



University of North Texas
College of Education

EDLE 5610 - School Communications and Public Relations

Course Syllabus

Summer 2021

Tuesday, June 1 – Friday, August 6, 2021



COURSE INFORMATION

Course Catalog Number, Credit Hours — EDLE 5610, 3 hours
[Fully Online Course using Canvas LMS](#) – AOP Program

COURSE DESCRIPTION

From the UNT Catalog:

Every administrator in an educational organization has a responsibility to engage in public relations on a daily basis. The primary objective of this course is to examine school-based public relations with the context of life in an information age, practice in schools shared decision making, and sustained demands for school improvement. Students study three critical dimensions of school public relations: informing the public; modifying attitudes and opinions; and integrating the actions and attitudes of an organization with those of its public.

PREREQUISITES FOR THIS COURSE

This course assumes that you are currently working in a school setting or have a general knowledge of EC-12 Schools. You should also have a general understanding about the impact of public relations and effective communications on the leadership functions of school administrators. ***IMPORTANT:** If you do not have a current relationship with a school, it will be necessary to do research and interview people who have knowledge about EC-12 schools. You will need to submit all of the assignments for this course even if you are not working in a school at this time. If you have questions, contact your instructor during the first week of the course.

COURSE LEARNING OBJECTIVES

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

1. Describe the public's current perception of American schools.
2. Describe the importance of an effective school-community relations plan and distinguish between a centralized plan, a decentralized plan, and a coordinated plan for school and community relations.
3. Identify specific ways that school administrators can reach out to parents and the community for engagement with and support for the schools.
4. Describe the roles of educators at the district and campus level related to an effective school-community relations program.
5. Identify the steps in the communication process and to apply those steps given a scenario.
6. Identify barriers to communication and how they might be overcome.
7. Identify in writing each of the member groups of a school's Internal Publics (those inside the organization) and describe at least one specific action that can be taken to effectively communicate with each member group.
8. Identify and describe in writing the member groups of the school's External Publics (those stakeholders spending most of their time outside of the school's walls) and identify at least three ways or opportunities where information is best communicated to them.
9. Describe in detail at least three strategies for enhancing the school's relationship with the news media and their representatives.
10. Compare your school's experiences with the best practices identified in the text related to at least one of the following: Open House events, Parent Teacher Conferences, and Convocations and Celebrations.
11. Describe the skills and behaviors necessary for the campus administrator who can communicate most effectively with a variety of audiences, in writing and when speaking.
12. Demonstrate competencies in written and oral communications, along with judgment in determining priorities when presented with multiple tasks needing responses in a simulated in-basket activity.
13. List both benefits and cautions when communicating electronically and using social media as a means for keeping stakeholders informed.
14. Describe best practices related to leading during a crisis, including:
 - Designing a Crisis Management Plan
 - Implementing the Plan
 - Communicating during a crisis
 - Dealing with the aftermath of a crisis
15. Complete a simulation that creates a Parent and Community Involvement Plan for the school **where the student is employed or a fictional or "real" school** that meets the criteria for effectiveness that is described in the rubric for the assignment. (You may collaborate with others in the class while working on this assignment.)
16. List and describe at least three ways to collect data to evaluate the results of the school-community relations efforts.

Selective Principal Domains and Competencies Addressed

The descriptors below each competency are all important, but the ones with “TExES” in front are crucial skills for an entry-level principal.

Domain I—School Culture (School and Community Leadership)

Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.

Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

(TExES) Ensures that parents and other members of the community are an integral part of the campus culture

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

(TExES) Understands how to effectively communicate a message in different ways to meet the needs of various audiences

(TExES) Develops and implements strategies for systematically communicating internally and externally

Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Domain V—Strategic Operations (Alignment and Resource Allocation)

Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

(TExES) Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

INSTRUCTIONAL METHODS

You will be provided reading materials for each week from the textbook and other sources, along with an introductory narrative for the topics for each week. You also will be provided activities related to the topics and have the opportunity to apply the learning gained each week. I will review and respond to responses to the assignments and discussions. I expect each student to participate fully in order to gain new or enhanced skills or knowledge related to the course objectives.

COURSE REQUIREMENTS

Reading assignments

Refer to each week's course Module for the assigned readings for each week.

Textbook

The **textbook** for the course is ***School-Community Relations, Fourth Ed.***, by Douglas Fiore, published by Routledge.

***IMPORTANT** — When you see page numbers related to material in the textbook that appear in assignments, discussions, or other materials, realize that the 4th edition, paperback version of the Fiore book is the source of those page numbers. Those page numbers will not be accurate when using other editions and versions of the book, though you may likely find the referenced material.

Assignments

Assignments for each week are described in detail in each week's Module. See the *Course Schedule* in this syllabus and, within the course, each week's *Weekly Overview*, the individual assignments for each week, and the *Calendar*. You will complete two major assignments, the "Principal's In-Basket" and the "Parent and Community Involvement Plan."

