



EDLE 5330: INSTRUCTIONAL LEADERSHIP

Spring 2022 Syllabus

Tuesday, January 18 – Friday, March 11



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

REQUIRED TEXT AND RESOURCES

Marzano, R. J., Waters, T. & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria VA: Association for Supervision and Curriculum Development.

Other Readings

The course provides numerous links to required readings in each weekly *Required Readings* page. See each weekly module for reading assignments.

Copyrighted Materials

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to: documents, images, audio, and video within this course and on linked-to third-party sites. Materials presented in this course are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the [UNT Policy Office](#) or [Copyright.gov](#).

COURSE PREREQUISITES

In this course, you will need to apply information and skills to your own real-school experiences. If you are not employed in a school or have not worked in a school setting recently, you will have the responsibility of doing research and interviewing others. Contact me during Week 1. No other specific prerequisites are required.

LEARNING OUTCOMES OF THE COURSE

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs.

Texas Principal as Instructional Leader Domains and Competencies

To achieve Texas Principal as Instructional Leader Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. This test is aligned with the Principal standards mentioned above and the six Domains and 11 Competencies that guide Principal Preparation Programs. This course, Instructional Leadership, focuses mostly on **Domain II, Leading Learning, Competencies 003 and 004, with some emphasis on parts of Domain I, School Culture, Competency 001**. Each of the competencies has descriptive statements. The competencies and accompanying descriptive statements provide the **Learning Outcomes** of the Course. You can see a complete list of the Domains and Competencies in the *Week 1* module of the course.

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. Supports staff in developing the capacity and time to collaboratively and individually use

classroom use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

- A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
- B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.) and various types of data (e.g., demographic, perceptive, student learning) to collaboratively develop a shared campus vision and a plan for implementing the vision
- C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Guiding Questions

In addition, the learning outcomes include the following guiding questions that you should be able to answer as a result of your participation in this course:

- According to theories of learning, how does learning occur?
- What encourages motivation to learn?
- What constitutes a positive school culture and climate?
- What school-level factors are most likely to promote student learning, and how can I implement these factors?
- What teacher-level factors are most likely to promote student learning and how can I encourage implementation of these factors?
- What student-level factors are most likely to promote student learning, and how can I encourage implementation of these factors?
- What leadership skills are most likely to ensure that student learning occurs?
- What leadership skills or responsibilities are best suited for different levels of change needed for school success?

WEEKLY TOPICS

See the course's weekly modules for a full explanation of each week's learning activities and topics.

Week 1: School-Level Factors
Week 2: Teacher-Level Factors
Week 3: Student Factors
Week 4: A Safe and Orderly Learning Environment and Classroom Management
Week 5: Leadership Research Theories
Week 6: Skills (Responsibilities) of School Leadership and Two Types of Change
Week 7: A Plan for Effective Leadership
Week 8: Developing and Implementing the Instructional Leadership Plan

ASSIGNED ACTIVITIES FOR A COURSE GRADE

You can view all activities for a grade and their due dates from these views:

- The course menu *Assignments* link (located just to the left of the content window)
- The course menu *Syllabus* link
- The *Calendar's Month or Agenda view* (on dark global navigation menu on the far left)

You can see expectations for assigned activities by reading the description and by viewing their scoring rubric. Read each rubric carefully. To receive the highest score, even though you will use your prior knowledge, you need to demonstrate your understanding and application of the **specific** information from each week's learning, and you must refer to the week's reading assignments.

View Your Grades

You can see your grades by going to the *Grades* link on the course menu. After I post a grade, you can view your rubric results for your assignment, and can also view comments I may have entered. See the course *Home* page link *How to Use Canvas* for detailed instructions and video demonstrations for full understanding of *Grades*.

Late Assignments

Assignments submitted late without my prior approval will lose points. On average, you will lose five points per day with consideration given to time submitted. If you do not submit all assignments and assessments, the highest grade you can make in the class is a C.

The Final Week

During the last week of class, adhere carefully to the due dates. Because grades are due immediately after the closing of the class, you must submit all assignments and discussions no later than their due dates. The course closes on at 11:59 p.m. on Friday of Week 8 and course work cannot be submitted or accepted after that date.

