Course Syllabus

Course Prefix / Number: EDA 6232
Course Title: Law and Education
Course Credit Hours: 3
Instructor Name and Contact Information:

Dr. Sherri Zimmerman
Building 4/Office 456
Fort Walton Beach Campus
850-863-0730
Virtual Office Hours: Monday, Tuesday, Wednesday 10-12 and Thursday 9-11
Email: szimmerman@uwf.edu (Preferred method of contact)

Prerequisites or Co-Requisites: None

Course Description:

This course is designed to provide certain knowledge, understanding, dispositions and skills that will enable administrators to deal with problems encountered in administration in a lawful manner. The course explores law and its relationship to education, constitutional law, legislative enactment, judicial law, school policies and their relationships as they pertain to school administration. Tort liability, due process, corporal punishment, collective bargaining and negotiations, teacher contracts and other laws relating to authority and responsibility of teachers and administrators are included.

Purpose of the Course

The learning experiences and activities presented in this course will foster the development of leaders, empowered persons and professionals taking action and making a difference. The subject matter, class activities and skill development of this course were selected to assist your personal and professional growth as a critical thinker, lifelong learner, counselor, mentor, decision maker, problem solver and ethical, moral professional.

Course Goals

This course will provide the knowledge, skills and dispositions required by future school leaders to:

1. Maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.
2. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

http://hostsite21.uwf.edu/content/enforced/875553-0582EDA6232201208/Important%20... 12/19/2012
**Student Learning Outcomes**

Upon completion of the course, students will be able to ...

Foundations of Educational Law

- Articulate the course of authority for the conduct of public schools.
- Identify the U.S. Constitutional provisions having greatest applicability to public education and will be able to give examples of applicable cases.
- Give an example of the role of federal legislation in the development and control of public education.
- Differentiate the roles of state and federal legislatures in the development and control of public education.
- State the role of local policy and understand the relationship of local policy to other law relative to education.
- Understand the operation of the court system in the educational process and be able to differentiate the federal and state system.
- Identify the statutory powers and duties of Florida’s State Board of Education, Commissioner of Education, local school boards, superintendents, and principals.
- Identify statutory standards for minimum competencies, compulsory school attendance, curriculum, facilities and finance.
- Identify circumstances wherein schools have liability for what happens to students.
- Understand the role of negligence in tort liability.
- Give examples of cases leading to liability and non-liability.
- Understand the Florida compulsory attendance law.
- Understand the principles of the child benefit theory.
- Identify state statutory provisions relating to finance of public schools.

Tort Liability

- Specify activities with unusually high liability risk and indicate appropriate measures taken to insure student safety and minimize adult liability.
- Demonstrate understanding of federal Constitutional provisions relating to student rights and school authority.
- Identify circumstances wherein schools have liability for what happens to students.
- Demonstrate an understanding of first, fourth and fourteenth amendment rights of teachers and students.
- Understand the role of negligence in tort liability.
- Give examples of cases leading to liability and non-liability.

Student Rights

- Specify activities with unusually high liability risk and indicate appropriate measures taken to insure student safety and minimize adult liability.
- Discuss the merit of such documentation as permission slips, written rules for behavior in the classroom, hallways, bathrooms, lunchroom, field trips and school lessons.
- Identify circumstances wherein schools have liability for what happens to students.
- Understand the role of negligence in tort liability.
- Give examples of cases leading to liability and non-liability.
- Demonstrate understanding of federal Constitutional provisions relating to student rights and school authority.
- Demonstrate an understanding of first, fourth and fourteenth amendment rights of teachers and students.
- Understand the principles of the child benefit theory.
- Understand the laws and statutes regarding student and parental rights regarding a free appropriate public education (FAPE).