Class Discussions

Each weekly module contains its assigned discussions for the week, where you can see all details of the topics for assigned postings, to review the postings of classmates, and to make postings of your own. You are expected to provide substantive responses to the *Discussions* **AND** respond to the postings of your classmates as assigned. Please read and consider the content of the message before responding. Please extend the readers of your postings the same courtesy you would expect when communicating.

Application of Learning

Each week will include the opportunity for you to respond to a case study related to the week's topics **OR** an opportunity to apply learning by investigating or reviewing the topics with your campus or district administrator.

Final exam

There will be a final exam in this course that will provide the opportunity to demonstrate your skills and knowledge gained in the course. The Final Exam will be available to you in advance on Saturday of Week 7, and due the following Friday of Week 8 by 11:59 pm Central time, the last day of the course.

Each student must complete the Final Exam independently. There should be no collaboration with other students in the course. You may use any resources you need to develop substantive and accurate responses to each question or task on the exam.

ASSESSMENT and GRADING

Assessments

This course will use the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Responses to prompts and classmates in the *Discussions* conversations
- Responses to *Assignments*
- Responses to Application of Learning exercises, in the form of both discussions and assignments
- Two major assignments
- Online final exam

Assignment Submission Instructions

Assignments requiring compositions should be saved in either Word or PDF format and submitted by the deadline noted in each assignment found in each week's module or from *Assignments* on the course menu.

Grading Procedure

Grades will be determined by the following points:

Item	Number	Points Each	Points Available
Weekly Discussions	9	10	90
Weekly Application Discussions	3	10	30
Weekly Assignments	6	10	60
Weekly Application Assignments	4	10	40
Major Assignment: Week 5 Principal's In-basket Activity	1	60	60
Major Assignment: Week 7 Parent and Community Involvement Plan	1	60	60
Final Exam	1	60	60
TOTAL			400

Grade	A	B	C	F
Points Earned	400 - 360	359 - 320	319 - 280	Below 280

Accessing Grades

You will see all of your grades by selecting *Grades* from the course navigation menu.

- You can see my comments and feedback by clicking on the comment icon to the right of your grade.
- You can view the rubric for assignments by clicking the square icon on the far right of an activity's row.
- Grades will typically be visible by the week following their due date, unless I notify you otherwise.
- See the [Canvas Student Guide](#) for information and instructions on *Grades* features (available in text and video).

COURSE SCHEDULE — ***IMPORTANT**

- The course officially begins with Week 1 on Tuesday, June 1, and concludes on Friday of Week 10 – a total of 10 weeks in length.
- The course ends at 11:59 pm Central Time Friday, August 6, when it closes and submissions can no longer be accepted.
- The last assignment is due in this course at the end of week 10, but you can submit it as early as Week 8, if you wish.
- See the course Calendar on the menu on the left, and contact me if you have questions.
- You will find the activities for each week (readings, assignments, discussions, etc.) within each week's Module.
- Due dates for assignments are by Sunday 11:59 pm Central Time of each week (except for Week 10, which ends on Friday).

- Your initial weekly discussion postings are due no later than Wednesday night, with conversations occurring throughout the week on different days and concluding Sunday night of each week (except the Week 1 initial posting due date is extended to Friday).
- Please note: If your time zone differs, please adjust your submissions to Central Time or your submission could be considered late.

Each week's module contains these elements:

- Weekly Overview
 - Learning Objectives
 - Readings
 - Assignment
 - Discussion
 - Application of Learning
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AREAS OF FOCUS FOR EACH WEEK

Start Here

Course orientation, Course Overview, Syllabus
Principal Standards and Principal Testing Requirements
Information on Advising, Degree and Certification Plan, Graduation, Internship

Week 1 "Orientation to Course and Engaging the School Community"

Welcome, Building Community
Framework for Texas Principal Competencies
Texas Educator Code of Ethics
Most Recent *Kappan* article with polling results of the public perception of schools

Week 2 "Everyone can be an Effective School Communicator"

Week 3 "Working Effectively with Internal and External Publics"

Week 4 "Working with Media Organizations and Special Events"

Week 5 "Effective Written and Oral Communications"

Activities for this week include submission of the first major assignment for the course – "*Principal's In-Basket Activity*."

Week 6 "Communicating Electronically in the Era of Social Media"

Week 7 “The School-Community Relations Plan and Effective Communications in Crisis Situations”

Activities for this week include submission of the second major course assignment — *“Parent and Community Involvement Plan.”*

Weeks 8-10 “Putting It All Together”

Assignments for this week include the completion of the Final Exam for the course.

