EDAK 509-110 LEGAL ISSUES IN EDUCATIONAL LEADERSHIP

FALL 2016 SEMESTER
Instructor: Michael Novotny, Ed.D.
Adjunct Graduate Professor
Department of Educational Leadership - Texas A&M University-Central Texas
1001 Leadership Place, Killeen TX 76549
Office: #322S, Warrior Hall
Email: m.novotny@tamuct.edu
Cell Phone: 254.913.5203

Office/Dept/Office Phone: 254.519.5464
Dept Fax Number: 254.519.5786
Office Hours: F2F by Appt/Online at Bb site

INSTRUCTOR’S PERSONAL STATEMENT
At the core of leadership work are the foundational constitutional provisions, statutory laws, court decisions, and regulations that govern public schools. In this course, we will learn the parameters of policy and law as they relate to the systemic work of school improvement. I am looking forward this opportunity to guide knowledge and skill development in this critical area of study.

MODE OF INSTRUCTIONAL DELIVERY
This course will use an online delivery mode with 7% of the learning in one (1) face-to-face class session – an Orientation – and the majority of the learning (93%) in an online format through the TAMUCT Blackboard Learn System (https://tamuct.blackboard.com). You will use the Blackboard username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION
The face-to-face Orientation class session is scheduled to meet from 1-4 pm in room 314 at TAMUCT Warrior Hall on Saturday: August 27th. All other course activities will be completed through the Bb system. Any changes in the schedule will be announced by message through the Bb system, so be sure to check the Bb course site and your class schedule regularly. The instructor is available by email (beddins@tamuct.edu) at any time should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT or Bb email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON COURSE BLACKBOARD LEARNING SITE.

UNILERT INFORMATION
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at http://TAMUCT.org/UNILERT
COURSE INFORMATION

COURSE DESCRIPTION
The purpose of this course is to provide aspiring principals with the opportunity to study legal issues impacting the administration of prek-12 schools. The ethical application of legal principles found in relevant constitutional, statutory, administrative, and case law is used to determine operation, organization, and administration of prek-12 schools. Special emphasis is placed on the relationship of state and federal law. The pre-requisites for this course are EDAK 500, 501, 516, 539, 545, & 555.

The structure of the course is a simple layout. The f2f Orientation provides the opportunity to experience and reflect on the legal issues found in schools as well as an introduction to the use of legal principles and types of law affecting decision making. The five e-learn online sections of the course rely on instructional processes such as lecture, group discussion, case study, interactive online technology, group/individual presentations and response that will support open and honest dialogue on related issues. This course will require the student to analyze the constitutional provisions, statutory laws, court decisions, and regulations governing public schools with special reference to Texas and federal relationships of these laws and how they impact the day to day decisions and practices of public school administrators. Learning in each e-learn section builds on previous learning, so success in the course is dependent upon the successful completion of each set of learning activities in each section. Students will engage in reading, discussion and research concerning the following topics:

- Constitutional, Statutory, Administrative and Judicial Sources of Law
- Structure and Governance of the Texas School System
- Foundational/Enrichment Programs and Accountability/Student Groups
- Special Education and Discipline (Chapter 37)
- Personnel Contracts and Grievances
- Expression and Student Rights
- Religion, Pledge, Prayer, Creation
- Privacy, Open Meetings Act, Drug Testing, Student Search
- Tort and Liability

COURSE OBJECTIVES

Student Learning Outcomes/Competencies
Upon successful completion of this course, the pre-service school leader will be able to:
1. Research legal issues related to the public schools.
2. Read and comprehend federal and state court cases.
3. Analyze and discuss legal concepts related to the public schools.
4. Apply legal concepts to the public school setting.
5. Critically analyze public school activities for compliance with public school laws.
6. Discuss the system of public school governance and its relation to the levels of courts.
7. Demonstrate knowledge of students' and teachers' rights guaranteed by the First, Fourth, and Fourteenth Amendments.

Standards for Principal Certificate
Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. The seven standards are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and
Development, and (7) Learner-Centered Instructional Leadership and Management. This course focuses specifically on and provides indepth learning related to the following Texas standards:

- **CURRENT 19TAC 241.15 All standards with emphasis on B (1, 2, 5) and F (1, 2, 3, 5, 6, 7)**  
  (attached to Bb Course Information page)

- **NEW 19TAC 241.15 All standards**  
  (attached to Bb Course Information page)

In addition the course will address the following state competencies and national standards:

- **TEEsS Competencies—all competencies**  

- **Professional Standards for Educational Leaders—all standards**  

**REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE**

This course utilizes the principles and concepts associated with initiating legal issues and law related to school leadership. The following are required textbooks (*texts new to this course). Specific reading assignments are outlined in this syllabus and posted on Bb. **An additional selected course bibliography is included on Bb.**


**Specific topics and cases from the Walsh/Maniotis text include:**

**Chapter 1** – 4 sources of law; 1st, 4th, 10th, and 14th Amendments; San Antonio v. Rodriguez; Lau v. Nichols; Texas Education Code; Texas Administrative Code; hierarchy of judicial system; structure and governance of Texas public school system; Pierce v. Society of Sisters; Section 1983 of the US Constitution.