Public Disclosure and Testing
• Identify statutory standards for minimum competencies, compulsory school attendance, curriculum, facilities and finance.
• Identify standards and procedures of Florida administrative law including public disclosure and record keeping.
• Identify circumstances wherein schools have liability for what happens to students.
• Specify activities with unusually high liability risk and indicate appropriate measures taken to insure student safety and minimize adult liability.
• Understand the role of negligence in tort liability.
• Give examples of cases leading to liability and non-liability.
• Demonstrate an understanding of first, fourth and fourteenth amendment rights of teachers and students.
• Demonstrate an understanding of Florida administrative law relative to public disclosure and record keeping.
• Identify statutory regulations regarding testing.

Terms and Conditions of Employment and Rights and Responsibilities of Employees

• Identify state statutory criteria applicable to certification, selection, evaluation, dismissal, reprimand and non-renewal of professional employees.
• Identify circumstances wherein employees have liability for what happens to students.
• Specify activities with unusually high liability risk and indicate appropriate measures taken to insure student safety and minimize adult liability.
• Understand the role of negligence in tort liability.
• Give examples of cases leading to liability and non-liability.
• Demonstrate an understanding of first, fourth and fourteenth amendment rights of teachers and students.

Discrimination

• Identify circumstances wherein schools and their employees have liability for what happens to students.
• Understand the role of negligence in tort liability.
• Give examples of cases leading to liability and non-liability.
• Demonstrate understanding of federal Constitutional provisions relating to student rights and school authority.
• Demonstrate an understanding of first, fourth and fourteenth amendment rights of teachers and students.
• Articulate the principles of separation of church and state and its application to public schools and understand rulings relative to prayer and bible reading in public schools.

Assessment of Student Learning Outcomes

Educational leadership students will acquire the skills needed to be school administrators. Students demonstrate what they have learned through classroom assignments, examinations, research and creative activities. Final certification is achieved through obtaining a passing score on the Florida Educational Leadership Exam (FELE). Passing this exam is a requirement for graduation.

Course Alignment by Standard, Outcome and Assessment
<table>
<thead>
<tr>
<th>Key Assignment: Multi-topic Paper/Field Experience</th>
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<tbody>
<tr>
<td>Includes the following:</td>
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<tr>
<td><strong>Participation</strong></td>
<td>Lifelong Learner Ethical/Moral Professional</td>
<td>1.6</td>
<td>5.1</td>
<td>3</td>
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<tr>
<td><strong>Liability</strong></td>
<td>Lifelong Learner Problem Solver</td>
<td>1.6</td>
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<td>2, 4</td>
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<td><strong>FERPA</strong></td>
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<td><strong>Disability</strong></td>
<td>Lifelong Learner Ethical/Moral Professional</td>
<td>1.6</td>
<td>3.1</td>
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<tr>
<td><strong>Testing</strong></td>
<td>Critical Thinker Decision Maker Problem Solver</td>
<td>2.1</td>
<td>1.5</td>
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<tr>
<td><strong>Harassment</strong></td>
<td>Lifelong Learner Problem Solver</td>
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<td>1.4</td>
<td>5</td>
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Learning Environment

Communication
<table>
<thead>
<tr>
<th>SAC</th>
<th>Lifelong Learner</th>
<th>1.6</th>
<th>4, 5</th>
<th>1e, 1g</th>
<th>6</th>
<th>Learning Environment</th>
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</thead>
<tbody>
<tr>
<td>Due Process</td>
<td>Lifelong Learner</td>
<td>1.6</td>
<td>5, 6</td>
<td>1e, 1g</td>
<td>6</td>
<td>Communication</td>
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<td>Problem Solver</td>
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<td>Constitution</td>
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<td>1.6</td>
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<td>1e</td>
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<td>Learning Environment</td>
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<td>Free Exercise</td>
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<td>1e</td>
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<tr>
<td>Threaded Discussions</td>
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<td></td>
<td>Problem Solver</td>
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<td>1, 2, 3</td>
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<td></td>
<td>Critical Thinker</td>
<td>2.1</td>
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<td>Final Exam</td>
<td>Problem Solver</td>
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<td>1, 2, 3, 4, 5, 6</td>
<td>1e</td>
<td>6</td>
<td>Learning Environment</td>
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<tr>
<td></td>
<td>Critical Thinker</td>
<td>2.1</td>
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<td>Communication</td>
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</tbody>
</table>