Weekly Discussions

- We will have **weekly** online discussions, one per week, though in Week 1, we have two (a getting-acquainted discussion and a regular weekly discussion).
- You should make postings on at least two different days during the week and, ideally, no less than every other day. You must make your **initial post** as early as feasible **by Wednesday night** of each week, respond to a minimum of two of your colleague's posts, and **complete your responses to others by Sunday at 11:59 pm Central time**. Do not make your postings **before** the current week begins or **after** it closes, and **do not wait until the weekend** to engage in a discussion as your participation must be ongoing throughout the week.

- Each discussion is worth 45 points, except for the Week 8 *Instructional Leadership Plan* Discussion, which is worth 40 points, and the *Getting Acquainted* Discussion, which is worth 35 points. **If you do not participate in all nine discussions, the highest grade you can make in the class is a B.**
- The discussions are related to the chapter readings, external resources, and activities. You are expected to engage in an **ongoing** discussion with your learning community peers. Your contributions to the discussions will be graded for **quality** and **quantity, timeliness** of your contributions, and a **detailed analysis** of linking theory (readings) to application (activities).
- You can see participation expectations in the scoring rubric linked to within each discussion. The *Getting Acquainted* discussion does not require a rubric. Conversational language within each discussion is permissible, but should also be grammatically correct. The Week 8 *Instructional Leadership Plan* discussion has a separate rubric.
- Besides finding each week's discussion assignment in its weekly module, you can also open *Assignments* from the course menu, then locate the appropriate week's discussion within the *Discussions* category.

Major Assignment: Paper Explaining your *Instructional Leadership Plan*

In Week 8, you will submit an extensive culminating paper that assesses your mastery of the learning outcomes and guiding questions of the course, the *Developing and Implementing an Instructional Leadership Plan Paper*. You will submit three related assignments in Weeks 3, 4, and 8 that feed into this paper. You will find an overview in the Week 1 module of the course that links to all four assignments.

Weeks 3 and 4: Submit a *Draft Vision Statement* and a *Survey and Summary*

These two assignments are designed to prepare and support the composition of your final paper, and to provide my feedback on your progress.

Week 8: *Developing and Implementing an Instructional Leadership Plan Paper*

Review the assignment in the Week 1 to begin to familiarize yourself with its many requirements, and be sure to study its rubric, found at the bottom of the assignment. Begin preparing and planning your work that will continue throughout each week of the course. Plan to re-review the requirements each week to assure you meet all criteria. This paper is worth 100 points is due no later than **Tuesday** of Week 8.

Week 8: Presentation about your *Instructional Leadership Plan*

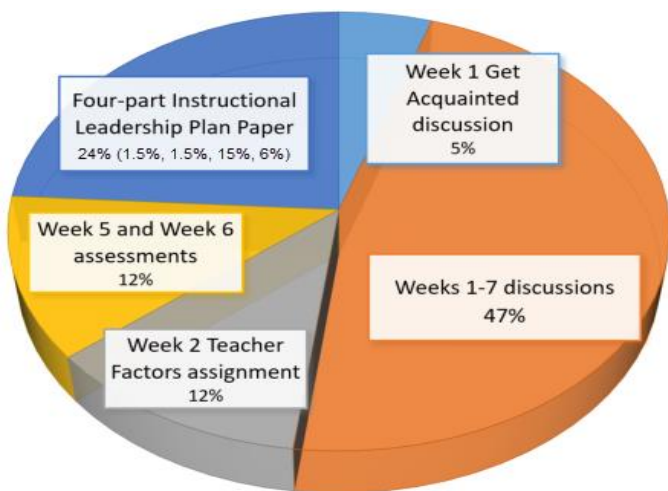
This final assignment is one in which you develop a digital presentation explaining the main points of your plan. You will submit it to the Week 8 discussion, view your classmates' presentations, and share your reactions. It is worth 40 points and is due on Wednesday of Week 8.

COURSE GRADES

The course consists of assignments, assessments, discussions, and a four-part final project.

