UNIVERSITY OF NORTH TEXAS®

UNT | COLLEGE OF EDUCATION
Department of Teacher
Education & Administration

EDLE 5330: INSTRUCTIONAL LEADERSHIP

Spring 2020 Syllabus

Monday, January 13 – Friday, March 6

EDUCATIONAL LEADERSHIP PROGRAM

Core Values and Beliefs

Graduates will have the knowledge, skills, and motivation to:

Lead learning organizations
Engage ethically with the community
Advocate for diversity, equity, and inclusion
Develop 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.

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

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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 User 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 must 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 by Wednesday** 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 should 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 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 *Getting Acquainted* discussion	35	6%
Weeks 1-7 discussions — (7 weeks at 45 points each)	315	48%
Week 2 *Teacher Factors* assignment	80	13%
Week 5 and Week 6 assessments — (2 at 40 points each)	80	13%
Instructional Leadership Plan Paper:		
Week 3 *Draft Vision of My School*	10	2%
Week 4 *Survey and Summary*	10	2%
Week 8 *Final Instructional Leadership Plan Paper*	100	16%
Week 8 *Presentation of Instructional Leadership Plan*	40	6%
	670 points	100%

A = 603   B = 536   C = 469
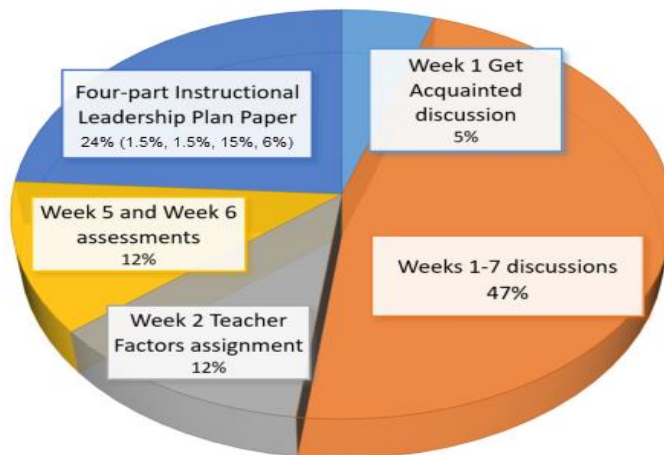
COMMUNICATIONS

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 at each login 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.

Accessibility

It is my 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.

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 *Required Readings* pages of the *Week 1* module. You can also find information by going to our website.

Syllabus

You can find this syllabus again from two locations: Locate the *Read the Syllabus* page in the *Week 1* module or from the *Syllabus* link on the course menu.

ACCESS AND NAVIGATION

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: Canvas

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 here.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

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

Minimum Technical Skills Requirements
- Navigating and using Canvas basic tools (see informational links below and on the *Home* page)
- Reading and sending UNT EagleConnect email via the Canvas *Inbox*
- Saving files in DOC and PDF formats
- Copying and pasting
- Live-meeting applications your instructor may request

Canvas Information
Full details on using Canvas:

Canvas Student Guide	Video Guides	Canvas Getting Started
Canvas Basics Guide	Computer specs	Supported browsers

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 below.

Student Helpdesk — See contact details or submit a ticket
Online Student Resources
Ask Your Instructor a Question —Emailed to the instructor of a course you choose
Search the Canvas Guides — Find student guides and look up answers
Library — Go to the library site or ask a question

UNT Student Helpdesk

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

Email:	helpdesk@unt.edu	**Support Hours**	
Phone:	940.565.2324	Monday-Thursday	8am-midnight
Site:	UIT Help desk	Friday	8am-8pm
	Report an Issue	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.
- When 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.
- If the UIT Helpdesk cannot resolve the problem, they will document your request and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, Report an Issue online.

COURSE AND PROGRAM INFORMATION

Courses in Educational Leadership Program

Session 1 January through Mid-March	EDLE 5330 EDLE 5390	Instructional Leadership Campus-Level School Law
Session 2 Mid-March through May	EDLE 5400 EDLE 5630	Management of School Resources Organizational Change and School Improvement
Session 3 June through July	EDLE 5610 EDLE 5650	School Communications and Public Relations Professional Development and Supervision
Session 4 Late August through Mid-October	EDLE 5600 EDLE 5620	Race, Class, and Gender Issues in Education Administration and Leadership for Student Educational Services
Session 5 Mid-October through December	EDLE 5680 EDLE 5700	Administration of the K-12 Curriculum Educational Leadership Applications

CHANGES IN PRINCIPAL CERTIFICATION

268 TExES

As of August 31, 2019, the principal's certificate is called the *Principal as Instructional Leader Certificate*. The TExES for Principal, 068, which was used for the Principal Certificate, is no longer available, having expired on August 31, 2019.

