



EDLE 5700: Educational Leadership Applications

Syllabus: Fall 2020

Monday, October 19 – Friday, December 11



EDUCATIONAL LEADERSHIP PROGRAM

Core Values and Beliefs

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

- Lead learning organizations
- Engage ethically with the community
- Advocate for diversity, equity, and inclusion
- Develop theory to practice solutions

COURSE DESCRIPTION – APPLICATIONS OF THE TEXAS PRINCIPAL COMPETENCIES

This course provides an overview of the skills, knowledge, and mindsets instructional leaders should practice on a daily basis. The UNT Principal Preparation Program (Accelerated Online Program) is organized around the six Domains and eleven Competencies for Principals from the Texas Education Agency. These Domains and Competencies form the basis of the 268 Texas Examination of Educator Standards (TExES). This course addresses practical applications of all of the Domains and Competencies. You will find a copy of the domains and competencies in the *Start Here* section of the course and in all of the other *Required Readings* pages of the course.

Course Learning Objectives

At the conclusion of the course, you will be able to do the following:

- Identify the eleven Texas Principal Competencies and describe best practices of leadership by the campus principal for each competency.
- Apply your learning in classes, reading, professional development sessions, or experiences to the Domains and Competencies.
- With guidance of a campus administrator, identify a problem/challenge at your school related to student learning, support your selection with relevant longitudinal data, develop a plan of action to address this problem or challenge, identify resources to help you with the plan, and develop a timeline for the plan.
- Identify the format and the content assessed on the Texas Examination of Educator Standards (TExES).
- Describe the three tasks that are part of the Performance Assessment for School Leaders (PASL) and identify the requirements of PASL task 1.
- Explain how all of the Competencies can connect to Domain VI, competency 11, Ethics, Equity, and Diversity,
- Identify areas of Educational Leadership that are strengths for you and areas where you want to grow.

Texas Principal Domains and Competencies

The UNT Educational Leadership Program promotes an understanding of the eleven Texas Principal Competencies (TPCs). These competencies are arranged in the following Domains:

Domain I, School Culture (School and Community Leadership), 001, 002

Domain II, Leading Learning (Instructional Leadership/Teaching and Learning), 003, 004

Domain III, Human Capital (Human Resource Management), 005, 006

Domain IV, Executive Leadership (Communication and Organizational Management), 007, 008

Domain V, Strategic Operations (Alignment and Resource Allocation), 009, 010

Domain VI, Ethics, Equity, and Diversity, 011

These are the competencies the State of Texas requires all principal certification programs to address, and they are closely aligned with national competencies for principal preparation programs. This course revolves around the Texas Domains and Competencies. If you are getting the Master's Degree but not Principal as Instructional Leader certification, you will benefit from this emphasis because these Domains and Competencies represent best practices in Educational Leadership. See the page in the *Start Here* section of the course for a full list of the Texas Principal Domains and Competencies.

COMMUNICATIONS WITHIN THE COURSE

What Should You Do First?

Be sure you read the Start here section of the course. Read about your instructor, ways to communicate, advising information, a course overview, and other information.

During the first week of class, we will have a *Get Acquainted* discussion where you will share information about yourself and read about your classmates

Questions 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

You can also use the *Inbox* tool to communicate with me. 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, updates, 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.

Collaborative Discussions

Besides finding discussions within weekly modules, you can also navigate to *Assignments* from the course menu, then locate the appropriate week's discussion within the *Discussions* category. Please note due dates; **do not post before Monday of each assigned week, post your initial postings no later than Wednesday of each week, and conclude each week's conversations by Sunday night.** There are two exceptions to the due dates. The initial post for the *Getting Acquainted* discussion for Week 1 must be posted by Friday of Week 1 and, for Week 8, all posts must be completed by Friday. Conversational language within each discussion is permissible, but should also be grammatically correct.

Office Hours

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

Communicating with Your Advisor

Dr. Linda Stromberg is your advisor, and Marilyn Deuble is our Student Services coordinator. If you have advising questions, 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* page in the *Start Here* section of the course.
- You can also find information by reading the *Educational Leadership Handbook* that you will find on the Advising Page. Both the Advising Page and the Handbook have forms you will need, the Master's Degree/Certification Plan and the Internship Application.