**Program Learning Outcomes**

http://uwf.edu/CUTLA/ALP/Ed_Ldrshp_Cert_MEd_ALP.pdf

**Florida Principal Leadership Standards**

http://www.floridascollagleader.org/fpls.aspx
Educational Leadership Constituent Council (ELCC) Standards

http://npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Topics

- Foundations of Educational Law
- Due Process and Freedom of Expression
- Religion and Racial Segregation
- Student Rights
- Free Appropriate Public Education
- Civil Liability and Student Records
- Testing

Key Assignment - TK20 Multi-topic Paper

This assignment will require you to refer to the State Statutes in the most recent Florida School Laws as well as utilizing your own district handbooks, policy manuals, etc. Please follow the directions carefully and note that you must work under the supervision of a building administrator (preferably the principal) to complete the assignment.

Students will work with a mentor principal to review a variety of school documents related to educational law. Assignments designated as TK20 must be submitted to that system in order to receive credit for the assignment. Students must receive a passing grade on the Key Assignment TK20 Multi-topic paper in order to meet DOE and program standards and receive a passing grade in the course.

This assignment consists of several parts. I would recommend completing each section as we complete the corresponding course material and then submitting the completed document by the due date. This document will be 18-20 pages in length and is due near the end of the semester.

*Begin the document by stating that you worked with a building administrator on this assignment and list his/her name and building location.

*Please clearly label each section within the assignment using the same titles as listed below:

1. Participation
2. Due Process
3. Medication
4. SAC
5. Disability
6. Harassment
7. Liability
8. FERPA
9. Testing

Section 1 – Participation

Preferred length: 2 pages

Each state provides statutes regarding participation in interscholastic athletic activities. Working with the principal, review the student handbook from a high school and compare and contrast the eligibility requirements and student rights and responsibilities with the criteria listed in the state statutes.
Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency:

Given a scenario, identify the state requirements for students to participate in interscholastic or extra-curricular activities.

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Section 2 – Due Process

Preferred length: 2 pages

Working with the school principal, prepare a written summary identifying the components of due process and the rights and responsibilities of students and parents regarding due process hearings as described in the state statutes.

Domain 2: Organizational Leadership

Standard 9 Communication: Effective school leaders practice two-way communications and use appropriate oral, written and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.

Competency:

Given the student parent handbook, identify rights and responsibilities of students, parents and guardians per Florida Statutes (i.e. notifications, due process hearings, student academic progress, school choice preference, health examinations, immunizations, student academic improvement plan, truancy procedures, instructional materials).

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Section 3 – Medication

Preferred length: 2 pages

Working with the school principal, prepare a written summary of guidelines as identified in the state statutes for administering medications to students at school.

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency:
Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees.

Section 4 – SAC

Preferred length: 2 pages

Working with the school principal use the state statutes as a guide to prepare a written summary interpreting school advisory committee requirements.

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency:

Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes.

Section 5 – Disability

Preferred length: 2 pages

Using the district policy manual and the state statutes, work with the principal to prepare a written summary identifying entitlements of equal access for students and/or staff with disabilities.

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency

Given a scenario, identify exceptional educational entitlements, equal access for students and staff with disabilities and related rights under federal statutes.

Section 6 – Harassment

Preferred length: 2 pages

Using the district policy manual and the state statutes, work with your principal to prepare a written summary identifying criteria, standards and procedures regarding sexual harassment.

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader maintains a safe, respectful and inclusive student-centered
learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency:

Given a scenario, identify standards and procedures applicable to State statutory provisions for accomplished practices, pupil progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula and facilities.

