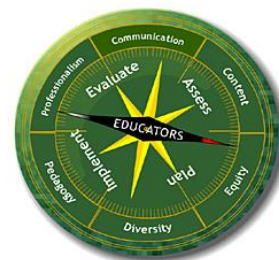# EDLE 5630 Organizational Change and School Improvement

**Summer 2021**
June 1 through August 6

# Syllabus

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## REQUIRED TEXT

Bambrick-Santoyo, P. (2018). *Leverage Leadership 2.0: A practical guide to building exceptional schools.* San Francisco, CA: Jossey-Bass.

Throughout the Educational Leadership Program, you are required to use APA Style for assignments. You can use the APA manual (7th edition) available from [Owl at Purdue APA site](#).

## COURSE DESCRIPTION

This course examines the levers that leaders can use to increase student learning and promote a positive school culture. These levers are grouped in two categories, **learning** (data-driven instruction, planning, observation and feedback, and professional development) and **culture** (student culture, staff culture, and managing school leadership teams). Because of limited time in this course, we will address data-driven instruction, observation and feedback, and student culture. We address several of the other levers in EDLE 5650, Professional Development and Supervision. I encourage you to visit the other chapters in our textbook during this course to get a fuller picture of Leverage Leadership.

The strategies espoused in this course and in our textbook present some specific approaches for student success. You probably know about other effective approaches. The strategies of Leverage Leadership were developed in a Charter School Network called Uncommon Schools. However, the ideas of Leverage Leadership have been used in a number of highly effective public schools, and the strategies are promoted by the Texas Education Agency. The Texas Examination of Educator Standards (TExES, 268) for Principal as Instructional Leader Certification assumes knowledge of Leverage Leadership concepts.

Throughout the course, you might think that the time demands of implementing the levers are too great for a principal to enact. However, you will be asked to consider carefully how you will use time in your leadership roles. You may not be able to do exactly as our textbook proposes, but you can consider ways to allot time to the most valuable actions you will do as a school leader: promoting student learning and a positive school culture.

## PREREQUISITES FOR THIS COURSE

<mark>*IMPORTANT</mark>: This course assumes that you are currently working in a school or have knowledge of EC-12 Schools. For success in the course, you need basic information about instruction, curriculum, and assessment, and you will need to discuss how these are implemented in schools. If this does not apply to you, some of the assignments in this class will require you to do research and interview people who have knowledge about EC-12 schools. To earn credit in the class, you will need to do all of the assignments even if you are not working in a school.

## LEARNING OUTCOMES

**Your work and participation in this class will provide knowledge and skill in the following areas:**

- Data-driven instruction
- A supportive and positive student culture
- Effective observation and feedback strategies
- Managing time to use the levers of leadership

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

- Plan a Data Meeting
- Explain the value of Data-Driven Instruction
- Plan School-wide approaches and individual classroom strategies to promote a Positive Student Culture
- Plan effective Observation and Feedback Strategies
- Develop schedules to implement Data-driven Instruction, a Positive Student Culture, and Observation and Feedback
- Determine which of the other Levers you would address next in your own professional development to promote student learning and student culture
- Articulate a clear vision of how Data-driven Instruction and Positive Student Culture will function in your school

**Your work and participation in this class will promote your learning and application of the following Texas Principal Domains and Competencies:**

**Domain I. School Culture (22% to 23% of TExES exam)**

1. The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders: students, staff, parents, and community. (This class focuses on student culture.)

**Domain II. Leading Learning (41% to 45% percentage of TExES exam)**

3. The beginning principal knows how to collaboratively develop high-quality instruction.

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

**Domain III Human Capital (18% to 19% of TExES exam)**

> 5. The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on personal practice, and strives to grow professionally.

**Domain IV. Executive Leadership (5%-6% of TExES exam)**

> 8. The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

**Integration** (Constructed Responses where you are required to respond in writing to scenarios). This course will provide learning and application of the following:

- The beginning principal creates a positive, collaborative, and equitable culture that establishes and communicates high expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals.
- The beginning principal supports staff in effectively using instructional data, including informative and summative data, to infer effective instructional practices and interventions.
- The beginning principal routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction.