INSTRUCTIONAL METHODS

I have provided reading assignments for each week, along with an introductory narrative for the topics to be addressed each week. You also will be provided assignments, discussions, and activities related to the topics and have the opportunity to APPLY the learning gained each week in the school setting. I will review and respond to assignments and discussions you submit. I expect each student to participate fully in order to gain a good understanding of the subject matter while gaining new or improved skills or knowledge to prepare to be an effective school leader and administrator

HOW THIS COURSE IS ORGANIZED

- The course menu is just to the left of course content window and contains links to all content in this course.
- Each week has a Learning Materials page that has the Required Readings for that week.
- The course is divided by week and you can find weekly modules under Modules from the course menu, each of which contain all information and links for assignments and discussions.
- We have one Quiz, in Week 1, which verifies your knowledge of the Syllabus, Course Overview, and Educational Leadership Handbook.
- We have four (4) Assignments: Assignments on Domain I, Domain II, and Domain III, and a Major Assignment due in Week 8: Problem Solving in the Field.
- We have six (6) Discussions. In some of the weeks, the Discussion on a Texas Principal Domain takes place during the **next week** after we have studied a particular Domain.

Syllabus

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

Calendar

All of the graded activities' due dates are displayed on the Calendar, which is located on the dark-gray global menu on the far left of the course window. The due dates show on the calendar on 11:59 pm. **Please note: Use the MONTH or AGENDA view of the Calendar found on the course menu to see assignment due dates and *not* the WEEK view, which displays due dates at midnight.**

Grades

You can see your grades by going to the *Grades* link on the course menu. It displays rubrics provided for Assignments and Discussions. You can also see instructor feedback by clicking the provided link.

ASSESSMENT AND GRADING

Required Course Assignments

Reading assignments

Please refer to the course schedule below and within the weeks of the course for the weekly assigned readings.

Assignments

Assignments for each week are described in each weekly module. See the schedule below and the individual assignments for each week. Please review each assignment's rubric prior to submission. You should make every effort to connect assignments to course materials. All assignments should be written in scholarly and grammatically correct language.

Class Discussions

You are expected to make substantive postings to the weekly topics, which are available from the weekly modules and also from the *Assignments* link of the course menu. You are also required to respond to the submissions of other students on different days throughout each week as assigned.

Rubrics

Each discussion and assignments includes a rubric used in the grading process. Read the rubrics carefully to see expectations for assignments and discussions. You will see the rubrics at the bottom of the assignments and under the three dots at the top-right of discussions, and you can also see all rubrics before and after submissions by looking in *Grades*. If you have a question about your grade, you can compare your submission to the requirements of the rubric. You can also contact me to discuss grades, but be sure you have first reviewed the rubric to see where your assignment or discussion would fall on the rubric scale.

Assessments Overview

Expect my feedback on postings and assignments no later than one week following submissions.

Instruments to determine student grades and proficiency of the learning outcomes	
Assignments — 4	
1. Week 1 — Quiz: Course Overview, Advising, Syllabus	
2. Week 2 — Assignment: Competencies 1, 2, 7, and 9	
3. Week 4 — Assignment: Competencies 3 and 4	
4. Week 6 — Assignment: Competencies 5 and 6	
Major Assignment — 1	
1. Week 8 — Problem Solving in the Field Assignment	
Weekly Discussions — 5	
1. Week 1: Getting Acquainted	
2. Week 2: Competencies 1 and 2	
3. Week 5: Competencies 3 and 4	
4. Week 7: Competencies 5 and 6	
5. Week 8 Competencies 7, 8, 9, 10, and 11	
Sharing Expertise Discussion	
1. Week 3-Sharing Expertise	

Grades will be determined by the following points:

Assignment	Number/Points	Total Points
Quiz: Course Overview, Advising, Syllabus	20 points	20 points
Assignments (Weeks 2,4, and 6)	3 at 50 points each	150 points
<i>Problem Solving in the Field</i> Assignment (Week 8)	70 points	70 points
Weekly Discussions (Weeks 1, 2, 5, 7, 8)	5 at 10 points each	50 points
Week 3 Discussion: Expertise Sharing	20 points	20 points
	Total	310

Final grades are determined as follows:

Total Points	Letter Grade
279-310 points earned	A
248-278 points earned	B
217-247 points earned	C
216 points or below	F

Late Submissions

Because on-time submission of all mandatory exercises is expected, **one point will be deducted for each day the assignment is late**. Repeated late submissions of assignments can result in a failing grade for the course.

