EDLE 5500: INSTRUCTIONAL LEADERSHIP

Fall 2020 Syllabus

Monday, August 24 – Friday, December 11

Instructor – Cheryl Jennings, Ed. D.

Contact Information

Email: cheryl.jennings@unt.edu,
Canvas: Inbox
Phone: 972-989-0396
Office Hours: Virtual meetings scheduled as needed

Foliotek

This course includes two assignments that will be uploaded and assessed in the UNT Foliotek Assessment System. There are also two documents to be completed in Foliotek. Registration codes and tutorials can be found on this UNT Educator Preparation page.

Scheduled Class Meetings — (Required)

1. Orientation Meeting – Tuesday, August 18, 5:00 – 6:30 via Zoom
2. Individual Intern Zoom Meetings – Aug. 24 – Sept. 11
3. Mid-Course Meeting – Wednesday, October 14, 5:00 – 6:30 via Zoom
4. Final Meeting – Individual Zoom meetings with Interns, Nov. 4 - 20

Textbook

No textbook for the course; however, the interactive practice exam for the TExES 268 is required. $10 fee
TExES 268 Practice Exam

Practice exam is to be taken, and the score report posted in Canvas between Aug. 24 and Dec. 4 at 11:59 pm. Intern should set aside five hours of uninterrupted time to take the exam. Intern should take the exam in a quiet, test-like environment. Results will determine approval for the official TExES 268. Use this link to the practice exam.

Communications

The Messages tool in Canvas will be the primary means of communications between the Interns and the Instructor. Please check your Messages daily during the course. Important Announcements related to this course will be posted in Canvas regularly. You may use alternate contact information for the Instructor (found on Page 1) in an emergency or when Canvas is not functioning. You may also text or phone the Instructor as you have the need.

Description/Rationale of Course

The UNT Internship in Educational Leadership is required for completing the requirements for the Texas Standard Principal Certificate for students in the traditional and the AOP M. Ed. Programs, the Doctoral Program and the Post-Bac Program. The State of Texas requires an Internship that includes a minimum of 160 hours of documented administrative or leadership-related experiences at an elementary, secondary, alternative, or central office site under the supervision of both a university supervisor and a Texas certified school district administrator. The Internship can take place at a public, private, or charter school. Completing and submitting a Log of Hours and Activities during the Internship and having it signed and dated by the supervising administrator at the conclusion of the Internship will document this requirement.

The goal of the Internship program is to provide an opportunity to observe and/or experience on-the-job, hands-on experiences while working under the direction of practicing and successful educational administrators. The Internship experiences are to be aligned with the current Texas Principal Competency requirements.

For those not currently employed or connected to a school or district, please contact the instructor for options.

Key Dates and Assignments

Key Dates

1. **August 18** – Attend the Orientation Meeting (required).

2. **August 24** – The course officially begins. You may begin logging hours in administrative or leadership activities on August 18. Your administrator should be aware of your participation in the Internship and approve all activities prior to the beginning of the internship. They must also approve all activities in which you participate during your Internship. You may document and “count” these hours toward the required 160 hours and include them in your Log of Hours and Activities.
3. **August 30** – Complete the “Internship Information Form” (found in Canvas) and return to the Instructor by email. Sign “Ethics Agreement” and complete “Intern Placement Form” (found in Foliotek under Internship Field Experience).

4. **Aug. 24 – Sept. 11** – Initial Course Meeting – The instructor will meet with you and your supervising administrator to review the expectations and plan for your Internship program. Consult the Doodle Poll to select a date and time for meeting. *The meeting will be held via Zoom.*

5. **October 15** – Attend the Mid-course Zoom Meeting (required).

6. **Nov. 4 – Nov. 20** – Final Course Meeting – The Final Course Meeting will be held with individual Interns via Zoom. The scheduling process for the meetings will be communicated in time to plan accordingly.

**Assessments/Assignments**

The following items should be completed and submitted by the dates found in the Assignments area of Canvas. Assignments in Canvas should be submitted by 11:59 pm Central time on their date due.