# HOW TO GET STARTED

**Access and Log in Information**
This course is facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to Canvas. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to the UNT System Account Management System (AMS) site.

**How to Proceed Each Week for Class Activities**
When you enter this course, choose *Modules* from the course menu, select the *Start Here* module and read all of the pages, including the Advising page. This page gives you important information about our program, including the Master's Degree and the Principal as Instructional Leader Certificate. You can learn about important deadlines concerning graduation, the internship, the Texas Examination of Educator Standards (TExES), and the Performance Assessments for School Leaders (PASL). After you have read all of the information in the *Start Here* module, go to Week 1 and start on the learning activities.

**Communications**
There are several communication tools in this class.

- Use the *Inbox* tool from the dark menu on the far left to contact me.
- For all course-related questions, please read this syllabus carefully before seeking assistance.
- For assignment clarification questions, see the link on the course *Home* page for the *Ask Questions Here* discussion, also visible from *Assignments* on the course menu.

**Announcements**

Please check the course *Announcements* at the top of the course *Home* page each day for updated information, reminders, and changes. Announcements are also emailed to your UNT EagleConnect account.

# LEARNING ACTIVITIES AND ASSIGNMENTS: POINTS

| Assignment | Points Possible |
|---|---|
| Discussion Participation: Six (6) discussions at 8 points each | 48 |
| Quizzes: Four (4) quizzes at 40 points each | 160 |
| Week 3 Assignment: Leading a Weekly Data Meeting | 55 |
| Week 7 Assignment: Student Culture Exemplar | 65 |
| Weeks 8-10 Assignment: Finding the Time | 60 |
| **Total Points Possible** | **388** |

**Grades**

A = 90-100% of total points 346-388
B = 80-89% of total points 310-345
C = 70-79% of total points 271-309
D = 60-69% of total points 232-270

**Rubrics**
- You can find grading rubrics displayed at the bottom of each of the assignment pages.
- For discussions, see the link to the rubric under the three-dot options at the top-right of each of the discussion pages.
- The quizzes are scored according to points earned. You can see the correct or preferred answers when your quiz is graded and released to the class. If you cannot see the correct or preferred answers, please inform me.

# LEARNING ACTIVITIES AND ASSIGNMENTS: DESCRIPTIONS

1) **Discussion Participation (6 discussions at 8 points each = 48 points)**
   Discussion posts are a public display of your learning and thinking. You should think about your ideas, write carefully, and communicate effectively. I suggest you compose your posts offline in a word processing application to protect against accidental loss and then copy and paste it into a new discussion posting. Please use the APA Style Manual (7th Edition) when citing sources.

   - You must make at least one post with the answers to the weekly discussion questions no later than **Wednesday at 11:59 pm Central Time** each week, and

then engage in a conversation with classmates by making at least two additional responses by **Sunday at 11:59 pm Central Time.** That makes for a total of three (3) posts that should be done on at least two different days during the week. Do not do both of the follow-up posts on the last day of the discussion.

- <mark>***Please note***</mark>: To allow more time for the **first** week of the class, the first discussion post of the first week of the class are not due until Friday, at 11:59 pm. In addition, the discussion during the Weeks 8-10 of this course has a different timeframe. See the Weeks 8-10 module and the course calendar.
- Locate the link and read the rubric at the top-right of each discussion for more information about the grading of discussions.
- You should **not** post before each week starts on Monday morning or after it ends Sunday night.
- Notice that you cannot see the posts of other students until you make at least one post.
- Even though you can provide insight to the discussions using your prior knowledge, be sure your discussion posts reflect your understanding of the reading assignments in this class.
- **If you do not participate in all six discussions, the highest grade you can make in the course is a B.**

2) **Quizzes (4 quizzes at 40 points each = 160 points)**
   Quizzes measure your understanding of the reading assignments.
   - The quizzes must be completed no later than **Sundays at 11:59 pm Central Time**.
   - After approximately four days, you will receive your graded test with the correct answers.
   - If you submit a test late, you will lose two points for each day. After three days, the quiz closes for good, and you will not be able to submit. **Be sure to submit the quiz on time.**
   - Some of the quizzes have questions from the *Start Here* module, and some questions ask preliminary information about the class assignments due in weeks 3, 7, and 8-10.