ACCESS AND NAVIGATION

Access and Log in Information

This course was developed and utilizes the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to: <https://canvas.unt.edu>. You will log in using your EUID and password to log in. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

How to Proceed Each Week for Class Activities

After you have read the Start Here section within Modules, then continue on to the Week 1 module. All assignments, resources, and links to other areas and sites are contained within each week’s module. You should access your Canvas course daily to read announcements and discussions, and work on assignments required for the course.

COMMUNICATIONS

Review this information about the communication tools in the course and how we will use them:

- For all course-related questions, please read this syllabus carefully before seeking assistance.
 - Use your *Inbox* from the dark gray global menu for all private electronic communications with me. You can expect a response from me within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.
 - For assignment clarification questions, see the *Ask Questions Here* discussion, located on the *Home* page.
 - Our program Adjunct Assistant, Kira Dehnel, is available for technical help and monitors the *Ask Questions Here* discussion. For urgent needs, use your course *Inbox* to contact her (Kira.Dehnel@unt.edu).
 - 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.
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Accessibility

It is my goal to create a learning experience that is as accessible to all students as possible. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately so we can determine what design changes are necessary.

Announcements

Please check the course *Announcements* each day for updated information and changes. You'll find a link to the latest announcement at the top of the course Home page, and Announcements are also auto-emailed to students' EagleConnect address. You **MUST NOT** disable your Canvas Notification Preferences for Announcements or Administrative Notifications or risk missing critical information.

Course Communication via EagleConnect

When I post an announcement or send email using the Canvas *Inbox* tool, it is also automatically emailed to you through the EagleConnect Email System. Replies you make to email sent from the course will also return and display in your course *Inbox*. You must activate and regularly check your EagleConnect email account, which is used for official University communication including critical announcements. See [EagleConnect](#) for information, including how to activate an account and how to have EagleConnect forwarded to another email address.

Course Evaluation

The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief anonymous survey will be made available to you near the end of the semester, providing you a chance to comment on how this class is taught. Please respond as soon as feasible after you receive your message. Your anonymous feedback is essential to me as I work to continually improve my teaching and online course design. ***IMPORTANT:** I consider the SPOT to be an important part of your participation in this class.

ADVISING INFORMATION

Educational Leadership Master's Degree, Principal as Instructional Leader Certification, and Texas Examination of Educator Standards (TExES)

Please read the *Start Here* page *Advising Information about the Master's Degree and Certification* and *Principal Certification and Principal Testing Requirements*. These pages have important information and deadlines that will help you as you complete degree and certification requirements. Also, you can find our Educational Leadership Master's Handbook there. Please read that thoroughly. The Handbook and Week 1 pages have information and deadlines that will help you as you complete degree and certification requirements.

Degree/Certification Plan

If you have not already submitted a degree/certification plan, submit that right away. You are required to submit that within your first class, and you have to have it on file before you can take the TExES exam, do the Internship, or graduate. Fill out the top part of the plan.

Do not fill in the courses you have taken or plan to take. We will fill those in as you complete the courses. At the very top of the plan, check off Principal as Instructional Leader Certification (see requirements below for Certification), Master's Degree, or both. Send the plan to Marilyn.deuble@unt.edu.

If you already have a master's degree and are just getting principal certification, you will need to take six regular courses and one full semester internship, for a total of seven classes. The degree/certification plan has asterisks beside the ones we generally use for certification, but we can have some flexibility in course choice. If you have questions, contact your advisor at linda.stromberg@unt.edu or our Student Services Coordinator, Marilyn.deuble@unt.edu. You can download a blank degree/certification plan from the *Advising Information about the Master's Degree* page at the top of the course Week 1 module.

See the [ETS PASL](#) site, where you can learn about the TExES 268 for Principal as Instructional Leader certification.

See the [ETS PASL overview](#) site for information about the PASL.

Graduation

Deadlines for application to graduate are very early each semester. It is your responsibility to apply for graduation. You have to apply even if there is no ceremony, or if you are not going to attend the ceremony. You can find the application by going to the [Graduation Information](#) page and following the link under "Apply to Graduate." See the [Information for Graduates](#) page for details and graduation deadlines.

See the information above about submitting a degree plan. If you are ready to graduate and have not submitted a degree plan, your graduation application will be delayed. Remember that you must have at least a 3.0 to graduate. Also, if you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.

You can graduate once you have completed the 10 courses for the Master's degree. You can do the internship during your master's or after you have graduated.

Principal Internship

For the Texas Principal as Instructional Leader Certificate, you will need to do a one semester Principal Internship, EDLE 5500, at the end of your Master's classes. You must apply in advance. The due dates to apply are **October 1 for spring and March 1 for fall. We no longer offer the summer internship.** You have already missed the deadline for fall, but, if you wish to do the Internship in the fall, we may be able to accept some late applications. Send in your application immediately. The internship is a 3-hour class, with tuition.

