – 958; 977 – 982; 1008 – 1013; 1016 - 1025</p> <p><i>Mississippi University for Women v. Hogan</i></p> <p><i>Lucy v. Adams</i>  <i>Arwen Bird v. Lewis &amp; Clark College</i></p> <p><i>Pime v. Loyola University of Chicago</i>  <i>Mecklenberg v. Montana State Board of Regents</i></p>
<p><b>14/Thursday, 6 December</b></p>	<p>Academic Freedom</p> <p>A citizen of the Academy</p> <p><i>Is there any justification for the notion that public employees should have less right to express themselves than other citizens?</i></p>	<p>Chapter 2, pp. 219 – 223; 225 - 237</p> <p><i>Pickering v. Board of Education</i></p> <p><i>Richard Aumiller v. University of Delaware</i></p> <p><i>Mt. Healthy City School District Board of Education v. Doyle</i></p>

	Is the Speech a Matter of Public Concern?  Institutional Academic Freedom	<i>Connick v. Myers</i>  Chapter 2, pp. 271 – 272 (intro); 280 - 283 <i>Widmar v. Vincent</i>
<b>15/Thursday, 13 December</b>	The Law and the Faculty  Tenure and Promotion Issues  What exactly was the Odessa JC tenure policy? How did they measure whether faculty were “happy in their work” and displaying a “cooperative attitude?”  A Reasonable Expectation of Continued Employment, Tenure by Default, De facto Tenure  Tenure and Race  Financial Exigency	Chapter 3, pp. 303-313; 333-336; 344-346; 349 – 356; 360 – 372; 404 - 412 <i>Perry v. Sindermann</i> <i>Board of Regents v. Roth</i>  <i>Soni v. University of Tennessee</i> <i>Spuler v. Pickar</i>  <i>Scott v. University of Delaware</i>  <i>AAUP v. Bloomfield College</i>
<b>16/Thursday, 8 December</b>	<b>Exam Two</b>	

**Educator Preparation at UTA – Conceptual Framework** (The complete document is available at <http://www.uta.edu/coed/about/conceptual-framework.php>):

**Vision and Values:** A shared vision of Educator Preparation at The University of Texas at Arlington was developed in collaboration with colleagues across four academic colleges, colleagues in PK-12 education, and other stakeholders. This shared vision is rooted in the mission of UTA to serve the citizens of Texas, the United States, and the world through research, teaching, and service. The large scales of these visions and missions reflect the scope of the university and its educator preparation programs. The educator preparation programs are dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are collaborative with PK-12 education colleagues and others who are committed to improving learner outcomes; who promote the advancement of the field through ongoing professional development, the use of evidence-based practices, the confidence to question and use

innovative instructional strategies, and the skill to assess their impact on student learning; who advocate on behalf of all learners and the education profession; and who are education leaders in their classroom, school, and community.

**Coherence:** Because educator preparation at UTA is a large, complex, and strategic enterprise, the dean of the College of Education is administratively responsible for the preparation of all candidates in educator preparation. Although much of the responsibility for educator preparation is vested in the faculty of the College of Education, who have a primary mission to prepare education professionals, educator preparation also is a function of three other academic colleges: Liberal Arts; Nursing and Health Innovations; and Science as well as our PK-12 partners. A campus-wide entity known as the Education Professions Council (EPC) serves as the curriculum review authority for all programs leading to licensure and as a policy advisory board to the College of Education dean.

**Professional Knowledge and Disposition:** Educator preparation programs at UTA view schools as complex social, political, cultural, and interpersonal organizations and teaching as a highly complex activity in which teachers apply knowledge to develop curriculum, carry out instruction, and assess learning. Prospective teachers must develop subject matter knowledge, a core strength of educator preparation at UTA, pedagogical knowledge, and knowledge of context. From this foundation they can form pedagogical content knowledge, the knowledge about how to teach specific subject matter (Harris & Hofer, 2014). Together, these competencies distinguish teachers from subject matter specialists (e.g., Darling-Hammond & Bransford, 2005). An inquiry-oriented approach to educator preparation, where teaching is made problematic and students of teaching engage in reflection to develop their understandings of teaching and learning, characterizes UTA's programs (e.g., Calderhead, 2012; Savery, 2015).

In addition to developing knowledge of content and pedagogy, candidates are expected to develop the dispositions to become caring and dedicated education professionals who are sensitive to community and cultural norms, demonstrate willingness to work with others, take responsibility for establishing a positive climate, respect students as individuals, treat students fairly, show concern for students' well-being, and demonstrate appropriate professional practice (e.g., Kea, Campbell-Whatley, & Richards, 2006; Nelson, 2014). We also expect our candidates to think critically and engage in discovery (research) and the use of evidence-based practices, be responsive to education issues related to social justice and diversity, and integrate technology literacy throughout. These commitments and dispositions are reflected in institutional, state, and professional standards by which candidates are informed and assessed (e.g., CAEP, 2013; InTASC, 2011; NBPTS, 1994). This conceptual framework embodies educator preparation at UTA's commitment to these principles.

**UTA Strategic Themes: Sustainable Urban Communities** is one primary theme woven across programs that guides educator preparation at UTA. Located in the heart of the Dallas/Fort Worth metroplex, UTA is a predominately Hispanic serving urban institution. Our faculty, staff, and students value this urban community and seek to harness its diverse population and geographic advantage to strengthen educator preparation and prepare



education professionals skilled in educating PK-12 children, supporting local families, and ensuring that every student is college or career ready following secondary education. To ensure sustainable urban communities, a UTA student body equipped to serve in such settings must be developed. Thus, faculty and staff at UTA are committed to leading the nation in the preparation of education professionals skilled in bilingual education. As well, preparing education professionals who are highly skilled to serve children in grades PK through 12, school counselors, and education leaders in urban settings are hallmarks of UTA's College of Education.