Section 7 - Liability

Preferred Length: 2 pages

Using the district policy manual and the state statutes, work with the principal to review employee rights and responsibilities listed in the employee handbook and identify responsibilities directly linked to the prevention of negligent and intentional tort liability. Prepare a summary on the prevention of negligent and intentional tort liability.

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency:

Given a scenario, identify employee rights and responsibilities under federal statutes.

Section 8 - FERPA

Preferred length: 2 pages

Using the district policy manual and the state statutes, work with the principal to prepare a written summary describing the procedures and guidelines for compliance with the state statutes and federal law governing parents' and/or students' rights to privacy and access to student educational records (e.g., deny, release, or challenge content).

Domain 2: Instructional Leadership

Standard 5 Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic global economy.

Competency: Given the student/parent handbook, determine compliance with Florida Statutes governing parents' and/or students' rights and privacy to access student educational records (e.g., deny, release, challenge content).

Section 9 - Testing
Preferred length – 2 pages

The student will work with a classroom teacher to review three classroom assessments and determine the alignment of each with high stakes testing (FCAT). Upon completion, the student will submit a written summary of the review.

**Domain 2: Organizational Leadership**

*Standard 9 Communication:* Effective school leaders practice two-way communications and use appropriate oral, written and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state and federal administrative requirements and decisions.

**Competency:**

Given a scenario, identify legal standards and procedures applicable to school accountability legislation.

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**Dropbox Assignments**

**Assignment #1: Constitution**

Read a copy of *The United States Constitution*. As you read, begin to think about how each article or amendment impacts our educational system today.

Focus particularly on Article I - Section 8; Article IV - Sections 1, 2 and 4; Amendments I, IV, V, VI, VIII, IX, X, XIV, XVI and XIX.

Identify the specific phrases in each Amendment listed above that pertain to the relationship of the law and public education (how can each of these apply to what we do in schools) and discuss the ramifications of each. Submit the assignment to the "Constitution" dropbox.

**Assignment #2: Free Exercise**

: Develop a one page summary of the Free Exercise Clause and place it in the "Free Exercise" dropbox.

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**Threaded Discussions**

**Assignment #1: Arbitrary and Capricious**

After reading Chapter 4, take some time to review your own schools student handbook. Choose a rule or regulation that has the potential for being viewed as arbitrary, capricious, or vague. Using threaded discussion techniques, post this rule and in 3-4 paragraphs give your rationale for thinking it might have more than one interpretation. Make sure you’ve posted this to the "Arbitrary and
Capricious" threaded discussion by Wednesday. After you’ve read postings from your classmates, respond to two of them giving suggestions for how the rule or regulation might be changed to make it less arbitrary, capricious, or vague. Your responses should be completed by Sunday.

**Assignment #2: Racial Segregation**

Find two websites that provide information regarding the issue of racial segregation in our schools. Using threaded discussion techniques, post links to these two websites for your classmates in the "Racial Segregation" discussion by Wednesday. Read information from at least two websites identified by your classmates and post a three paragraph response to each of them by Sunday.

**Assignment #3: Tort**

After reading the chapter, use threaded discussion techniques to describe a potentially liable situation that you have seen occur at your school. Post your story by Wednesday to the "Tort" threaded discussion. After reading your classmates stories, respond to one of them, offering suggestions for how the risk or liability could be reduced. Post your response by Sunday.

**Final Exam**

The final exam consists of 45 multiple choice questions. Students will have access to the exam beginning on the final Monday of the term. The exam is due in the course "Final Exam" dropbox on Friday or the last day of the class. Specific dates are posted in the Course Assignment Schedule.

**Texts / Materials**

**Required texts:**


**Required online resource**

Florida School Laws. [www.leg.state.fl.us](http://www.leg.state.fl.us) then click on Statutes.

