

Department of Teacher Education and Administration

**EDLE 5620: Administration and Leadership
for Student Educational Services**

Monday, August 26 – Friday, October 18



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Educational Leadership Program

CORE VALUES AND BELIEFS

Graduates will have the knowledge, skills and motivation to:

- L**ead learning organizations
- E**ngage ethically with the community
- A**dvocate for diversity, equity, and inclusion
- D**evelop theory to practice solutions

COURSE DESCRIPTION

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.

Course Objectives

You will:

- Develop an understanding of the legislative history, funding, educational philosophy, and design of a broad spectrum of programs.
- Investigate leaders' roles in the design and implementation of special programs, i.e. multi-tiered interventions and supports (RTI, PBIS, Restorative Practices), Special Education (IDEA), Disability Policy (Section 504 and the Americans with Disabilities Amendments Act), bilingual, early childhood, career readiness education, Every Student Succeeds Act, alternative education, and gifted and talented, etc.
- Explore attitudes, beliefs, and misconceptions which can result in deficit thinking or low expectations with respect to the design and delivery of instructional programs.

REQUIRED TEXTS AND RESOURCES

Beyer, B. M., & Johnson, E. S. (2014). *Special programs & services in schools: Creating options, meeting needs*. Lancaster, PA: DEStech Publications.

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th ed.) Washington, DC: Author.

Peer-reviewed journal articles with topics available through the UNT Library [EDLE 5620 Course Guide](#).

Reports and links to news articles, reports, and education webpages to supplement weekly readings.

Articles curated via [Scoopit](#) that address and/or supplement content regarding specific class topics.

Texas Entry Level Principal Domains and Competencies

Our educational leadership program promotes student mastery of the Texas Entry Level Principal Domains and Competencies. These domains and competencies were identified by our state as essential knowledge and skills for entry-level school leaders and are closely aligned with the Public School Executive Leadership (PSEL) national standards for school leaders (National Policy Board for Educational Administrators [NPBEA], 2015). Student outcomes for this course are based on the state and national standards.

You can find the six domains and 11 competencies required for Principal Preparation Programs in Texas linked to from the Advising page in the course's *Week 1* module. They guide and inform all of the courses in our Educational Leadership Program and the Texas Examination of Educator Standards (TExES) are guided and informed by these domains and competencies, as well.

Domains and Competencies Addressed in this Course

Although this course addresses a number of Texas domains and competencies, the domain and competencies most applicable to this course are as follows:

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

Professional Standards for Educational Leadership

The PSEL Standards (2015) replaced the ISLLC Standards (2008) used to guide the field of Educational Leadership. A complete list of the Professional Standards is below. For the full and detailed explanation of the Professional Standards, please follow this link: [Professional Standards for Educational Leadership 2015](#).

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

National Policy Board for Educational Administration (2015). *Professional Standards For Educational Leaders 2015*. Reston, VA: Author. Retrieved from http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

ASSIGNMENTS

Overview

Connecting research to practice is vital to your success as an educational leader. It is not enough to read about and discuss best practices; we must consider how to implement research based best practices at our respective schools/districts in order to maximize the teaching and learning for all students in general, and special populations in particular. Each assignment is designed to develop such understanding.

Feedback

In accordance with research-based best practices and what is expected of educators out in the field, I will provide detailed feedback on two major assignments (*Collaborative Project* and *Program Narrative and Analysis*). Deadlines for feedback on **polished** drafts are noted in the course schedule below. The idea behind giving feedback is... your success is my success. Such practice allows you to master content and it is hoped that you will offer your students feedback to enhance their educational experience and success, as well.

Assignment Descriptions

1) Discussions (8 weeks x 25 points = 200 points)

Within each week's module, you will find chapter discussion questions, which can also be accessed from *Assignments* on the course menu, then in the *Discussions* category. Questions will come from the weekly readings. Your responses should be relevant to readings from the textbook and the peer-reviewed journal articles, which you will be required to select through [UNT's electronic resource library](#). See the library tutorial in each week's Readings page. You will be required to answer the question(s) for each week and respond to at least two colleagues. **It is highly recommended that you first construct your response in a word processing document, and then cut and paste into your discussion posting. This will help to prevent loss and eliminate errors in grammar, spelling, and punctuation.**

2) Collaborative Project (100 points)

In collaboration with an assigned group of three or four, you will create a collaborative group project document on Leadership and Equitable Schooling in the context of one Program: (a) Special Education (IDEA), (b) Disability Policy (Section 504 and the Americans with Disabilities Amendments Act) (c) Bilingual Education, (d) Gifted and Talented, (e) "At-Risk" Youth, (f) Migrant Education, (g) Homeless / Immigrant Students, (h) Early Childhood, (i) Alternative Education, (j) Counseling, (k) Mental Health, (l) Career-Technical Education, (m) Social Emotional Learning, (n) School-wide Positive Behavior and Supports, (o) Restorative Justice, or (p) a program of choice with my approval. This assignment should be written *from a leadership perspective*. See more detailed explanations in the Week 1 module of the course.