1. **Introduction** – Create a brief introduction in the discussion area of Canvas to share with your classmates. **Due Date – Aug. 28 (Friday)**

2. **Contextual Information** – Intern is to develop a Contextual Information Report including district, campus and faculty information. **Due Date – Sept. 8 (Tuesday)**

3. **Ethics Agreement** – Intern is to sign the Ethics Agreement in Foliotek. **Due Date – Aug. 30**

4. **Intern Placement Form** – Intern is to complete the Intern Placement Form in Foliotek. **Due – Aug. 30**

5. **Plan of Action, Part 1** – This document should be completed in collaboration with your supervising administrator. Before uploading the finalized Action Plan Part 1 document, review the proposed Plan with your supervising administrator and course Instructor (at the initial meeting with the Instructor). In the finalized Plan, include any suggestions for activities that may arise from those meetings. The completed Plan of Action Part 1 should include your planned activities, projects, and products that will be your responsibility during the course. **List a minimum of three (3) tasks per competency.** You will use the list of current Texas Principal Competencies and the Action Plan Part 1 form found in Canvas to guide the planning of your activities for the term. Once completed and approved, this Plan should be submitted in the Canvas Assignments area by the due date to gain credit for this task. **Due Date – Sept. 13**

6. **TExES 268 Practice Exam** – Practice exam is to be taken and the score report posted in Canvas. **Due Date – Anytime between Aug. 24 and Dec. 4.**
7. **Executive Summary Reports** – Complete and submit in Canvas by the dates due three Executive Summary Reports to your UNT instructor. Each Report should be a brief narrative that describes your participation in administrative-related and leadership-related activities at the school site during the reporting period, includes a reflection/evaluation of the internship at this point, and a report of the total number of hours attained to the date of submission. The report should also include an update of the intern’s progress on PASL. *With each report, submit a completed copy of your Log to date that gives the details of the hours attained along with which TPC (s) link to the activity.*

The Executive Summary Report will be due three times during the course. Submit each Report in Canvas by the date and time due. **Due Dates** – Sept. 27, Oct. 25, Nov. 29

8. **Reports of Interviews of Administrators** – The Intern should interview at least two administrators during the course to learn about their experiences, perspective, philosophies, and advice about the roles and responsibilities of the school leader. A list of suggested questions that you may use for the interview are found in Canvas Assignments. You should prepare a one-to-two page summary and reflective report of what you learned for each interview. Submit the reports in Canvas by the date due. Include the name of the person interviewed, the position held, and the date of the interview. *May be face-to-face or virtual.* **Due Date** – Oct. 11

9. **Report of External School Experience** – The Intern should attend at least one of the following during the term: 1. A meeting of the local School Board, 2. A State or area educational-related conference, or 3. An administrative training related event or meeting – at the local district or at an ESC location. The Intern should prepare and submit in Canvas a one-to-two page summary and reflection of the event and the learning related to school leadership and administration attained by attending the event. The intern should also submit some type of artifact for the experience (e.g., agenda, certificate, etc.). *May be virtual meetings or trainings.* **Due Date:** Oct. 18

10. **Report of Participation in Interview Process** – The Intern should attend and observe, or participate in, an interview of a potential employee for the campus or district in order to gain a more complete understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the process used to make employment decisions. Prepare and submit a one-to-two page report of your interview meeting experience, including the name and title of the administrator observed, the date and location of the interview, the position for which the interview was held, and related reflections. Include information regarding the process that occurred prior to the interview (screening applicants, committee formation, etc.) and the process that occurred after the interview (reference checks, how decision to hire was made, etc.) This information may be obtained by discussing the pre/post processes with the supervising administrator. Submit the report to Canvas. *May be face-to-face or virtual.* **Due Date:** Oct. 25
11. **PASL Video** – Intern is to view the PASL video in its entirety (2:02) and provide a written report on important points regarding each task and scoring, and lingering question or concerns after viewing the video. **Due Date: Oct 18**

12. **Report of Data Meeting** – The Intern should plan and lead a data meeting under the supervision of an administrator to gain a fuller understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the use of data to make instructional decisions.
   
   Prepare and submit a one-to-two page report of your data meeting experience, including the name and title of the administrator observed, the date and location of the meeting, a description of the audience, the specific data presented, and related reflections. *(Use the form in Assignment area.)* Submit the report to Canvas by the date and time due. **May be face-to-face or virtual. Due Date: Nov. 8**

13. **Report of Professional Development Session** – The Intern should, with the guidance and approval of the supervising administrator, plan, prepare, implement, analyze, and gather feedback for a professional development session based on the needs of the campus. The presentation can be provided for a grade level, department, or the entire faculty. The presentation should be of value to the school, be substantive in nature, and have learning potential for the Intern. **May be held face-to-face or virtually. Due Date: Nov. 15**