Accessing Grades

You will be able to access grades and feedback from Grades on the course menu after assignments have been graded.

Assignment Submission Instructions

Weekly assignments you submit are required to be in DOC or PDF format. You must submit them by their due dates, which are displayed within each assignment. Assignments can be found in the weekly modules, and also from these menu links: Assignments, Grades, Calendar, and Syllabus.

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 Friday, December 11, 2020; course work cannot be submitted or accepted after that date.**

Course Schedule

Week	Topics/Competencies	Assignments, Discussions, Readings
1	INTRODUCTION AND SCHOOL CULTURE Competency 1, Vision and a Culture of High Expectations; Competency 9, Goals to achieve the Vision; Competency 11, Ethics, Equity, and Diversity	Activities Discussion Week 1 – Get Acquainted with your Classmates Quiz – Course Overview, Advising, and Syllabus Determine your school's mission, vision, and goals and how these are developed and communicated Consider what you have experienced that would help set a school vision and establish a culture of high expectations Consider prior learning about competencies 1 and 9 Determine relationship of competencies 1 and 9 to Competency 11 Readings and Resources Start Here section, Advising Page, Course Overview, Syllabus, Educational Leadership Handbook Texas Principal Competencies 1, 9, and 11 <i>TExES Preparation Manual</i> , Sections 3 and 4 Article - "The School Principal as Leader: Guiding Schools to Better Teaching and Learning" Video - <i>Shaping a Vision of Success for All School Leaders</i> Videos - <i>The Motivating Principal</i> and <i>Effective Principal leadership: Vision</i> Requirements for Assignments, including the <i>Week 8 Assignment: Problem-Solving in the Field</i>
2	SCHOOL CULTURE Competencies 2 and 7; Communicating and Collaborating with Stakeholders; Competency 11, Ethics, Equity, and Diversity	Activities Discussion Week 2 – School Culture (Competencies 1, 2, 7, and 9) Assignment Week 2 – New and Prior Learning about School Culture (Competencies 1, 2, 7, and 9) Problem/Challenge for Week 8 Assignment Identified Consider how your school communicates and collaborates with all stakeholders Consider prior learning about competencies 2 and 7 Determine relationship of competencies 2 and 7 to Competency 11 Begin work on Week 8 Assignment, <i>Problem Solving in the Field</i> Readings and Resources Principal Competencies 2, 7, and 11 <i>TExES Preparation Manual</i> , Sections 3, 4; and 5 Articles – "Communication Behaviors of Principals at High Performing Title 1 Elementary Schools" and "The School Principal as Leader: Guiding Schools to Better Teaching and Learning"