3) Program Narrative and Analysis (200 points)

The culminating project for this course is the completion of a paper that addresses a specific program and provides a full narrative and analysis of the program you have selected. **You must select a program that is different from the program you research for your Collaborative Project.**

For this project, you will compile data relevant to the design and implementation of one special program in a district and/or school. Using APA guidelines (6th edition), present a narrative of the program to include: (a) history, (b) funding of program or budget, (c) student population, (d) staffing, (e) curriculum and instruction, (f) coordination, (g) monitoring, (h) evaluation at the school and district level, and (i) a conclusion.

The data you compile on the special program should be compared to practices identified as most promising in the class readings, and five additional readings that you will access through [UNT's electronic resources](#). These readings must be peer-reviewed journal articles. As a whole, this assignment will provide tools for how an educational leader creates the best conditions for students who are educationally underserved due to race/ethnicity, gender, class, language differences, ability, faith, and sexual orientation. Estimated length of paper is 5-7 pages with the end goal of capturing the essence of the content in the most succinct way.

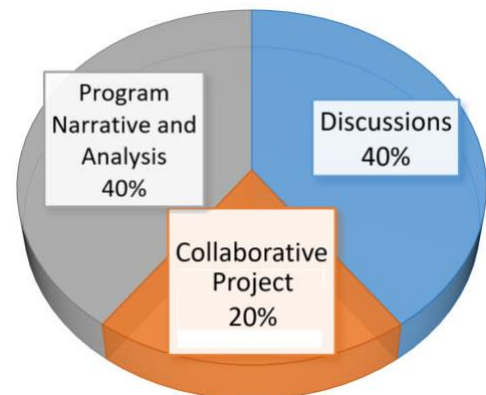
Course Activity Point Values

	Points Each	Total Points
Weeks 1-8 Discussions	25	200
Collaborative Project	100	100
Program Narrative and Analysis	200	200
Total		500

Grades

Total Percentage	Total Points	Letter Grade
90-100%	450-500	A
80-90%	400-449	B
70-80%	350-399	C
Below 70%	0-349	F

Below 70% is unacceptable for a passing course grade. (Only one C is allowed in the program and a 3.0 GPA must be maintained)



RUBRICS

Collaborative Project Rubric

Small groups of students will create a collaborative investigation on the role of educational leaders in fostering equity and access for special populations. Collectively, you will choose a selected topic (Special Education (IDEA), Disability Policy (Section 504 and the Americans with Disabilities Amendments Act), Bilingual Education, Gifted and Talented, "At-Risk" Youth, Migrant Education, Homeless / Immigrant Students, Early Childhood, Alternative Education, Counseling, Mental Health, Career-Technical Education, Social Emotional Learning, School-wide Positive Behavior and Supports, Restorative Justice, or a program of choice with my approval).

