

Syllabus

EDLE 5650 Professional Development and Supervision

Summer, 2019 — Monday, June 3 to Friday, July 26



COURSE OVERVIEW

This course addresses leadership for professional development and supervision directed toward improved instruction and school culture. Coaching is an important aspect of professional development and supervision. You will learn communication skills to implement conferences/conversations promoting teacher efficacy and high levels of thinking about instruction and learning. The course also addresses feedback and the collection and use of non-judgmental instructional data.

During the course, you will use communication skills and reflect on how you have used them. You can use the skills with colleagues, family members, etc. You will discuss these with me in a Listening and Reflection Log/ Journal used throughout most of the course. Listening is one of the main communication skills. We will study that first, and it should be the main skill you address in the Journal/Log.

The first modules of the course will deal specifically with the coaching skills of listening, paraphrasing (active or reflective listening), positive presuppositions, powerful questions, and observation and feedback. For most of the course, we will also study the levers of leadership with a focus on observation and feedback, professional development, and staff culture.

Required Materials and Resources

Text

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

If you took EDLE 5630, Organizational Change and School Improvement in the spring of 2019, you studied some of the chapters in the textbook. We will review some of those chapters and study most of the other chapters

Other Readings

The course has a number of links to required readings in each weekly lesson. See each lesson for reading assignments.

Learning Outcomes

You will be able to do the following:

1. Use coaching skills, including listening, paraphrasing, questioning, assuming positive intent (positive presuppositions), and giving feedback
2. Apply coaching skills to help others plan, reflect, make goals, and find solutions to problems
3. Plan a professional development session using the See it, Name It, Do It, and Repeat Process
4. Develop methods to follow up on professional development
5. Gather and use descriptive (instead of evaluative) data
6. Name and describe the seven levers of Leverage Leadership
7. Analyze concepts of data-driven instruction
8. Develop a Teacher Feedback Conference
9. Discuss methods of peer observation
10. Identify important actions that will assist you in establishing a positive staff culture
11. Identify your own strengths in the areas of professional development, supervision, and coaching as well as plan for your own future professional development

Learning Outcomes from the Texas Principal Domains and Competencies

The course addresses the Texas Principal as Instructional Leader Domains and Competencies tested on the Texas Examination of Educator Standards (TExES) 268. The course has an emphasis on Domain III, Human Capital, Competencies 5 and 6, and, to a lesser extent, Domain II, Leading Learning, Competencies 3 and 4. For out-of-state students, national standards guided the development of these Domains and Competencies, so they are aligned with most other states' standards.

For the Domains and competencies listed below, I have omitted descriptors that do not apply to this course. You can read all of the Domains and Competencies by looking at *SH.2* in the *Start Here* section of the course.

DOMAIN III—HUMAN CAPITAL (Human Resource Management)

Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walkthroughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. Implements effective and appropriate strategies for the development, evaluation, and retention of campus staff

DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- C. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- D. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

Course Schedule and Textbook Chapters

If you took EDLE 5630 in the spring of 2019, you have already read some of these chapters; so you can just review them. We will be studying Chapter 3, Observation and Feedback, also addressed in EDLE 5630, in more depth.

You will find explanations of these topics and assignments within each week's lesson.

Week 1: Coaching/Communication Skill: Listening; Introduction to the Course; Introduction to Coaching

Week 2: Coaching/Communication Skill: Paraphrasing (Reflective or Active listening); Introduction to Leverage Leadership and Data-driven Instruction; **Introduction and Chapter 1**

Week 3: Coaching/Communication Skills: Language Levels, Positive Presuppositions, Questioning, and Coaching Sequences

Week 4: Coaching/Communication Skills; Observation, Feedback, and Non-Judgmental Data Collection; Teacher Feedback Conferences; *Get Better Faster* Scope and Sequence; Teacher Appraisals; **Chapter 3**

Week 5: Peer Observations/Coaching; Review of Coaching Skills, Observation and Feedback, Teacher Feedback Conferences; *Get Better Faster* Scope and Sequence Continued; **Chapter 3**

Week 6: Professional Development; **Chapter 4**

Week 7: Staff Culture: Professional Development Application; **Chapters 4 and 6**

Week 8: Managing Leadership Teams, Finding the Time; Plans for Personal Professional Development; **Chapters 7 and 8**

COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS

Methods of Contact and Finding Answers during the Course

Ask Questions Here Discussion

Have a question about assignment-clarification or any other issues about the course? Ask questions and find answers in the *Ask Questions Here* forum in *Discussions* located from the *Assignments* link on the course menu. If you ask questions in this discussion, I can answer them so others in the class can also see the answer. Also, classmates can help as needed. If you have a private question, use the *Inbox* tool on the gray global menu on the far left.

Where and How to Use the *Questions* Discussion

1. Click the *Assignments* link on the course menu on the left and locate the *Discussions* category.
2. Locate and click to enter the *Ask Questions Here* discussion topic.
3. Scan the subject lines of your classmates' postings to see if your question has already been asked.
4. When entering a question, make your subject concise and descriptive.
5. Feel free to answer your classmates' question you're sure about.

Go to *Discussions* each time you log in and look for and read new postings.

Announcements

I'll post announcements of news, updates, reminders, and general feedback throughout the weeks of the course. Each time you log in, you'll see the most recent announcement at the top of the *Home* page. Take the time at each login to look for and read these important updates.

Course Communication via EagleConnect

When I post an announcement or send you email using the Canvas *Inbox* tool, it will also automatically be 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. EagleConnect is used for official communication from the University to students and many important announcements are sent to you via

EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit <http://eagleconnect.unt.edu/>.

