



in partnership with

## Course-at-a-Glance

### ***EDL 2900 Laws and Safety Protocols Enhanced by Technology***

**Instructor/Presenter:** Paula Forbes, Esq, and Thomas Wilson, Ph.D

**Instructor of Record:** Ann Zweber Werner, PhD. Note: A reader and Learning Coach may also be assigned to the learner to read and provide feedback on written assignments.

**Length:** 15 hours for one credit and 30 hours for two credits.

**Dates:** Available anytime for the duration of four months.

**Number of Professional Development Credits:** 1 or 2.

#### **Introduction**

In this course, participants will learn about school safety as an intricate system, comprised of many aspects which must be addressed simultaneously – communications, emergency plans, surveillance systems, and security audits: all require sufficient planning, rehearsal, and involvement from multiple internal and external stakeholders. In addition, this course details two significant laws governing data use in education: data privacy and searches, describing the purpose and parameters of each.

#### **Getting Started and Course Directions**

##### **Directions for Completing UND Professional Development Courses Using Whitewater Learning Content**

Proceed through the following steps to successfully complete this UND-with-Whitewater Learning course. These directions are also available on the Whitewater Learning (WWL) website under the University Credits link and click on the University of North Dakota link.

1. Go to the [UND/PDE](#) website to review all courses offered by UND using Whitewater Learning (WWL) content and completion requirements. Select one or more. There is no limitation on the number of courses that may be enrolled in at one time but, because UND allows learners to enroll at any time with a requisite to complete all course requirements within four months, it is recommended that the student select only one or two courses at a time.
2. Each course is offered for one or two semester credits. Expect 15 hours to complete all requirements for one credit and 30 hours to complete all two-semester credit courses. Determine the number of credits for enrollment.
3. Complete the enrollment process on the UND/PDE website.

4. On the Wednesday after enrollment, UND will notify the instructor of record (IOR) of the names and contact information for each enrollee. Upon receipt of this information the IOR will send a welcome letter to the new student and include the passcode for access to each WWL module included in the course.
5. Upon receipt of the welcome letter and passcode, the student may begin the course immediately.
6. Course requirements:
  - a. Complete all of the components of each module including the video presentations and every section of the support materials.
  - b. Video presentations -- At the end of each layer of the module videos there is a reflection. Complete the reflection and **record your comments on the discussion forum for the course.**
  - c. Complete all of the sections of the support materials for the module. Follow the direction for each section.
  - d. The tasks you will be asked to do to complete a module are:
    - i. **Read** all contents included
    - ii. **View** --The video is divided into “layers” to assure enough bandwidth and allow for multiple reflections.
    - iii. **Reflect** -- Stop the video and reflect on the statement or question provided at the end of each video layer. The learner is also asked to reflect at the end of the all of the modules found in each course.
    - iv. **Write** -- There are two categories of required reflective writing for the module that are to be emailed directly to the instructor of record for review and comment.
      1. Write a short reflective statement to address the reflection found at the end of each video layer included in the module.
      2. Write a summative reflection, no longer than two pages, following the specifications found in the Summative Reflection directions. Post the reflection on the discussion forum.
      3. Double check to make sure your name is included on each reflection submitted.
    - v. **Assessments and Survey** -- complete both the survey and the assessment. At the end of the module, there is a module survey and a formative assessment.
      1. Complete both the survey and the assessment.
      2. When completed, an orange horn will appear with a statement that asks the learner to affirm that all of the components of the module have been completed. If the learner cannot truthfully affirm the statement, simply go back and finish any sections outstanding.
      3. When complete, click on the affirmation link. The learner will now be able to print the certificate of completion with his or her name printed on the certificate.
  - e. Upon completion of all of the required modules included in the course, the student will write a reflection of one to a maximum of two pages, following the specifications described on the reflection form. Submit the reflection directly to the instructor of record.

. IN ORDER TO RECEIVE CREDIT, BE SURE TO INCLUDE YOUR NAME.