Criteria	Exemplary	Satisfactory	Unsatisfactory
<p>CONTENT (25 points)</p>	<p>Provides a fresh and balanced perspective on the topic. It is comprehensive, reflective, and explains ideas clearly. Presents information in an appealing and appropriate manner.</p>	<p>Provides original ideas with a minimum of personal bias. It provides a moderate amount of insight and understanding. Explains most ideas clearly and concisely with supporting evidence.</p>	<p>Does not provide any original ideas and lack objectivity. Provides little to no understanding of the topic and fails to explain ideas clearly. Lacks supporting evidence.</p>
<p>ORGANIZATION AND TEXT LAYOUT (25 points)</p>	<p>Uses a consistent organizational structure that includes grouping related information, defined specialized vocabulary and/or provides a table of contents. Makes frequent and effective use of headings, fonts, bullet points, and white space to enhance content for appeal and increased understanding.</p>	<p>Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents. Makes occasional use of headings, fonts, bullet points, white space to enhance visual appeal.</p>	<p>Fails to provide consistent organizational structure. Makes no use of headings, fonts, bullet points, and white space to enhance visual appeal and readability.</p>
<p>GRAPHICS AND MULTIMEDIA, CITATION, AND WRITING MECHANICS (25 points)</p>	<p>Includes links to websites or documents that enhance the information presented. Selects high quality graphics and multimedia to enhance content. Acknowledges all image and multimedia with captions or annotations. Accurately cites all sources of information using APA style. Edits text with no errors in grammar, punctuation, and spelling.</p>	<p>Includes links to websites or documents, but not all links enhance the information presented. Selects graphics or multimedia which are mostly quality and enhance and clarify content. Most sources are cited accurately and support the credibility and authority of information. Edits text with minor editing required.</p>	<p>Does not include any links, or links selected are of poor quality. Connects to outdated sources or uses low quality graphics which do not enhance content. Numerous errors in grammar, spelling, which are distracting and require major revisions. Does not cite any sources.</p>
<p>GROUP COLLABORATION (25 points)</p>	<p>Contributes equally with other group members in researching, writing, and editing. Meets all goals and deadlines. Exhibits appropriate wiki etiquette and collaborates and respects work of others.</p>	<p>Assists group members with most of the research, writing, and editing. Usually meets goals and deadlines. Exhibits appropriate wiki etiquette most of the time, collaborating and respecting the work of colleagues. Edits the text with only minor additional editing required.</p>	<p>Provides no assistance to group members in researching, writing, and editing, and does not follow through with tasks. Does not meet goals and deadlines. Exhibits no knowledge of wiki etiquette, failing to collaborate and respect work of others.</p>

Special Program Narrative and Analysis Rubric

Section/Points	Requirements
Format and Grammar (25 points)	Paper follows guidelines established in the APA Style Manual (6 th ed.) All required sections are included and paper is free of grammar, punctuation, and spelling errors.
Content (150 points)	<p>District Content: Brief background of district/school, community, mission, and vision</p> <p>Special Program Content: history, funding of program or budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the district or school level, and any data that can be gathered about the population through the Texas Academic Performance Reports.</p> <p>Delineate areas of strengths and challenges for a special program within the context of course readings and peer-reviewed journal articles.</p> <p>When analyzing and/or evaluating the program, claims must not include any subjectivity. All statements made about the program should be objective, and substantiated by evidence. Analysis should be based on research gleaned from the text and/or peer-reviewed journal articles.</p> <p>Provides a conclusion to complete the narrative and analysis that provides your own thoughts about the program and how you see yourself utilizing what you learned from this program narrative and analysis project.</p>
References (25 points)	<p>Provide research citations for key elements of evidence and facts which support issues. Articulate relevance of peer-reviewed journal article with respect to the special program as opposed to simply summarizing results of the literature.</p> <p>Note: You must select at least five peer-reviewed journal articles that relate to the special program.</p>

COURSE SCHEDULE

Note: Each weekly agenda begins at 12:01 a.m. Monday and concludes 11:59 pm Sunday, except Week 8, which concludes 11:59 pm Friday of that final week. Initial answers to discussion questions are due no later than Wednesday 11:59 pm.

Week	Reading	Assignments
1 Every Student Succeeds Act Special Education in Texas	Complete the Readings provided in the Week 1 Course Guide and Module. Access UNT's library electronic resources to start reading relevant peer-reviewed journal articles in preparation for your <i>Program Narrative and Analysis</i> paper.	Introduce yourself and meet classmates. Answer discussion questions for Week 1. Learn about the Collaborative Project. Begin Program Narrative and Analysis.
2 Special Education Services in the Schools IDEA (2004) Section 504	Read Chapter 3 (Beyer & Johnson, 2014) assigned readings in the Week 2 Course Guide Module. Continue to access library electronic resources , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis. Paper due week 8.	Answer discussion questions for Week 2. Begin work on Collaborative Project and Program Narrative and Analysis.
3 Programs for English Language Learners (ELLs)	Read Chapter 5 (Beyer & Johnson, 2014) and assigned readings in the Week 3 Course Guide and Module. Continue to access library electronic resources , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis. Paper due week 8.	Answer discussion questions for week 3. Continue work on Collaborative Project and Program Narrative and Analysis. Submit polished drafts of Collaborative Projects by Friday noon for feedback.
4 Programs for Students with Gifts and Talents Alternative Educational Opportunities Applied Educational Programs	Read Chapter 4 and 6 (Beyer & Johnson, 2014) and assigned readings in the Week 4 Course Guide and Module. Continue to access library electronic resources , choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis. Paper due week 8.	Answer discussion questions. Continue to work on Collaborative Project and Program Narrative and Analysis.