**Required Materials:**

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account

**Grading / Evaluation**

Listed below are the course requirements:

1 TK20 Assignment "Multi-topic Paper" @ 180 points
2 Dropbox Assignments @ 20 points each
3 Threaded Discussions @ 15 points each
1 Syllabus Quiz @ 10 points
1 Final Exam @ 45 points
Important Class Information

Typically modules will open on Mondays and assignments for any given week will be due on either Wednesday of Sunday of that week unless otherwise stated. Assignment due dates are listed on the course assignment sheet. Although the Key Assessment for the course "TK20 Multi-topic Paper" is not due until the end of the course, you should be completing each of the sections as they are covered in the course material. You will need to be self-motivated by working on these assignments as the semester progresses.

Always use APA guidelines when writing. You do not have to include an abstract for assignments for this course. *When using Word documents, submit all assignments in either docx or rtf format.*

I prefer that for Threaded Discussion assignments you do not submit a Word document but type your post or response directly into the discussions. This makes it easier for me and your classmates to read your submissions.

Good writing skills, the correct use of grammar and punctuation, etc. are important at the graduate level. Always proofread your assignments - don't let these types of errors result in a deduction of points.

Follow directions carefully. As an example: On the TK20 Multi-topic Paper make sure you fully answer each question for each section. This document will likely be 16-20 pages in length.

I will correspond with you and provide feedback either in the feedback section for assignments or through your uwf email account. Check it frequently. If I have updates, questions or you have a missing assignment this is the venue I'll use to contact you. Continue to check your uwf email for messages for at least two weeks after the course ends. Email is my preferred method of contact and will result in the quickest response. I will usually respond to emails within 24 hours (often within an hour or two) although it may be longer on weekends. I am not in my office everyday so leaving a message on my office phone may result in a delay.

Students should have no expectation that late assignments will be accepted or graded to receive credit.

All course assignments must be completed to receive a grade for the course. If any assignments are not submitted, the student will receive either a failing grade or an incomplete.

Students must receive a passing score on the TK20 assignment in order to pass the course.

TK20 Assignments

As you may already know, TK20 is the data collection system used by UWF to create an electronic portfolio documenting that each of you has fulfilled the requirements mandated by the State of Florida for administrative certification. Thus, your TK20 assignment must be present in that system for me to certify that you have met the requirements for both the course and for eligibility for certification.

A detailed description of how to use the TK20 system is included in this course. If you have a problem uploading your documents into TK20 please contact the system administrator, Dr. Richard Faessel at rfaessel@uwf.edu for assistance. I have limited ability and access to manipulate the system in any way. Also, please do not email me your TK20 assignment to show me you have completed it. I can only accept and grade the assignment within the TK20 system. It is either there or it is not. When I grade the assignments, I will contact you via your uwf email account if I can't access your assignment because it has not been loaded correctly.
There is one TK20 assignment for this course. The Multi-topic Paper assignment has multiple parts and will be completed in stages as we move through the semester. You will begin this week but not submit the final document until the final week of the course. When you submit the assignments to TK20, they should be submitted as one document (one file), not multiple files.

These suggestions are offered to help you. I want you to be successful! Let’s get to work and have a great class.

**Grading Scale**

Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>320 - 304</td>
<td>A</td>
</tr>
<tr>
<td>303 - 288</td>
<td>A-</td>
</tr>
<tr>
<td>287 - 258</td>
<td>B</td>
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<tr>
<td>257 - 231</td>
<td>C</td>
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<tr>
<td>230 and below</td>
<td>F</td>
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**Attendance Policy**

This course is delivered completely online using the Desire to Learn (D2L) system.

**Minimum Technical Skills and Special Technology Utilized by Students**

This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: [http://www.real.com/realplayer/search](http://www.real.com/realplayer/search)
- eLearning's Accessibility Resource Guides for users: [http://www.desire2learn.com/access/resources/](http://www.desire2learn.com/access/resources/)

**Expectations for Academic Conduct / Plagiarism Policy**
Assistance for Students with Disabilities

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrcc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

TurnItIn

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

Weather Emergency Information

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm
- Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/

In most cases, severe weather will not impact the delivery of this online course.