7. If you have questions, contact the instructor of record at [und@whitewaterlearning.org](mailto:und@whitewaterlearning.org) (952-240-4478). The IOR may assign the student to another reader for review, comment and grading.
8. After the final assignments have been graded and the Certificate of Completion has been printed, the IOR will submit a final grade on the grade sheet provided by the Office of Extended Learning (OEL).
9. NON-completers: By or before the student's end-of-course date, WWL will notify UND if a registered student will not complete the course, so UND may cancel the student's credit registration.
10. [NOTE - Once the student grades have been received by the UND Registrar, allow two weeks for the course and grades to appear in the Continuing Education section of the UND transcript. Students taking WWL courses from UND for PD credit should be aware that it will take approximately one month from the time they complete the course to see their grades posted on a UND transcript.](#)

### [Summative Reflection Directions](#)

Click on this link and scroll down to the bottom of the page for the downloadable link of the Summative Reflection Directions.

### **Course Objectives**

#### **Module title - Laws that Govern Data Privacy, Search and Seizure© by Paula Forbes, Esq**

This module outlines what can and cannot be done within the confines of both laws. It also offers practice for educators to hone skills so that they can make the right decisions regarding the use of both.

#### **Module title - School Safety: Preparing for the Worst Case Scenario, 2nd Ed.© by Thomas Wilson, PhD**

This module will address many of those aspects including communications, conducting a building security audit, communicating and perfecting emergency plans, using technology in your safety plan, and school surveillance systems.

### **Learning Objectives**

The learner will address:

- The rights and responsibilities of school officials (as well as students) in cases of search and seizure.
- How different classifications of student data must be handled by school officials
- The collaborative relationship between school personnel, police personnel, and other members of the community in developing and perfecting emergency plans.
- The categories of technology that may be used in a school's safety plan to be proactive in averting a threat and to address an active health and security situation.
- The aspects of a surveillance system that a building leader would benefit from understanding in his or her leadership role.
- What educators need to know be able to do, and be like to be able to anticipate the next generation of safety requirements for schools.

## Course Materials

The course is made up of the following two self-contained modules:

- Laws that Govern Data Privacy, Search and Seizure© by Paula Forbes, Esq
- [School Safety: Preparing for the Worst Case Scenario, 2<sup>nd</sup> Ed.](#)© by Thomas Wilson, Ph.D

All course content is online. There is no additional cost.

## Module Topics

This course content is provided in two modules:

Laws that Govern Data Privacy, Search and Seizure© by Paula Forbes, Esq:

Layer 1: Guidelines for Search and Seizure  
Layer 2: What Does Reasonable Suspicion Mean?  
Layer 3: Education Data Practices for Students  
Layer 4: What Information Can Be Shared?  
Layer 5: Data Sharing and Student Transfers

[School Safety: Preparing for the Worst Case Scenario, 2<sup>nd</sup> Ed.](#)© by Thomas Wilson, Ph.D:

Layer 1 Background and Communication.  
Layer 2 Uncovering the Threats.  
Layer 3 Building Security Audit.  
Layer 4 Communicating and Perfecting Security Plans.  
Layer 5 Using Technology in Your School Safety Plan.  
Layer 6 Shutting Off Access and School Surveillance Systems.

## Assignments & Grading Percentages toward Final Grade

### One credit option

The learner will:

- Review all content within each module. (50% of final grade)
- Complete an end of layer written statement for all reflections included in each module assigned to the course. (20% of final grade)
- Complete and end of course reflection that follows the specifications provided. (20% of final grade)
- Demonstrate professional level writing skills. (10% of final grade.)

### Two credits option

To earn a second credit, the learner must complete one or more Authentic Practice Sets that are posted in the support materials section of the modules included in the course or create a different scenario that is first authorized by the instructor of record prior to starting the project.. The learner must complete all of the requirements for the first credit prior to submitting the final product for the second credit. The second credit requires a minimum of 15 hours of additional work for a total of at least 30 hours for two credits.