Week	Reading	Assignments
5 Health and Human Services in Schools	<p>Read Chapter 7 and 10 (Beyer & Johnson, 2014) and assigned readings in the Week 5 Course Guide and Module.</p> <p>Continue to access library electronic resources choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis.</p> <p>Paper due week 8.</p>	<p>Answer discussion questions Week 5.</p> <p>Finalize and submit Collaborative Project by 11:59 pm Sunday.</p> <p>Continue to work on Program Narrative and Analysis.</p> <p>Feedback will be given on polished drafts of Program Narrative and Analysis if submitted by Friday noon of week 6.</p>
6 Prevention Programs	<p>Read Chapter 9 (Beyer & Johnson, 2014) and assigned readings in the Week 6 Course Guide and Module</p> <p>Continue to access library electronic resources, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis.</p> <p>Paper due week 8.</p>	<p>Answer discussion questions for Week 6.</p> <p>Continue to work on Program Narrative and Analysis.</p> <p>Turn in polished draft of Program Narrative and Analysis by Friday noon for feedback.</p>
7 Early Childhood, Early Literacy, Dyslexia	<p>Read assigned readings in the Week 7 Course Guide and Module.</p> <p>Continue to access library electronic resources to strengthen your Program Narrative and Analysis.</p>	<p>Answer discussion questions for Week 7.</p> <p>Finalize work on Program Narrative and Analysis.</p>
8 Student Support Services	<p>Read Chapter 9 (Beyer & Johnson, 2014) and assigned readings in the Week 8 Course Guide and Module.</p>	<p>Answer discussion question for Week 8.</p> <p>Complete and submit Program Narrative and Analysis Paper.</p> <p>Provide your reflection on the course in Discussion #9.</p>

HOW TO PROCEED EACH WEEK FOR CLASS ACTIVITIES

Access and login information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. Access the course at <https://canvas.unt.edu>

You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

EDLE 5620 is a 100% online course with no on-campus meetings. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin participating in the weekly discussions each Monday morning and no later than Wednesday of each week, and ideally log in no less than every other day, checking for *Announcements* and email in your Canvas *Inbox* regarding the course. Complete all assignments no later than 11:59 p.m. on their due dates, which is typically Sunday of each week.

It is expected that you will participate frequently and actively in each collaborative assignment including discussions and partner activities. I may not always respond to each individual posting but instead will help guide the class through comments and questions, as appropriate.

Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. **Please note: Use the MONTH view of the Calendar found on the course menu to see assignment due dates.**

Pay very careful attention to the rubrics for all discussions and written assignments.

Accessibility

It is our goal to create a learning experience that is as accessible as possible to everyone. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately so we can determine what design changes could better accommodate your needs.

Communications

Review this information about the communication tools in the course and how we will use them:

- Inbox — Check daily for messages I send, both individual and collective. All announcements for the Program, University, and College are sent to your UNT *EagleConnect* email account. See information about [how to receive course notifications at a different email address](#).
- For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the Discussion *Ask Questions Here*. For private questions, use your *Inbox* from the far left global menu. You can expect a response within 24-hours of sending a message.
- Announcements — Please read all *Announcements* for updated information and changes. You will see the most recent at the top of the *Home* page each time you log in, in addition to receiving them in email.
- Office hours — You may email an appointment request to conference with me.
- Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

All works submitted for credit must be original works created by the student for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

All assignments should be written in scholarly and grammatically correct language. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials. Conversational language within each discussion is permissible, but should also be grammatically correct.

Course Evaluation

Toward the end of the term, you will be asked to complete the UNT SPOT — *Student Perceptions of Teaching* evaluation. The University will email you via your UNT EagleConnect email account with a link to the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing the Course Evaluation.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Minimum Technical Skills Needed

- Navigating and using basic tools of Canvas
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Copying and pasting
- Creating videos

Canvas Information

- [Computer specs](#)
- [Supported browsers](#)
- Info on using Canvas: [Canvas Student Guide](#), [Video Guides](#), [Canvas Getting Started](#), [Canvas Basics Guide](#)

Student Technical Support

After logging into your Canvas course, click the *Help* icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources:

Student Helpdesk — See [contact details](#) or submit a ticket

Online Student Resources

Ask Your Instructor a Question — Questions are emailed to your instructor

Search the Canvas Guides — Find [guides](#) and look up answers

UNT Student Helpdesk

Make a note of this information now in case of a situation where you can't login to the course.