3) **Week 3 Assignment: Planning a Data Meeting (55 points)**
   See the Week 3 module for a description and the scoring guide for this assignment. You should begin this assignment during the first week of class and work on it during the first three weeks of the course. <mark>**\*REQUIRED: For this assignment, you will need samples of student work**</mark>. See the assignment description.

4) **Week 7 Assignment: School-Wide and Classroom Student Culture Exemplar (65 points)**
   See Week 7 for a description and the scoring guide for this assignment. You should work on this during Weeks 5 and 6 of the course and in earlier weeks as is possible.

5) **Weeks 8-10 Assignment: Finding the Time (60 points)**
   See Week 7 for a description and the scoring guide for this assignment. Throughout the course, you will be considering the way you will use time in your instructional leadership roles, so you should work on this assignment throughout the course. <mark>**\*REQUIRED**</mark>: **You will need to ask your principal for input on your weekly and monthly calendars.**

**Late Work**

Assignments posted after their deadlines are late, and you will lose points on your grade. You must submit all assignments and quizzes. <mark>**\*IMPORTANT:**</mark> **If you do not submit all assignments and quizzes, the highest grade you can make in the class is a C.**

# WEEKLY AGENDA

Weeks begin on Monday morning and conclude Sunday midnight, except Weeks 8-10, which have a different format from the other weeks of the class.

| Week | Topic/Reading | Assignments |
|------|---------------|-------------|
| 1 | **Levers of Leadership and Data Driven Instruction** In *Leverage Leadership 2.0*, read the **Forward, Introduction, and through page 41 in Chapter 1.** View videos and read handouts associated with Chapter 1. Read all parts of the Start Here section, especially Advising and Certification information and the course Overview. | Participate in the "Introduce Yourself" Discussion. Submit the Week 1 Quiz. Read the Week 3 Assignment and begin working on it. Determine standard, **write exemplar, and gather student samples.** Read the rubric and assignment instructions. |
| 2 | **Data-Driven Instruction** Read **Chapter 1** in *Leverage Leadership 2.0*. View all videos and read all handouts associated with Chapter 1. Read Advising and Certification information on the Advising page in the *Start Here* module. | For August graduation, apply by June 11 Participate in the Week 2 Discussion. Submit the Week 2 Quiz. Enter information about DDI on Monthly Map. Reread the Week 3 Assignment and continue work on It. Determine standard, write exemplar, gather student samples, determine the gap; decide on re-teaching approach, write script for reteach, and describe steps of meeting. Read the rubric and assignment instructions. |
| 3 | **Data-Driven Instruction** Review Chapter 1 and videos and handouts in *Leverage Leadership 2.0.* | No discussion this week. **Submit Week 3 Assignment**: Standard, exemplar, student samples, gap; re-teaching approach, script for reteach, description of meeting with Preparation, See It, Name It, Do It, and Follow Up explained. Review the rubric and assignment instructions. |
| 4 | **Observation and Feedback** Read **Chapter 3** in *Leverage Leadership 2.0*. View all videos and handouts associated with Chapter 3 and all Readings and Resources. Read Advising and Certification information in *Start Here* module. | Participate in the Week 4 Discussion. Submit the Week 4 Quiz. Do Observation Feasibility Worksheet Read the Week 7 Assignment |

