

Educational Leadership Program

EDLE 5600

Race, Class, and Gender Issues in Education

Syllabus

Fall 2020

Monday, August 24 – Friday, October 16, 2020



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

COURSE DESCRIPTION

This course provides a firm foundation of knowledge and insight on race, class, and gender issues in our society. This foundation also includes discussions on LGBTQ issues and education of a diverse student population. The theoretical base of EDLE 5600 draws upon research from all behavioral sciences. The intent of every class module is to challenge students to think and talk about issues that each must consider as citizens and educators in a multicultural society. It is hoped that students will leave the course with a clarity of understanding of human differences and the role they play in interpersonal and intergroup relations.

Purpose of the Course

This course is designed to promote the development of culturally proficient teachers and school and district leaders who have the knowledge and ability to promote the success of a diverse student population.

Prerequisites

None required.

Student Outcomes

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

- Identify, describe, and give examples of the complex relationship among cultural norms and standards, individual attitudes and behaviors, and institutional policies and procedures

Specifically, you will be able to identify, describe, and discuss:

- The influence of *cultural norms* and standards and how these norms and standards are reinforced by individual attitudes and behaviors, as well as institutional policies and procedures
- The influence of *individual* attitudes and behaviors and how these attitudes and behaviors are reinforced by cultural norms and standards, as well as by institutional policies and procedures
- The influence of *institutional* policies and procedures and how these policies and procedures are reinforced by cultural norms and standards, as well as individual attitudes and beliefs

The student outcomes for this course are based on national standards, Professional Standards for Educational Administration, and state standards, the Texas Domains and Competencies for Educational Leaders. The Domains and Competencies specifically identify skills and knowledge that an entry-level principal should possess.

You can find the six Domains and eleven Competencies required for Principal Preparation Programs in Texas by looking the *Start Here* section of this course on the page *Advising and Standards*. The Domains and Competencies guide all of the courses in our Educational Leadership Program and the Texas Examination of Educator Standards (TExES).

Domain and Competency Addressed in this Course

This course addresses a number of the Texas Domains and Competencies, but the one most important for this class is **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY Competency 11: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

Required Books

Koppelman, K. L. (2019) *Understanding human differences: Multicultural education for a diverse America* (6th ed.). Boston, MA: Pearson.

Kozol, J. (1995) *Amazing grace: The lives of children and the conscience of a nation*. New York, NY: Crown Publishers, Inc.

Meredith, D. (2013). *The color of lies*. New York, NY: Wild Women's Publishing.

INSTRUCTIONAL DELIVERY AND EXPECTATIONS

EDLE 5600 as a 100% online course is delivered through the University of North Texas' Canvas learning management system. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin each week's assignment and discussions as early in the week as possible. All students are expected to participate throughout each week and on different days for each collaborative assignment and discussion. I will not respond to each individual postings, but instead will help guide the class through comments and questions.

Access and Login Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. Access the course at canvas.unt.edu. You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to the [UNT System Account Management System](#).

How to Proceed Each Week for Class Activities

- Begin participating in the weekly discussions each Monday morning and make initial postings no later than Wednesday of each week (no later than Friday in Week 1), and ideally log in no less than every other day.
- Check for *Announcements* and for email in your Canvas *Inbox* regarding the course.
- Complete all assignments no later than 11:59 p.m. Central time on their due dates, which is typically Sunday of each week, except Week 8, which ends on Friday, July 24.

Communications

Review this information about the communication tools in the course and how they will be used:

- Inbox — Check for messages I send, both individual and collective messages. All announcements for the Program, University, and College are sent to your UNT *EagleConnect* email account. See information about [how to receive course notifications at a different email address](#).
- Questions — For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the discussion *Ask Questions Here*. For private questions, use your Canvas *Inbox* on the far left global menu. You can expect a response from me within 24-hours of sending a message.
- Announcements — Please read all *Announcements* for updated information and changes. You will see them at the top of the *Home* page each time you log in, in addition to receiving them in email.
- Office hours — You may make an appointment to conference with me via the *Conferencing* feature in the course, or other mutually agreeable method.

Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

Course Evaluation

Toward the end of the term, you will be asked to complete the UNT SPOT — *Student Perceptions of Teaching* evaluation. The University will email you via your UNT EagleConnect email account with a link

to the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment anonymously on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching and the course design. I appreciate your time and effort in completing the Course Evaluation.

Assignments

All assignments are to be completed no later than 11:59 pm Central time on the evening of the due date. Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. Activities for grades include written assignments, surveys, discussions, journal entries, and quizzes. See details on the pages that follow for *Grading* and the *Weekly Calendar of Assignments*. Pay very careful attention to the rubrics for all discussions and written assignments.

Late Assignments

All assignments are due on Sunday by 11:59 pm Central time, except in Week 8, which ends at 11:59 pm Friday. Assignments that are submitted late will lose points. One point will be deducted from the total points for each day the assignment is late. Therefore, an assignment submitted on Monday will lose 1 point. An assignment submitted on Tuesday will lose 2 points. An assignment submitted on Wednesday will lose 3 points. An assignment submitted on Thursday will lose 4 points. An assignment submitted on Friday will lose 5 points. An assignment submitted on Saturday will lose 6 points. An assignment submitted late on the following Sunday will lose 7 points. If there are issues with content and writing, points will be deducted from the remaining points. On the 8th through the 14th day late, assignments will be assessed at one-half the value of the assignment. No assignment will be accepted from the 15th day onward. If there are extenuating circumstances, contact me for permission to submit an assignment after the 14th day.

GRADING

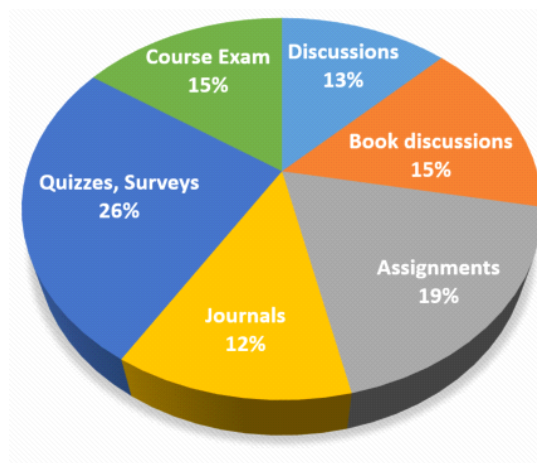
Course Activity Point Values

Activity	Points Each	Total Points
Get Acquainted Discussion	10	10
Discussions: Weeks 1, 2, 4, 5, 6, 8	12	72
Book Discussions: Amazing Grace, The Color of Lies	50	100
Assignments: Weeks 1, 2, 3, 4, 6, 7	20	120
Weekly Journals x 8	10	80
Syllabus Quiz	10	10
Clarification Exercise	13	13
Survey: Testing Knowledge	10	10
Chapter Quizzes x 9	15	135
Course Exam	100	100
Total		650

Grades

Grades will be determined consistent with the scale provided below.

Total Percentage	Total Points	Letter Grade
90-100%	585 - 650	A
80-90%	520 - 584	B
70-80%	455-519	C
Below 70%	390 - 454	F



WEEKLY CALENDAR OF ASSIGNMENTS

Assignment	Points	Submission Location	Due Date
Week 1: Clarifying Beliefs, Values, and Language			
Week One Student Outcomes Upon Completion you should be able to: <ul style="list-style-type: none"> Define and differentiate between attitudes, beliefs, and values Describe and evaluate the methods through which values are taught Recognize the impact of attitudes, beliefs, and values on individual behavior 			
Syllabus Quiz	10	Assignments: Quizzes	Week 1
Discussion – Get Acquainted	10	Assignments: Discussions	Week 1
Begin reading <i>Amazing Grace</i> Read Chapter 1 in the required text Read the article, <i>Leading with the hearts and minds</i>			Week 1
Answer the 3 Critical Thinking Questions on the article Interview Your Principal Regarding Personal Values	20	Assignments	Week 1
Discussion – Beliefs and Values about Neighborhoods	12	Assignments: Discussions	Week 1
Journal Entry - A Biased Judgment	10	Assignments: Journals	Week 1
Chapter Quiz	15	Assignments: Quizzes	Week 1