**Chapter 2** – Brown v. Board of Education of Topeka; Civil Rights Act of 1964; Board of Education of Oklahoma v. Dowell; Plyler v. Doe; Title IX of the 1972 Education Amendments; Franklin v. Gwinnett County Public Schools; compulsory school law; residency and guardianship requirements.

**Chapter 3** – major components of IDEA; Daniel R.R. v. State Board of Education; White v. Ascension Parish School Board; Board of Education v. Rowley; Flour Bluff v. Katherine M; Irving ISD v. Tatro; Public Law 94-142; IDEA, reauthorized 2004; S-1 v. Turlington and Honig v. Doe.

**Chapter 4** – due process/14th Amendment; at-will employment; Chapter 21 and Non-Chapter 21 contracts; SBEC; non-renewal vs termination.

**Chapter 5** – reassignment; appraisal process; Fair Labor Standards Act; grievance scope and process; employee organizations.


**Chapter 7** – 1st Amendment; separation of church and state; Lemon v. Kurtzman; Lemon test; contemporary issues (school prayer, graduation, etc.).

**Chapter 8** – guidelines for rule making; due process (same from Ch 4); Goss v. Lopez; Meyer v. Austin ISD; TEC, Chapter 37 Suspension, DAEP, and expulsion.

**Chapter 9** – legal framework for privacy; 4th Amendment; 14th Amendment; Family Educational Rights and Privacy Act; Texas Open Meetings Act; Texas Public Information Act; educator privacy rights; student privacy rights; student search and seizure.

**Chapter 10** – areas of legal liability and immunity under both state and federal law, including Section 1983; sovereign immunity; Texas Tort Claims Act; criminal law v. civil law; Doe v. Taylor ISD; DeShaney v. Winnebago County Department of Social Services; Monell v. New York City Department of Social Services.

3
COURSE REQUIREMENTS

ASSIGNMENTS

**BLACKBOARD PARTICIPATION**
(8wks x 20=160 Points – weekly due dates posted on Bb)
Students will participate in Bb discussion sessions by answering questions, posing questions, making comments, and citing court cases relative to class discussions and assigned reading material. Due dates: weekly. (assessment: Collaborative Participation Rubric)

**QUIZZES**
(250 Points – quiz dates posted on Bb)
Students will be administered quizzes to assess knowledge of the material outlined in the required course text, including legal terminology and relative court cases. (assessment: quiz point designation)

**COURT CASE PRESENTATIONS**
(160 Points Total – due as assigned on Bb schedule)
Each student will prepare two presentations regarding key court cases impacting education. A handout developed by the student providing a summary of the court case is to be distributed to the instructor and the students. (assessment: Class Presentation Rubric)

**TOPIC PRESENTATION**
(100 Points – due as assigned on Bb schedule)
Each student will prepare a presentation over an assigned legal topic impacting education. The project will be evaluated on content, creativity, style, knowledge of material. A handout outlining the key elements of the topic should be provided to students and the instructor. (assessment: Class Presentation Rubric)

**SCHOOL BOARD MEETING ATTENDANCE AND REFLECTION**
(160 Points – due 12.10)
Each student will attend one school board meeting in a district of their choice and provide a brief written reflection of their experience. (assessment: Written Product Rubric)

**FINAL EXAM**
(150 Points – due 12.10)
Each student will complete a final exam to be turned in to the instructor by the last day of class. (assessment: exam point designation)

**MENTOR CONSULTATIONS/REFLECTIONS**
(40 points each/120 points total – due 9.17, 10.29, 12.10)
Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with specific E-Learning focus areas that have just been completed and a look forward to the next e-learn focus. A Mentor Consultation Record/Reflections template is provided on Bb. (assessment: 40 pt agenda/reflection template)

**FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING**
(40 pts – due 12.10)
Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective FIT2LEAD format, students will share their own “read” and that of their mentor principal as well as other colleagues related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any other colleagues will assess discreet leadership skills using the SCHOOL LEADERSHIP COMPETENCY INVENTORY. Students will complete all sections of the FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING template: FeedBack, FeedForward, and GrowForward. (assessment: analysis and planning template completion)
Grading Criteria Rubric and Conversion

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next page. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. In no case should materials be those submitted for another course.* A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 1026 of 1140 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 912 of 1140 points must be earned. Maximum points for each assignment are in ( ).