14. **Report of Walk-through Observations** – The Intern should observe a minimum of three teachers, using a self-created walk-through form or district walk-through form, alongside the supervising administrator, in order to gain a more complete understanding of the wide range of roles and responsibilities of the effective school leader, and to gain a deeper understanding of the process used to determine the impact of professional development on instructional practices and student learning. **May be held face-to-face or in virtual classrooms. Due Date: Nov. 15**

15. **Self-Assessment** – Using the “Self-Assessment” form found in the Assignments area of Canvas, the Intern should complete the self-assessment by providing a rating for each of the TPCs. The purpose is for the Intern to identify and reflect on their administrative-related skills and knowledge. The outcomes of this assignment should be a basis for completing the Goal Setting Document. The completed form should be submitted in Canvas by the due date. **Due Date – Nov. 22 (Submit with the Goal Setting Document)**

16. **Goal Setting Document** – Using the form found in the Assignments area of Canvas, the Intern should develop two goals based on their Self-Assessment Form, determine which Competency(ies) and Skill(s) are addressed in the goal, strategies/actions to complete the goal, expected outcomes, timeline for achievement, resources needed, and comments. The completed form should be
submitted in Canvas by the due date. **Due Date – Nov. 22** *(Submit with the Self-Assessment document).*

**17. Plan of Action, Part 2** – The Intern is to use the form located in the Canvas Assignment area to complete this assignment. Use Part 1 of the Action Plan as a beginning point, assess/reflect on which of the planned areas of activities or involvement were accomplished, which ones were not, and what experiences for each area occurred though not listed in the Part 1 of the Plan. Submit the completed form and reflection document in the designated Assignment in Canvas by the date due. **Due Date – Nov. 29**

**18. Evaluation by Supervising Administrator** – The Intern should secure a copy of the *UNT Principal Intern Evaluation Instrument by On-Site Mentor/Supervisor* form from the “Internship Field Documentation” assignment in the Foliotek System or from the Internship Handbook, and provide to their administrator for completion near the end of the term. The Intern should meet with their supervisor to review and debrief the experiences of the Internship.

Submit the completed form in the Assignment area of Canvas and in Foliotek. If your supervisor prefers to submit the form confidentially to the Instructor, please make arrangements for emailing the completed form to the Instructor, whose email address is found on page 1 of this Syllabus.

**19.** The completed Evaluation Form should be signed, dated, scanned and uploaded into Foliotek in the section titled “Internship Field Documentation” and in the Canvas Assignment area. **Due Date – Dec. 6**

**20. Attainment of at least 160 hours** – As indicated earlier in the Syllabus, the requirement is that at least 160 hours of active involvement, observations, leadership, or other approved activities are required of the Intern during the course. The Log will document the number of hours and the types of activities undertaken during the term. *The supervising administrator must sign and date the Log before final submission of Log in Canvas and in the Foliotek System.*

**21.** The completed Log of Hours should be signed, dated, scanned and uploaded into Foliotek in the section titled “Internship Field Documentation” and in Canvas. **Due Date – Dec. 6**

### Discussions

There will be two discussion during the semester. Each discussion requires you to post your observation video, respond to questions about your video, and respond to at least three classmates. Original posts are due no later than Wednesday at 11:59 pm Central time, and the discussion ends on Sunday of the same week at 11:59 pm Central time. At that time, the discussion will close. Any posts made after the closing of the discussion will not be accepted for grading. **Due Dates – Oct. 11 and Nov. 8**
Late Assignments

Responses to assignments submitted past the due date will be subject to a reduction in the assigned point value for the assignment, depending on the date of submission (one point will be deducted for each day late). Contact your instructor prior to late submissions for circumstances beyond your control (administrator cancelled, death in family, serious illness, etc.) All assignments must be submitted by the official end of the semester to obtain any credit.

Class Evaluation

A student evaluation of the course and instructor is a requirement for all organized classes at UNT. This short survey will be made available to you in the final weeks of the semester, providing you a chance to comment on how this class is taught. The feedback from students is very important to continuous improvement in teaching and the courses at UNT. Participation in the survey is an important part of your participation in this class. You will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Look for in your UNT email inbox or Canvas Inbox. Simply click on the link and complete the survey. Once you complete the survey, you will receive a confirmation message. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Performance Assessments – Grades