Assignment	Points	Submission Location	Due Date
Week 2: Understanding Prejudice and Its Causes			
<p>Week Two Student Outcomes</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> • Define prejudice • Discuss the consequences and causes of prejudice • Analyze the ways in which prejudice is perpetuated 			
Read Chapter 2 in the required text Read 2 articles on Speaking Up Read Case Entitled <i>A New Student and A Lesson in Geography</i> Finish reading <i>Amazing Grace</i>			Week 2
Speaking Up Critical Thinking Questions	20	Assignments	Week 2
Clarification Exercise	13	Assignments: Quizzes	Week 2
Discussion – A New Student & A Lesson in Geography	12	Assignments: Discussions	Week 2
Journal Entry – Prejudices you possess	10	Assignments: Journal	Week 2
Chapter Quiz	15	Assignments: Quizzes	Week 2
Discussion – Initial posting on Amazing Grace	50	Assignments: Discussions	Week 2

Assignment	Points	Submission Location	Due Date
Week 3: Cultural, Individual, and Institutional Racism			
<p>Week Three Student Outcomes:</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> • Describe how oppressions currently experienced by members of diverse groups • Identify practices of overt and covert institutional racism • Analyze and evaluate the consequences of ongoing individual racial prejudice 			
Read Chapter 8 in the required text Read article on racism and white privilege Read <i>Juliette Hampton Morgan: A White Woman Who Understood</i>			Week 3
Answer the critical thinking questions on the articles	20	Assignments	Week 3
Finish Discussion: Participate in the Discussion of Amazing Grace	50	Assignments: Discussions	Week 3
Journal Entry — Experiences with someone different	10	Assignments: Journal	Week 3
Chapter Quiz	15	Assignments: Quizzes	Week 3

Assignment	Points	Submission Location	Due Date
Week 4: Income Disparities in the United States			
<p>Week Four Student Outcomes:</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> Identify ways in which American cultural values have had a historically negative influence on individual perceptions of poor people Describe how the Great Depression and demands for federal involvement have affected the ways in which we address problems of poverty Analyze and explain how institutions contribute to the exploitation of the poor Evaluate your own attitudes and examine myths regarding individuals who receive some government assistance 			
Read Chapter 9 in the required text Read <i>School is No Place for Class(ism)</i>			Week 4
Answer the critical thinking questions based on the article	20	Assignments	Week 4
Discussion – Chocolate Bar Fundraiser	12	Assignments: Discussions	Week 4
Journal Entry – Personal biases on poor students	10	Assignments: Journal	Week 4
Chapter Quiz	15	Assignments: Quizzes	Week 4

Assignment	Points	Submission Location	Due Date
Week 5: Cultural, Individual, and Institutional Sexism			
<p>Week Five Student Outcomes</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> Recognize and analyze the sexist messages inherent in everyday words and phrases Suggest nonsexist alternatives to language that has historically promoted sexist cultural attitudes Describe the nature of violence against women in the United States Identify institutional sexual inequities 			
Read Chapter 10 in the required text Begin reading <i>The Color of Lies</i> Read the 2 articles on accountable language & sexism			Week 5
Complete <i>Analyzing Sexist Language</i> exercise	15	Assignments	Week 5
Discussion - accountable language & sexism	12	Assignments: Discussions	Week 5
Journal Entry – treatment of women in the U.S.	10	Assignments: Journal	Week 5
Chapter Quiz	15	Assignments: Quizzes	Week 5