If you graduate with your degree before the Internship, you become a certification-only student, and you are not eligible for financial aid. There is a Graduate Academic Certificate Program you can apply for with the Graduate School that may help with financial aid eligibility during the Internship. Contact marilyn.deuble@unt.edu to learn about that. However, as with all financial aid, you have to be enrolled in 2 classes, and, most of the time, you only have the internship left to finish your certification. The internship is very time-consuming, especially with the PASL requirements; so being enrolled in only one class is very helpful.

You can read about the Internship and get a blank Internship application by looking on the *Certification Page* at the beginning of Week 1 or by looking in our *Educational Leadership Handbook*. Send your internship application to Marilyn.deuble@unt.edu.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

Minimum Technology Requirements

Reliable internet access
Canvas-supported computer system
Canvas-supported browser

Minimum Technical Skills Requirements

- Navigating and using Canvas basic tools such as posting and replying to discussions, submitting assignments, reading announcements, viewing grades (see informational links below and on the course *Home* page when you enter the course)
- Reading and sending UNT EagleConnect email via the Canvas *Inbox*
- Saving files in DOC and PDF formats
- Copying and pasting text
- Participating in live-meeting applications such as Zoom your instructor may request
- Converting PDF files to editable word-processing format

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

- [Search the Canvas Guides](#)
Find answers to common questions
- [Student Helpdesk](#)
Submit a ticket to the UIT Helpdesk.
- [Online Student Resources](#)
- [UNT Library](#)
For library assistance, use the library [Ask Us](#) feature.

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
Site: [UIT Help desk](#)
Help: [Submit a Help Request](#)
Chat: [UIT Help Desk Live Chat](#)
Hours: [Subject to change](#)

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

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- UNT [UIT Helpdesk](#)
- Change or update your [AMS password](#)
[UNT Portal](#)

UNT Library Information

- UNT Library: Retrieve articles from UNT's [electronic library resources](#).
- For assistance, please contact our College of Education librarian, Jo Monahan at Jo.Monahan@unt.edu or 940.565.3955.

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](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

Pronouns

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

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

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

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

Additional Student Support Services

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

Accessibility

It is my goal to create a learning experience that is accessible to all. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately so we can determine what design changes are possible.

Student Evaluation of Courses (SPOT)

Completing the Student Perceptions of Teaching (SPOT) is expected for all students in organized classes at UNT. This brief online survey will be emailed to you near the end of the semester, providing you a chance to comment on how this class is designed and taught. Please respond when you receive it. I am very interested in the feedback I receive from students, as I work to continually improve my teaching and online course design. ***IMPORTANT:** I consider the SPOT to be an important part of your participation in this class. You will receive an invitation

to complete the SPOT toward the end of the course. The message will come through your UNT EagleConnect mail account.

Ethical Behavior and Code of Ethics

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

Submitting Work

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

Grading and Grade Reporting

Grading rubrics for assignments can be found at the bottom of each assignment, and links to discussion rubrics can be found in the top-right of each discussion. You are encouraged to review the grading rubrics to guide you in successfully completing all activities. (Not applicable to the internship class.)

Copyright

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

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 email messages – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all compositions you submit 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. At this time, the only Educational Leadership course requiring Foliotek is the Internship, EDLE 5500. All students in the Internship must register for Foliotek, and students can join Foliotek before the Internship. You can find registration codes and tutorials 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.

Academic Integrity Policy

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

ADA Policy

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

Disabilities Accommodation

"The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Contact the Department of Teacher Education & Administration for the compliance officer and contact person.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

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

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (e.g., severe weather, campus closing, and health and public safety

emergencies like chemical spills, fires, or violence). In the event of a university closure, please check for announcements 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 submitted via the Canvas online learning management system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have a right to view their individual record.

Information about a 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.

Grade of Incomplete

The only time an instructor in our College can give an incomplete is if a student is passing the course, but has a severe illness/situation during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting our Student Services Coordinator, at marilyn.deuble@unt.edu.

Progress in Class/Dropping a Class

You may add a course or withdraw in accordance with the University's policy currently in effect. If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class. You can find these dates on the [UNT Registrar's site](#). If, by dropping a class, you will not be enrolled in any classes during an 8-week period, you have to withdraw from the university. You can come back later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.

JULY 23 is last day to withdraw from one class or withdraw from all classes and receive a grade of W. If you are dropping a class or withdrawing from all classes, be sure, you do that through the [registrar](#). ***IMPORTANT:** Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor will have to give you a failing grade.

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>).

Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email messages) 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 the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for their image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, they must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

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

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

Class Recordings and Student Likenesses

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

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about their need to participate in an on-campus experiential component for this course, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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](#)

Changes to the syllabus may be necessary at times. Changes will be made through Announcements, the Canvas *Inbox*, or UNT email.