The Texas State Board of Education has created a new assessment process for those who want to earn the Principal as Instructional Leader Certificate. The new assessment process includes a new Texas Examination of Educator Standards (TExES) 268. In addition, as of fall 2019, applicants for the Principal as Instructional Leader Certificate are also required to complete the Performance Assessments for School Leaders (PASL), which consists of three performance tasks.

TExES Test Preparation

To meet state requirements for providing six hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students can go to this site to learn about the test and the preparation materials that are available. 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:

1. Students must (1) be admitted to Teacher Education
2. Have a certification plan on file with the COE Student Advising Office
3. Be enrolled in coursework for the current semester

For TExES practice exam information and registration, go here. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. You may also reference the TAO website. Additional test preparation materials (e.g., Study Guides for the TExES) are available at Pearson.

Performance Assessments for School Leaders (PASL)

As of September 1, 2019, students must pass the TExES 268 and complete the Performance Assessments for School Leaders (PASL) in order to apply for the Principal as Instructional Leader Certification. Students should become very familiar with each of the PASL tasks. If you are not in the Internship now, you will need to start working on these tasks or make plans for ways to complete them during the internship. You will also need to submit artifacts demonstrating your completion of three performance assessments. You can read about these assessments in the *Week 1* module on the advising, standards, and principal certification pages in the *Required Reading* sections. You should start working on these tasks before you begin your internship.

Degree/Certification Plans

Be sure to do a degree/certification plan during this course if you have not already completed one. You can find one on the *Advising* page in the *Week 1* module. Fill in only the top of the form and send it to Marilyn.deuble@unt.edu. Do not fill in the courses you have taken or the ones you plan to take, which we will fill in as you take the courses. At the top of the form, check off Master's Degree and Principal as Instructional Leader certification ,if you are seeking both. Keep a copy of the plan and fill in the courses for yourself as you take them. Not having a degree/certification plan on file can slow down your graduation or certification processes.

If you have a teaching certificate and at least two years of teaching experience (or will have by the end of this program), and you live in Texas so you can do an internship in a Texas school, it would be good to go ahead and apply for the Principal as Instructional Leader certificate, as well as the Master's Degree. Even if you are not planning to be a principal, many administrative jobs require the principal certificate.

Principal as Instructional Leader Certification and the Internship

Many students in the Educational Leadership Program also want to get a Texas Principal as instructional Leader Certificate. VERY IMPORTANT: To get a certificate, you have to have a master's degree; complete a principal's preparation program, including an internship; submit a service record showing at least two years of teaching experience as the teacher of record in an accredited EC-12 school; and have a valid Standard Teaching Certificate. Substitute teaching, student teaching, or teaching at the college level will not count toward those two years. You can get your Master's in Educational Leadership without the teaching certificate and the years of experience, but you will not be able to earn the Texas certification. Also, your internship must be completed in a Texas school. UNT does not offer certification for any other states.

The deadline to apply for the internship is October 1 for spring, February 1 for summer, and March 1 for fall. You will find a link to the application in the *Week 1 Advising* page or by going to the *forms* tab on our website.

The internship is a regular 16-week course. Since you may be taking only one course during that semester, you may not be eligible for financial aid during that semester. If the schedule allows you to take a course during the internship semester, you should only take one extra course along with your internship. The internship is very time-consuming.

Most students complete the internship while they are working full time as a teacher. You will develop a plan with your supervising administrator about duties to be performed in the internship. Students are required to complete a minimum of 160 hours of administrative duties during the internship.

Sometimes, you may perform administrative duties in semesters before you enroll in the internship. This is a usually a good opportunity for you, but we cannot count those hours because we are required to count only hours when you are in an internship supervised by a university faculty member. This is a strict requirement from the state. If you plan to complete your internship in the summer, we allow you to start collecting hours once you have attended the required internship orientation, about one week before the Internship starts. The internship orientation is held here on campus for students in our Denton area. It is recorded and is made available online shortly after.