Assignment	Points	Submission Location	Due Date
Week 6: Immigration and Language Diversity			
<p>Week Six Student Outcomes</p> <p>Upon Completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify the historic attempts that have been made to curb immigration to America • Describe the quasi-science of eugenics used to justify anti-immigration efforts through the early 20th century • Describe the reform of immigration laws in 1965, which led to a dramatic increase in ethnic diversity • Discuss and illustrate the issues stemming from increased cultural and linguistic diversity 			
Finish reading <i>The Color of Lies</i> Read Chapter 4 in the required text Read <i>Injustice on Our Plates</i> Read <i>Language, Diversity and Learning</i> Read <i>English Only</i>			Week 6
Answer the critical thinking questions for Injustice on Our Plates and Language, Diversity and Learning	20	Assignments	Week 6
Discussion – English Only	12	Assignments: Discussions	Week 6
Journal Entry – Sara’s profile	10	Assignments: Journal	Week 6
Chapter Quiz	15	Assignments: Quizzes	Week 6
Discussion – Initial posting on The Color of Lies	50	Assignments: Discussions	Week 6

Assignment	Points	Submission Location	Due Date
Week 7: The Transformation of LGBTQ issues from Deviant to Different			
<p>Week Seven Outcomes</p> <p>Upon Completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> Describe the historical influences shaping European and American LGBTQ bias Describe the myths that have emerged as a result of European and American LGBTQ bias Identify examples of institutional discrimination against LGBTQs 			
<p>Read Chapter 11 in the required text</p> <p>Read the articles listed below:</p> <ul style="list-style-type: none"> 5 Steps to Safe Schools that Support LGBTQ Students Common Road Blocks to Safe Schools for LGBTQ Students Bathroom Rules to Keep Students Safe. 			
Write a Two-Page Reflection Paper On The Three Articles	20	Assignments	Week 7
Complete Testing Your Knowledge about LGBTQ	10		
Finish Discussion: Participate in a Discussion of <i>The Color of Lies</i>	50	Assignments: Discussions	Week 7
Journal Entry – Gay Rights	10	Assignments: Journal	Week 7
Chapter Quiz	15	Assignments: Quizzes	Week 7

Assignment	Points	Submission Location	Due Date
Week 8: Educating a Diverse Student Population			
<p>Week Eight Student Outcomes</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> Provide the philosophy and practices of school multicultural education curriculum Describe the tenets of an American traditional educational philosophy known as "essentialism" Identify changes necessary to create schools and classrooms where policies, practices, curriculum, and instruction reflect the purposes and goals of multicultural education Evaluate reasons why educators need to pursue multicultural education as an educational reform effort 			
<p>Read Chapter 13 in the required text</p> <p>Read 2 articles:</p> <ul style="list-style-type: none"> <i>Diversity within Unity</i> <i>King Middle School</i> <p>Read the case study, <i>Computers & Culturally Diverse Learners</i></p>			
Discussion – Computers & Culturally Diverse Learners	12	Assignments: Discussions	Week 8
Journal – Insights and utility regarding the 2 articles	10	Assignments: Journal	Week 8
Chapter Quiz	15	Assignments: Quizzes	Week 8
Complete the course exam	100	Assignments: Quizzes	Week 8

Book Discussions

Amazing Grace

Activity	Due Date
Begin reading Amazing Grace.	Week 1
Finish reading Amazing Grace. Submit responses to questions.	Week 2
Participate in the discussion of Amazing Grace.	Week 3

The Color of Lies

Activity	Due Date
Begin reading The Color of Lies.	Week 5
Finish reading The Color of Lies. Submit responses to questions.	Week 6
Participate in the discussion of The Color of Lies.	Week 7

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](#)

Support Hours

Monday-Thursday 8 am-5 pm

Friday 8 am-5 pm

Saturday - Sunday 11am-3pm

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 Mission and Vision

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission

The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

Teacher Education & Administration

Departmental Policy Statements

Ethical Behavior and Code of Ethics

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

Submitting Work

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

Grading and Grade Reporting

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

Writing Policy

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The [UNT Writing Lab](#) (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563

Foliotek ePortfolio

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 [Foliotek](#).

Collection of Student Work

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

Comprehensive Arts Program Policy

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

Technology Integration Policy

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

TEXES Test Preparation

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: [UNT Advising Office](#). 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 \(https://disability.unt.edu/\)](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 weeks 13, 14 and 15 of the long semesters 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. 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 at www.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. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648.

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.