- The additional 15 additional hours is focused on preparation of a portfolio exhibit that documents the

- purpose (15% of grade)
  - design (25% of grade)
  - implementation (25% of grade)
  - and appraisal (15% of grade)
- of an authentic practice applied to the content of the course.
- The exhibit must demonstrate professional level writing skills. (20% of grade)
  - The instructor will verify completion of all requirements for one or two credits using the following techniques:
    - Counting the number of reflections submitted as compared to the number of total layers' reflections for all modules included.
    - Submission of the final reflection and the inclusion of the required components.
    - Checking the timestamp in the module indicating the amount of time the student spent studying the contents of the module.
    - Looking to see if the confirmation of completion has been checked.
    - The portfolio exhibit shall include a time log for completion of each required step to completion.
    - Review the assignment based on the rubric provided.

The course instructor will review students' assignments and provide feedback within 3-5 business days. The student may continue to move through the course prior to receiving feedback.

## Grading

**This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.**

Whitewater Learning® courses will be graded on an S/U basis unless a special request is made by a district or because of a learner's district or employment's requirements for a letter grade to earn a lane change for pay increases or other significant reasons.

To earn a grade for completion of Whitewater Learning® courses the University of North Dakota requires that all requirements be completed within a **four month** timeframe.

If a letter grade is selected the learner must complete work to earn a minimum grade of B. Because a certificate of completion cannot be printed unless the learner attests that all of the module requirements have been completed, the minimum grade assigned is a B. To earn a B the learner must earn at least 10 to 13 points on the following rubric for one credit and 12 to 15 for two credits.

To earn an A all forum entries will be written at a professional level of quality, earning 14 to 16 points on the rubric for one credit and 17 – 20 points for two credits,

Prior to confirming that all components of the module have been completed, the learner will receive a "U" grade. No incomplete grade options will be awarded.

## Rubric

Indicators	Beginner 1	Developing 2	Accomplished 3	Exemplary 4	Points
To demonstrate that the learner			The learner was engaged in the module	The learner was engaged in the	
attests that all module requirements have been completed.			online a minimum of the number of hours designated for the module.	module online more than the minimum amount of time designated for the module by at least 30 minutes.	
A discussion forum entry is submitted to address the reflection at the end of each layer and the final summarizing reflection.  Each aligns with the performance indicators.	The final reflection is submitted and some of the layer reflections. They identify performance indicators but do not address how the learner's skills have improved as a result of the module content.	The final and all layer reflections are submitted. They identify performance indicators but marginally address how the learner's skills have improved as a result of at least one module's content.	The final and all layer reflections are submitted. They identify performance indicators and how the learner's skills have improved as a result of integrating the content found in all selected modules.	Exemplary reflection is demonstrated integrating content found in the modules, performance indicators and skill development are designed to increase student performance.	
The reflection content is written at a professional level.	Communication does not reflect well thought out ideas and has writing errors.	Thoughts are wordy or underdeveloped with writing some errors.	Thoughts are well developed and free of errors.	The content is proofed and free of errors. It is of publication quality to be disseminated to an audience of parents, staff, or the larger community.	
The final reflection is written at a professional level and discussed how your thinking has evolved to help shape improved student performance.	Entry level thought development. Needs an editor.	Thoughts are marginally developed to convey meaning in adequate statements. The content has not been well edited.	Thoughts are well developed to convey meaning in concise statements. At least one action step is presented to improve student performance or to explain why performance may be lagging.	Thoughts are well developed to convey meaning in concise statements. At least two action steps are presented to improve performance.	

The portfolio exhibit of an Authentic Practice Set is fully developed and contains all four required components including documentation of the purpose, design, implementation and appraisal of its effectiveness .					
---	--	--	--	--	--

### **Scholastic Dishonesty**

---

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3 at: <http://und.edu/student-affairs/code-of-student-life>