- Bb discussion participation (8 weekly sessions @ 20 pts=160 points)
- Quizzes (250 points total)
- Two Court Case Presentations (80 x 2=160 points)
- Topic Presentation (100 points)
- School Board Meeting Attendance/Reflection (160 points)
- Final Exam (150 points)
- Mentor Reflections (120 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (40 pts)

Posting of Grades

Grades will be posted using the Grade Center tool on the course Bb site.
### Collaborative Participation Assessment Rubric

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<th>Dimensions</th>
<th>5</th>
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<tr>
<td><strong>Dimension 1:</strong> Engagement</td>
<td>Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective</td>
<td>Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective</td>
<td>Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior</td>
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<td><strong>Dimension 2:</strong> Summary</td>
<td>Consistently demonstrates an organized, succinct, and polished synthesis of major themes &amp; concepts</td>
<td>Generally demonstrates an organized and logical examination of major themes and concepts</td>
<td>Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth</td>
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<td><strong>Dimension 3:</strong> Connections/Critique</td>
<td>Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice</td>
<td>Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</td>
<td>Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</td>
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<td><strong>Dimension 4:</strong> Mechanics/Communication Skills</td>
<td>Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity</td>
<td>Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity</td>
<td>Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity</td>
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### Written Product Assessment Rubric

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<tr>
<td><strong>Dimension 1:</strong> Engagement</td>
<td>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</td>
<td>Introduction, body, and conclusion provide logical flow of ideas that engages reader</td>
<td>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</td>
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<td><strong>Dimension 2:</strong> Summary</td>
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<td>Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</td>
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<td><strong>Dimension 4:</strong> Mechanics/APA Format</td>
<td>Mechanically sound and follows APA format with less than two errors (mechanical or formatting)</td>
<td>Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)</td>
<td>Not mechanically sound; four or more mechanical and/or formatting errors</td>
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### Class Presentation Assessment Rubric

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<tr>
<td><strong>Dimension 1:</strong> Engagement</td>
<td>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</td>
<td>Introduction, body, and conclusion provide logical flow of ideas that engages audience</td>
<td>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</td>
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<td><strong>Dimension 4:</strong> Mechanics/Communication Skills</td>
<td>Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors</td>
<td>Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation</td>
<td>Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation</td>
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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments. Logon to https://tamuct.blackboard.com to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. (https://tamuct.blackboard.com) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course. Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Support
For issues related to course content and requirements, contact your instructor. For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week. Email: helpdesk@tamu.edu; Phone: (254) 519-5466; Web Chat: http://hdc.tamu.edu.

COURSE CALENDAR

<table>
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<tr>
<th>Topic</th>
<th>Timeframe</th>
<th>Learning Assignment</th>
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<tr>
<td>Aug 27th - F2F Class Orientation (1-4 pm)</td>
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<td>8.22-9.17</td>
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Initial Mentor Consultation/Reflection (EDAK 507/509) – meet during week before | 9.17 |

| 9.18-10.8 | e-learn 2 | | |
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| 10.9-10.29 | e-learn 3 | | |
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COURSE AND UNIVERSITY PROCEDURES AND POLICIES

DROP POLICY
If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record’s office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

ACADEMIC INTEGRITY
Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.

DISABILITY SUPPORT SERVICES
If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at http://www.tamuct.edu/departments/disabilitysupport/index.php.

TUTORING
Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."
UNIVERSITY WRITING CENTER
The Writing Center is available to all TAMUCT students and can be a valuable tool in improving writing skills (see university website for details).

LIBRARY SERVICES
Library distance education services aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: http://www.ct.tamus.edu/departments/library/deservices.php.

Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: http://www.ct.tamus.edu/departments/library/index.php.

INSTRUCTOR POLICIES
Student Created Content: All content submitted to the course for credit must be the student’s own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

APA Style: All text and citations submitted for course credit must follow the guidelines of the Publication Manual of the American Psychological Association (6th ed.).

OPERATION OF ONLINE INSTRUCTION
Carefully examine the Course Calendar. Students should have ALL assignments submitted before the deadline. Students should begin each assignment in a timely way to be able to seek the professor’s assistance and submit accurate assignments well before the deadline.