Our programs also embrace three additional UTA strategic themes:

**Health and Human Condition**, in which educated populations are physically healthier. The preparation of highly skilled education professionals who serve our local schools and Texas results in educated communities who are equipped to meet their health needs and improve overall human conditions.

**Data-Driven Discovery**, in which education professionals create knowledge through research and discovery and use evidence-based practices in their daily lives. They also assess their effectiveness through analysis of their practices and the learning and behavioral outcomes of their students.

**Global Environmental Impact**, where instructional innovations derived from data-driven discovery are examined, replicated, and disseminated globally to positively impact educational practices.

**Key Values** -Four key values are integrated throughout programs and guide educator preparation at UTA:

- **Professionalism** represents the expectation 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 excel in job performance.
- **Collaboration** is the cornerstone of our educator preparation program. Our partnerships with PK-12 education colleagues foster collaborative planning and experiences for future and current teachers (CAEP, 2013, Standard 2) and education leaders. This collaboration extends to include research and professional development with our PK-12 partners to improve learner outcomes.
- **Advancement** ensures that our candidates engage in reflective practices and continuously seek to improve their skills as education professionals. This includes a commitment to ongoing professional development, the use of evidence-based practices, the confidence to question the validity of practices and the ability to use innovative instructional strategies, and the skill to assess their impact on student learning.
- **Leadership** development prepares our candidates not only to serve as leaders in their classroom, but also their school and across a global community as they advocate for their students and the profession. Leadership also represents a candidate's 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 PK-20 students, curricula, faculty, and other professionals.

**Alignment with State and Professional Standards:** Initial teacher preparation programs are based on performance-based standards including the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and the Texas Teacher Standards (Texas Education Association, TEA). In addition to these standards, faculty of the various program areas use professional standards in the development of specific programs, such as those included as Specialized Professional Association (SPAs), the Council for Accreditation of Educator Preparation (CAEP), and the National Board for Professional Teaching Standards (NBPTS).

### **The Core of Professional Preparation**

In addition to the key programmatic features, the professional preparation programs highlight key features and programmatic emphases that are interrelated and addressed throughout. All of the components of the educator preparation programs include professional, state, and institutional standards.

Academic content and evidence-based-practice are the core of professional preparation:

**Initial Preparation.** In addition to the core principles, nine areas of competency are emphasized during the initial preparation programs:

- **Understand learner development, learning differences, and learning environments:** Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implement developmentally appropriate and challenging learning experiences (InTASC, 2011, Standard #1). Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC, 2011, Standard #2). Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC, 2011, Standard #3). Candidates work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs and teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning (TEA, 2014, Standards 2 and 4).
- **Focus on the learner and assess growth and outcomes:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (InTASC, 2011, Standard #6). Candidates use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed (TEA, 2014, Standard 5).
- **Teach effectively by integrating content and pedagogy:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC, 2011, Standard #5). The candidate understands and uses a variety of

instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC, 2011, Standard #8). Candidates demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes appropriate use of technology, and makes learning relevant for today's learners. Candidates also exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards (TEA, 2014, Standards 1 and 3).

- **Differentiate instruction to diverse learners:** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC, 2011, Standard #9). The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2011, Standard #2).
- **Apply current and emerging technologies:** The candidate effectively applies relevant technologies to enhance students' learning experiences, and actively seeks out opportunities to capitalize on emerging technologies (InTASC, 2011, Standards 3g, 3m, 4g, 5l, 6i, 7k, 8g, 9d, 9f, 10g).
- **Engage in early and articulated field experiences:** The candidate is actively engaged in early and articulated field experiences throughout key elements of the program (CAEP 2013, Standard #2).
- **Collaborate with teachers, parents and community:** The candidate seeks opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 2011, Standard #10). Candidates consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Commit to diversity:** The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (InTASC, 2011, Standard 3[i]). The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (InTASC, 2011, Standard 7[i]).
- **Think critically and reflectively:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). (InTASC, 2011, Principle #4; NBPTS, 1994, Proposition #4)

**Advanced Preparation.** Advanced programs are designed to help experienced practitioners move beyond the basic mastery of content and practice that characterizes initial licensure to develop deeper understandings, more sophisticated practice, and the knowledge and dispositions that characterize leaders in the educational community. Upon completion of an advanced program of study, candidates are accomplished educators whose practices are consistent with the standards of professional associations and the National Board for Professional Teaching Standards (NBPTS). Advanced preparation extends initial preparation

and emphasizes five additional areas:

- **Communicate knowledge:** The advanced candidate speaks, writes, and employs relevant media to effectively communicate knowledge on substantive topics to others (InTASC, 2011, Standards 3, 5, 6, 8, and 10).
- **Synthesize knowledge:** The candidate integrates knowledge from multiple sources to address pertinent questions and issues (InTASC, 2011).
- **Create and discover knowledge:** The candidate creates and discovers knowledge to further the state of the art and science of education (Boyer, 1990).
- **Engage in professional development:** The candidate actively seeks out learning opportunities to grow professionally. (INTASC, 2011, Standard #9) and teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Participate actively in the profession:** The candidate actively participates in the profession through communicating scholarly discoveries, offering learning opportunities to others, and engaging in efforts to promote social justice and equity in educational opportunities and outcomes (NBPTS, 1994, Proposition #5).

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Active Shooter/Threat Resources:**

<https://police.uta.edu/crime-prevention/active-shooter-resources.php>

*This syllabus is current as of 23 August 2018. I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.*