Activities	Total Points	Total %
Week 1 <i>Getting Acquainted</i> discussion	35	5%
Weeks 1-7 discussions — (7 weeks at 45 points each)	315	47%
Week 2 <i>Teacher Factors</i> assignment	80	12%
Week 5 and Week 6 assessments — (2 at 40 points each)	80	12%
<i>Instructional Leadership Plan Paper:</i>		
Week 3 <i>Draft Vision of My School</i>	10	1.5%
Week 4 <i>Survey and Summary</i>	10	1.5%
Week 8 <i>Final Instructional Leadership Plan Paper</i>	100	15%
Week 8 <i>Presentation of Instructional Leadership Plan</i>	40	6%
	670 points	100%

A = 603 B = 536 C = 469



COURSE ACCESSIBILITY

It is a program goal to create a learning experience that is as accessible as possible to all learners. 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. See the *Third-party Software Accessibility Statements and Privacy Policies* link on the course *Home* page for information on the accessibility of software used in this course.

COMMUNICATIONS

Ask Questions Here Discussion

For assignment clarification questions and answers throughout the term, see the *Ask Questions Here* discussion available from *Assignments* on the course menu, or use the direct link on the course *Home* page. By asking questions in a centralized location, I can answer a single time and everyone can see the answer. Also, classmates routinely help each other as needed.

Inbox

Use the *Inbox* on the course menu for all private electronic communications you don't want to share with others. The *Inbox* uses your UNT EagleConnect email address. Please check for messages daily. You can expect a response from me within 24-hours of sending a message.

Announcements

I'll routinely post announcements of breaking news, reminders, and general feedback throughout the weeks of the course. Each time you login, you'll see the most recent announcement at the top of the *Home* page. Take the time to look for and read these important updates. A copy of announcement also automatically emailed to your UNT EagleConnect account. See the link on the course *Home* page for *How to Use Canvas Tools and Navigation* to learn how to change your notification options and email address preference.

Office Hours

Use the *Inbox* to email me to make an appointment for an online or phone conference.

SPOT Evaluation

The Student Perceptions of Teaching (SPOT) is expected for all students of organized classes at UNT. A link to this brief online survey will be emailed to your UNT EagleConnect email account in the final weeks of the semester, providing you a chance to comment on how this class is taught. **Please respond to this anonymous survey.** I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

Communicating with Your Advisor

Dr. Linda Stromberg is your advisor, and Marilyn Deuble is our Student Services coordinator. If you have advising questions, use your *Inbox* to contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu. You can access forms and information about the Master's in Educational Leadership and Principal Certification by clicking on the *Advising and Standards* resources page of the *Start Here* module of the course. You can also find information by going to our [website](#).

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Access and Log in Information

This course was developed and is facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to the [Canvas login page](#). You will use 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 the [UNT Account Management portal](#).

Minimum Technology Requirements

Reliable internet access
Canvas-supported computer system
Canvas-supported browser
Word processing application

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

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

Chat: [UIT Help Desk Live Chat](#)

Site: [UIT Help desk](#)

Help: [Submit a Help Request](#)

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.



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.

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](#)) 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 the [Foliotek site](#).

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](#). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. See the [TAO website](#). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [Pearson](#).

“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](#).

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) (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) (<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 IASystem 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/) (<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 seo@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/) (<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 their need to participate in an on-campus experiential component for this course, they 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 create 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

Any synchronous (live) sessions in this course may 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) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

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](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)

RESOURCES

- [APA Style Guide \(7th Edition\) and Owl at Purdue APA](#)
- [Purdue Online Writing Lab APA Formatting and Style Guide \(7th Edition\)](#)
- [Council of Chief State School Officers \(CCSSO\) Professional Standards for Educational Leaders](#)
- [Texas Association of School Administrators \(TASA\)](#)
- [Texas Education Agency \(TEA\)](#)
- [Texas Principal as Instructional Leader Preparation Manual with Texas Domains and Competencies](#)
- [University of North Texas Library](#)

This Syllabus may be modified by the instructor as needed.