| | | |
|---|---|---|
| **5** | **Student Culture**<br>Read **Chapter 5** in *Leverage Leadership 2.0.* View all videos and read all handouts associated with Chapter 5. Read all Readings and Resources. Read Advising and Certification information in the *Start Here* module. | Participate in the Week 5 Discussion.<br>Work on the Week 7 Assignment, Student Culture Exemplar, and work on the assignment. Determine Positive Student Culture Models for Whole-School Systems, Teacher Proficiencies, and Classroom Systems. Determine what will be happening in a school with an Exemplary Student Culture. Read the scoring guide and assignment Instructions. **Reflect on your own knowledge of what successful teachers do to create a positive student culture** |
| **6** | **Student Culture**<br>Review Chapter 5 in *Leverage Leadership 2.0* and other Readings and Resources. | No discussion this week.<br>Submit the Week 6 Quiz.<br>Work on Week the Week 7 Assignment: Student Culture Exemplar for the Whole-School Systems, Teacher Proficiencies and Classroom Systems. Review the scoring guide and assignment Instructions. |
| **7** | **Finding the Time**<br>Read **Chapter 8** in *Leverage Leadership 2.0* and other Week 7 Readings and Resources on time management. | Participate in the Week 7 Discussion.<br>**Submit the Week 7 Assignment, Student Culture Exemplar.** |
| **8-10** | **Sharing Student Culture Exemplars, Finding the Time, and Course Reflections**<br>Review Course Information.<br>Share Student Culture Exemplars<br>Review Week 7 Readings and Resources, the Texas Principal Domains and Competencies, and the TExES 268 Preparation Manual. | Participate in the Weeks 8-10 Discussion**.**<br>**Post your Student Culture Exemplar.** Identify from other culture exemplars what you might use to improve your own vision of a positive school culture.<br>**Submit the 8-10 Assignment, Finding the Time**<br>Complete the Course Evaluation sent through your UNT EagleConnect mail. |

# ADVISING INFORMATION

**Educational Leadership Master's Degree, Principal as Instructional Leader Certification, and Texas Examination of Educator Standards (TExES)**
Please read the Advising Page in the *Start Here* module of this class. This page has critical information and deadlines that will help you complete degree and certification requirements. You can also access our *Educational Leadership Handbook* from that page. You can find answers to most of your questions about our program by using the *Handbook*.

**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. Sign at the bottom and 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 of our 8-week 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 get a blank degree/certification plan by looking at the Advising Page in the *Start Here* module of this class.

# PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATION

The certificate that was previously titled the Principal Certificate is now the Principal as Instructional Leader Certificate.

To earn a certificate, a candidate must fulfill the following requirements:

- Have a master's degree
- Complete a principal certification program, including a full-semester internship in an accredited PreK-12 Texas school under the supervision of an administrator with a Principal's Certificate
- Have a Teaching Certificate
- Have at least two years as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching, and university teaching will not count for this requirement, and the school has to be accredited by TEA*)
- Pass the Texas Examination of Educator Standards (TExES) and the Performance Assessment for School Leaders (PASL)

TEA has a website listing accredited public and charter schools and a list of schools that are accredited by recognized private school accrediting agencies.

You can look on the Advising page in the *Start Here* module and see two videos by Dr. Cheryl Jennings where she explains information about the TExES and the PASL.

Study materials such as the comprehensive TExES Test Preparation Manual can help you with the TExES. You can also go to the ETS site to learn about the PASL

# GRADUATION

- The deadlines for application to graduate are very early each semester. It is your responsibility to apply for graduation. You have to apply even if you are not participating in any graduation ceremonies.
- You can find the application by going to the Graduation Information page of the Toulouse Graduate School and clicking on "Apply to Graduate."

   **\*IMPORTANT**: **The deadline for the August Graduation is June 11**. There is no graduation ceremony in August, but you can graduate. If you wish to participate in the ceremony, you can do that in December.

- Be sure you have submitted a degree plan. Not having a degree plan on file can delay your graduation. Remember, that you must have at least a 3.0 to graduate. If you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.

# PRINCIPAL AS INSTRUCTIONAL LEADER INTERNSHIP

- For the Texas Principal as Instructional Leader Certificate, you will need to do a one-semester principal internship 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**.
- You have already missed the deadline for fall. If you want to apply for spring, the deadline is October1, but you can submit now.
- You can get a blank internship application from the Advising page in the *Start Here* module of this course. 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
- Ask Your Instructor a Question
  Questions are submitted to your instructor
- 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

**Technical Emergencies and Advice for Taking Online Exams and Quizzes**
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- When at all possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.
- \*<mark>**Please note**</mark>: Should you encounter technical problems affecting your ability to access or complete a task, immediately contact the UIT Help Desk 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.
- If 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 Library: Retrieve articles from UNT's electronic library resources.

# 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

# 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 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/). 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 (7$^{th}$ Edition) and Owl at Purdue APA
- Purdue Online Writing Lab APA Formatting and Style Guide (7$^{th}$ 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.