Email: helpdesk@unt.edu

Phone: 940.565-2324

Site: [UIT Help desk](#)

[Report an Issue](#)

Support Hours

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5pm

Sunday noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Save your exam after each answer.
- Should you encounter technical problems affecting your ability to access or complete a task, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, [Report an Issue](#) online.

ADVISING INFORMATION

Educational Leadership Master's Degree, Principal as Instructional Leader Certification, and Texas Examination of Educator Standards (TExES)

Please read the **Required Reading** pages on *Advising, Principal as Instructional Leader Certification*, and the *TExES for Principal, 068* in the *Week 1* module. Those pages described important changes, information, and deadlines that will help you as you complete degree and certification requirements. Please read these pages before beginning course activities in Week 1.

Degree/Certification Plan

If you have not already submitted a degree/certification plan, submit that right away. You are required to submit that within your first class, and you have to have it on file before you can take the TExES exam, do the Internship, or graduate. Fill out the top part of the plan. **Do not fill in the courses you have taken or plan to take. We will fill those in as you complete the courses.** At the very top of the plan, check off Principal as Instructional Leader Certification (see requirements below for Certification), Master's Degree, or both. Send the plan to Marilyn.deuble@unt.edu.

If you already have a master's degree and are just getting principal as instructional leader certification, you will need to take six regular courses and one full semester internship, for a total of seven classes. To discuss the classes you need to take, contact your advisor linda.stromberg@unt.edu or our Student Services Coordinator, Marilyn.deuble@unt.edu.

You can get a blank degree/certification plan by looking in the *Required Reading: Program Info and Critical Deadlines* in *Week 1* or by going to edmastersonline.unt.edu and selecting the tab at the top of the page that says *Forms*.

Graduation

The deadlines for application to graduate are very early each semester. It is your responsibility to apply for graduation. You have to apply even if you are not going to go through the ceremony, and you can find the application by going to [UNT Graduate Information page](#) and clicking on the link under "Apply to Graduate." **The deadline for the December Graduation is Friday, October 11, 2019.**

See the information above about submitting a degree plan. If you are ready to graduate and have not submitted a degree plan, your graduation application will be delayed. Remember, that you have to have at least a 3.0 to graduate. Also, if you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.

You can go ahead and graduate once you have completed the 10 courses for the Master's degree. You can do the internship during your master's or during the semester after you have graduated.

Principal Internship

For the Texas Principal Certificate or Principal as Instructional Leader Certificate, you will need to do a one semester principal internship at the end of your Master's classes. You must apply in advance. The due dates to apply are **October 1 for spring; February 1 for summer; and March 1 for fall.**

You can get a blank internship application by looking in the *Week 1* module on the advising page, or by going to edmastersonline.unt.edu and selecting the tab at the top of the page that says *Forms*. Send your internship application to Marilyn.deuble@unt.edu.

DEPARTMENT AND UNIVERSITY POLICIES

Disabilities Accommodation

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazez is the compliance officer and contact person for the Department of Teacher Education and Administration.

Grade of Incomplete

The only time an instructor in our College can give an incomplete is if a student is passing the course, but has a severe illness/situation during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble, our Student Services Coordinator, at marilyn.deuble@unt.edu.

Progress in Class/Dropping a Class

You may add a course or withdraw in accordance with the University's policy currently in effect.

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox in the class. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class. You can find these dates on the [UNT Registrar's site](#). If, by dropping a class, you will not be enrolled in any classes during an 8-week period, you have to withdraw from the university. Don't worry, you can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu. That office will send you some paperwork; send that back right away.

If you are dropping a class, be sure you do that through the [registrar](#). Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay in the class until the end, but have not submitted assignments, your instructor will have to give you a failing grade.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Students engaging in unacceptable behavior may be referred to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. For instance, when responding to individuals, address them by their name before beginning your commentary.

Copyright Notice

Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course ends. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

Writing Policy

Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague or staff. Your written products – including, but not limited to, papers, letters, and email – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. **Activities in this class, including discussions, have high expectations for effective written communication skills.** The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call 940-565-2563 or visit <https://writingcenter.unt.edu/graduate-tutoring?cta=section-highlight>

Ethical Behavior and Code of Ethics: The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([Chapter 247 of the Texas Administrative Code](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Academic Integrity

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of

academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case may be referred to the Dean of Students for appropriate disciplinary action.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.



The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.