Each assignment will have the indicated value.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 points</td>
</tr>
<tr>
<td>Ethics Agreement</td>
<td>5 points</td>
</tr>
<tr>
<td>Intern Placement Form</td>
<td>5 points</td>
</tr>
<tr>
<td>Plan of Action Part 1</td>
<td>20 points</td>
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<tr>
<td>Contextual Information</td>
<td>15 points</td>
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<tr>
<td>Executive Summary Reports (3 @ 15 points each)</td>
<td>45 points</td>
</tr>
<tr>
<td>Reports of Interviews of Administrators (2 @ 10 points each)</td>
<td>20 points</td>
</tr>
<tr>
<td>Report of External School Experience</td>
<td>10 points</td>
</tr>
<tr>
<td>Report of Data Meeting</td>
<td>15 points</td>
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<tr>
<td>Report of Professional Development</td>
<td>25 points</td>
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<tr>
<td>Report of Walk-through Observations</td>
<td>25 points</td>
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<tr>
<td>Self-Assessment and Goal-Setting Plan</td>
<td>10 points</td>
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<tr>
<td>Goal-Setting Form</td>
<td>10 points</td>
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<tr>
<td>Report of Participation in Interview Process</td>
<td>15 points</td>
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<tr>
<td>Plan of Action, Part 2 and Reflection</td>
<td>20 points</td>
</tr>
<tr>
<td>Observation Video Discussions (2 @ 10 points each)</td>
<td>20 points</td>
</tr>
<tr>
<td>Evaluation by Supervising Administrator</td>
<td>10 points</td>
</tr>
<tr>
<td>Attainment of Required Minimum Hours</td>
<td>15 points</td>
</tr>
<tr>
<td>TExES 268 Practice Exam</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>
Letter Grades

270 - 300 points = A
240 - 269 points = B
210 - 239 points = C
Below 210 points = F

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to: https://canvas.unt.edu. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

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
Creating videos
Use of Zoom for synchronous class meetings or office hours

Canvas Information
Canvas student guide featuring text and video instructions for look-up or learning
Technical requirements and information on browser compatibility, mobile app resources, and mobile device compatibility

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.
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.

- When at all possible, compose text offline and copy/paste your answer into the quiz. Canvas will 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, they will document the problem and provide you with a ticket number that you can provide to your instructor as verification.

- When UIT staff is unavailable, Report an Issue online.

Additional Support Resources

- Graduate Student Support Services of the Toulouse Graduate School

- CLEAR Online Student Resources

- UNT UIT Helpdesk

- Change or update your AMS password

- UNT my.unt Portal

UNT Library Information

On and Off-Campus Users
Retrieve articles from UNT’s electronic library resources. For additional assistance, please contact our College of Education librarian, Jo Monahan at Jo.Monahan@unt.edu or 940.565.3955.
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.

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**Teacher Education & Administration**

**Departmental Policy Statements**

**Ethical Behavior and Code of Ethics**
The Teacher Education & 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 www.sbec.state.tx.us) 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).

**Submitting Work**
All assignments will be submitted via Canvas. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting**
Grading rubrics for all assignments can be found in the Canvas course at the bottom of each assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments. (Not applicable to the internship class.)

**Writing Policy**
Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – 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. 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

**Foliotek e-Portfolio**

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://coe.unt.edu/educator-preparation-office/foliotek

**Collection of Student Work**

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**Comprehensive Arts Program Policy**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**Technology Integration Policy**

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the K-12 curriculum.

**TExES Test Preparation**

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [UNT Advising Office](https://coe.unt.edu/educator-preparation-office/foliotek). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). See the [TAO website](https://coe.unt.edu/educator-preparation-office/foliotek). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [ETS](https://www.ets.org).
“Ready to Test” Criteria for Teacher Certification Candidates
Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e., the long semester or summer session immediately prior to student teaching).

UNT POLICIES

Academic Integrity Policy
According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

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.” Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active
measures to prevent such conduct and investigates and takes remedial action when appropriate.

**Emergency Notification and Procedures**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records**
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**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. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The University’s expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

**Access to Information — EagleConnect**
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s EagleConnect account. For more information, please visit the Eagle Connect (https://it.unt.edu/eagleconnect) site, which explains EagleConnect and how to forward email.

**Student Evaluation Administration Dates**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last two-to-three weeks of courses to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASSystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT
email inbox or Canvas Inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

**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 (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

(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 their 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.

**Student Verification**

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses ([https://policy.unt.edu/policy/07-002](https://policy.unt.edu/policy/07-002)).

**Use of Student Work**

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) they creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for their image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, they must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students’ images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor’s image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings and Student Likenesses
Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support and Student Services
Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
**Chosen Names**
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

**Pronouns**
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

**Additional Student Support Services**
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

This Syllabus may be modified by the instructor as needed.