You will not be able to register for the internship until toward the end of the registration period (but not late registration). It takes some time to do the paperwork for internship that our graduate school must do some re-coding. However, the work they do ends up making for fewer fees for you.

You should take the TExES during your internship. If you are not doing your internship immediately after finishing your degree, you should go ahead and take your test. If you are not going to do the internship right after you finish the master's, be sure that you do not wait very long because our program requires you to complete it within a year of finishing the degree.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

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 Principal as Instructional Leader Competencies 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.

COLLEGE AND UNIVERSITY POLICY STATEMENTS

Graduation

You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. It is your responsibility to apply for graduation. You must apply even if you are not going to participate in the ceremony. Be sure you have a degree plan on file before you apply for graduation. The deadlines for each semester are very early in the semester. **The Educational Leadership Program office may send out reminders, but it is your responsibility to adhere to the deadlines for graduation application. If you are planning to graduate in May, the graduation application window opens in October and will close on March 6.** There is a link to information about applying for graduation in the *Start Here* section of this course. You can find the application by going to this website and selecting Graduation.

Foliotek — ePortfolio Application

Foliotek is a free software data management system (MMS) for UNT students and is used in some EDLE classes to assess your knowledge, skills, and dispositions relevant to program standards and objectives. You will use your Foliotek account when you are in the Internship, EDLE 5500, and may use it in Administration of the EC-12 Curriculum, 5680, and in some other classes. In addition, you can use the ePortfolio as a repository for assignments that you might want to use for some performance tasks you will submit during the internship to TEA as part of the TExES. **You do not have any required assignments to submit to Foliotek in this class,** but you should register for Foliotek so that you will already be enrolled by the time you need it. Registration codes and tutorials can be found in the week 1 advising pages.

Progress in Class or Dropping a Class
- If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course *Inbox* on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar's office).
- 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. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.
- If you are dropping a class, you must contact the registrar. Informing your instructor or the Educational Leadership office you are dropping is not sufficient. Also, please be aware 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 on the roll until the end of the course, but have not submitted assignments, your instructor may have to give you a failing grade.

- Students do not need instructor approval to drop an individual course.
- Students wishing to drop a course before the census date will do so through their student portal at myUNT.
- Students wishing to drop a course after the census date will need to complete and turn in a Drop Course Request Form to the Registrar's Office via their UNT Eagle Mail.

Incompletes

An Incomplete Grade ("I") is a non-punitive grade given only during the last quarter of a term/semester and only if a student (1) is passing the course, (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule, and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the electronic grade roster. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair. All work in the course must be completed within the specified time (not to exceed one year after taking the course.) Students can get this form by contacting Marilyn Deuble at marilyn.deuble@unt.edu.

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. Read the *Netiquette Guidelines* in the *How We Communicate* section in the *Start Here* module.

Scholarly Expectations and Academic Integrity

Work submitted for credit must be original work created by the scholar uniquely for this 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. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the undergraduate level. **Read the information about the University Policy Statements on Ethics and on Academic Integrity later in this syllabus.**

Eagle Connect Email

You must check your UNT *Eagle Connect* email regularly. All official correspondence between UNT and students is conducted via Eagle Connect, and it is every student's responsibility to read Eagle Connect Email regularly. **Our Educational Leadership Program also sends reminders about deadlines, etc. through Eagle Connect. If you are not checking this email, you may miss important information**.

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).

Grading and Grade Reporting

Grading rubrics for all activities for a grade can be found as part of each discussion and assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy

Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a teacher or other colleague. 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 offers one-on-one consultation to assist students with their writing assignments. To schedule a live, virtual online tutoring appointment, see the writing center or call 940-565-2563.

Copyright Notice

Some or all of the materials on this course website may be protected by copyright. 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 here.

UNT Career Connect

All undergraduate students are expected to participate in "UNT Career Connect." Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, they should upload documentation of these experiences into their UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio through Career Connect.

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 Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration.

Academic Integrity

Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity. 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.

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.

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.

Six Student Success Messages

The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the student success website. The site contains multiple student resource links and short videos with student messages.

Title IX Services

Sexual discrimination, harassment, and assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

University Mental Health Services

UNT recognizes that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it's important to stay the course, it's also important to acknowledge when you may need more support. UNT's Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the website.

DISTRIBUTED EDUCATION POLICY STATEMENTS
IMPORTANT NOTICE FOR F-1 STUDENTS

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](). 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 a 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. Rev.

Rev. 10/8/2018