Week	Week/Topics	Assignments, Discussions, Readings
3	LEADING LEARNING Competency 3, Curriculum and Instruction; Competency 11, Ethics, Equity, and Diversity	Activities Discussion Week 3 – Sharing Expertise and School Culture (Competencies 1 and 2) Consider how your school communicates and collaborates with all stakeholders Consider prior learning about competency 3 Determine relationship of Competency 3 to Competency 11. Continue work on <i>Problem Solving in the Field</i> Assignment due in Week 8 Readings and Resources Principal Competencies 3 and 11 <i>TexES Preparation Manual</i> , Sections 3 , 4; and 6 Article – “The Case for Children’s Right to Read” Article – “The Challenge of Early Literacy Phonics Instruction” Glossary of Literacy Terms Website – Texas College and Career Readiness School Models Website – Empowering Students for Future Success Website – Texas Association of School Administration, Article and Videos Article – “Perfecting Practice” Article – “Principals Who Think Like Teachers”
4	LEADING LEARNING Competency 4, Monitoring Instruction; Competency 11, Ethics, Equity, and Diversity	Activities Assignment Week 4 – New and Prior Learning about Leading Learning (Competencies 3 and 4) Consider prior learning about Competency 4 Determine relationship of Competency 4 to Competency 11. Continue work on <i>Problem Solving in the Field</i> Assignment due in Week 8 Readings and Resources Principal Competencies 4 and 11 <i>TexES Preparation Manual</i> , Sections 3 , 4; 5, and 6 Article – Improving Instruction section of “The School Principal as Leader: Guiding Schools to Better Teaching and Learning” Article – “Observing Classes” Videos – Choose 3 on Data Driven Instruction from Week 4 Required Reading page
5	HUMAN CAPITAL Competency 5, Feedback, Coaching, Professional Development, and Supervision; Competency 11, Ethics, Equity, and Diversity	Activities Discussion Week 5 – Leading Learning (Competencies 3 and 4) Consider prior learning about Competency 5 Determine relationship of Competency 5 to Competency 11 Continue work on <i>Problem Solving in the Field</i> Assignment due in Week 8 Readings and Resources Principal Competencies 5 and 11 <i>TexES Preparation Manual</i> , Sections 3 and 4 Videos, <i>Coaching for Change, Giving Feedback, See it, Name It, and Do It</i> Article – “7 Characteristics of Giving Feedback” Article – “Coaching What You Value” Handout – Giving Effective Feedback, See it, Name It, Do it Protocol Videos – <i>Leading Data-Analysis Meetings, Best Practices: Data-driven Dialogues</i> , and <i>From Data to Dialogue</i>

Week	Week/Topics	Assignments, Discussions, and other Activities
6	HUMAN CAPITAL Competency 6, Human Resources Management; Competency 11, Ethics, Equity, and Diversity	Activities Assignment Week 6 – New and Prior Learning on Human Capital (Competencies 5 and 6) Consider prior learning about Competency 6 Determine relationship of Competency 6 to Competency 11 Continue work on <i>Problem Solving in the Field</i> Assignment due in Week 8 Readings and Resources Competencies 6 and 11 <i>TEXES Preparation Manual</i> , Sections 3, 4, and 5 Video – <i>Managing Time, Data, and People</i> , Video - <i>Cultivating Leadership in Others</i> Video - <i>Improving Instruction</i>
7	EXECUTIVE LEADERSHIP AND STRATEGIC OPERATIONS Competencies 7,8,9, 10, Problem Solving, Communication, Goal Setting, Strategic Planning, Safe School Environment, Budgeting, Resource Management; Competency 11, Ethics, Equity, and Diversity	Activities Discussion Week 7 – Human Capital (Competencies 5 and 6) Consider prior learning about Competencies 7,8,9, and 10 Determine relationship of Competencies 7, 8, 9, 10 to Competency 11. Finalize work on <i>Problem Solving in the Field</i> Assignment due in Week 8 Readings and Resources Competencies 7, 8, 9 10, and 11 <i>TEXES Preparation Manual</i> , Sections 3 and 4 Article-Choose one or more from linked issue of <i>Educational Leadership</i> on Using Time
8	ETHICS, EQUITY, AND DIVERSITY Competency 11, Ethics, Equity, and Diversity Problem Solving in the Field	Activities Assignment Week 8 – <i>Problem Solving in the Field</i> due this week Discussion Week 8 – Executive Leadership Strategic Operations and Ethics, Equity, and Diversity, Competencies (7,8,9,10,11) SPOT Course Evaluation Readings and Resources Competency 11 <i>TEXES Preparation Manual</i> , Sections 3 and 4 <i>Code of Ethics and Standard Practices for Texas Educators</i>

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.

Email: helpdesk@unt.edu

Phone: 940.565-2324

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

Site: [UIT Help desk](#)

Help: [Submit a Help Request](#)

Phone, email, ticket, or chat support:

Monday–Thursday: 8 am– 9 pm

Friday: 8 am–5 pm

Saturday: 11 am–3 pm

Sunday: 12 pm–9 pm

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](#)
- [myUNT 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.

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.

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.

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.

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](#).

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 \(https://disability.unt.edu/\)](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) (<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 IA System 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 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/) (<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, 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 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.

Copyrighted Materials

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to documents, slides, images, audio, and video. Materials in this course site 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](https://copyright.gov).

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) (<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>)

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

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

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.