Asking for Help from our Program Teaching Assistant

Our program teaching assistant, Kira Dehnel, can also help you. She will be listed in many of our courses from within your *Inbox*, but you can also contact her through your EagleConnect account at Kira.Dehnel@unt.edu.

Communicating with your advisor

Dr. Linda Stromberg is your advisor and Marilyn Deuble is our Student Services coordinator. If you have advising questions, use your EagleConnect *Inbox* to contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu.

You can access forms and information about the Master's in Educational Leadership and Principal Certification by clicking on the *SH.2* and *SH.3* page of the *Start Here* module. You can also get information by choosing from the tabs located on the top of the site edmastersonline.unt.edu/. The site's [Forms](#) tab will display a degree/certification plan and an internship application form. The [Courses](#) tab displays our schedule of classes for all of the 8 week sessions.

ACTIVITIES AND GRADES

The course menu contains links to all weekly modules and tools you'll use in this course.

- The course menu is just to the left of the course content window.
- The gray global menu is on the far left and contains tools for use in all courses, such as your *Inbox*, *Calendar*, and *Help*.
- The *Start Here* module at the top of *Modules* holds all course overviews and syllabus info, and is required reading.
- Notice, when you select *Modules* from the course menu, the course is divided **by weeks**, which contain everything required for the week so you always know where to find information about each week's assignments and discussions.

Syllabus

You can locate the syllabus PDF from two different areas of the course, which you can save or print, if desired:

1. Within the *Start Here* module
2. From the *Syllabus* link on the course menu, which also displays all activities for a grade

Activities for a Grade

The types of activities you'll submit for a grade include these four:

- Discussions
- Journals
- Assignments
- Quizzes/Tests

All these activities are visible from several different locations within the course.

1. They all are visible from the *Assignments* link on the course menu, which can be sorted *By Date* or *By Type*. The *By Date* view will also show your *Overdue Assignments* and *Past Assignments*. You will find links to each week's activities within each module/week's pages.
2. All activities for a grade are listed on the *Syllabus* page from the course menu.
3. The global *Calendar* displays all activities for a grade from all courses by several views.

Calendar

We recommend you use the *Month* view of the *Calendar* for the best display of due dates of all required activities. The 11:59 p.m. Central time deadlines don't display adequately on the *Week* view, and it's possible to miss them. Note that discussion due dates are Wednesdays, which is the deadline each week for your initial post. Each discussion starts on Monday and ends the following **Sunday at 11:59 p.m.** Central Time.

Assignments

- Each assignment has a full description and a rubric or scoring guide giving you criteria for success.
- Most weeks of the course have one assignment or one quiz, and the assignments are due by **Sunday at 11:59 p.m.** Central time.
- Assignments require you to present information and ideas you learned through the reading assignments and other activities.
- It is very important that you adhere to the due dates for the assignments. You can see the due date for each assignment by looking at the assignment itself, the Calendar, and from the course menu, from both *Assignments* and *Syllabus* links.
- If you submit an assignment late, you will lose one point for each day the assignment is late.
- **The course has Assignments in Weeks 5 and 7.** For some of the assignments, you are learning about the material during prior weeks, but the due date is later to give you more time to complete the assignment. **You will learn about Teacher Feedback Conferences in Week 4, but the assignment will be due in Week 5. Professional Development is the topic for Week 6, but you will submit the assignment in Week 7.**
- Assignments due in Weeks, 5 and 7 are lengthy and worth 60 and 70 points respectively. Be sure you read about these at the beginning of the course. Chapters 3 and 4 in *Leverage Leadership 2.0* and the accompanying videos and handouts/templates can help you with these assignments. You should work on them several weeks before they are due.

Discussions

- Each discussion must be completed during the weekly time period it is assigned.
- The discussions open on Monday morning at 12:01 a.m. and end at 11:59 p.m. Central time on Sunday evening.
- You must make your first posting **no later than Wednesday** of each week and you must complete all posts by **Sunday**.
- Do not wait until just before the end of the week to do your postings. Read new postings each time you log in, converse with classmates on different days throughout each week, and complete all of a discussion's postings by Sunday night.
- Look at the Discussion Rubric to see criteria for success.
- Once a discussion period ends on Sunday night, you will no longer be able to participate in the discussion. In addition, do not do the postings before the weekly discussion begins on each Monday morning.

- You must participate in ALL of the discussions for this course. If you do not participate at all in one of the discussions, the highest grade you can make in the class is a B.
- **Do not post before a week starts, and do not post after the discussion is over.** You must post during the assigned time for the discussion.
- Notice that, in this class, you have to make your first post before you can see what others have posted.

One major piece of advice for the discussions...

Do not wait until toward the end of the week to engage in a discussion – this should be ongoing throughout the week. You cannot receive full credit for the discussion if all or almost all postings were done on the last day or two of the week; however, participating at the last part of the week is better than not participating at all.

Journal — Listening and Reflection Log

- You are required to compose a weekly *Listening and Reflection Log* in Weeks 2 through 6 of the course.
- You will access it from a link within each weekly module or from the *Assignments* link on the course menu.
- Each week's entry is worth five (5) points for a total of 30 points. **You must make these postings on a weekly basis.**
- You can post any time during the week with the weekly entry due no later than **Sunday at 11:59 p.m.** Central time. I am the only one who will see these postings, and classmates will not be able to see them.
- During the course, we will study strategies for coaching and communication. One of the most important strategies is listening. The goal of this assignment is for you to practice the listening behaviors we are studying. You will tell about the listening situation and the skills you used. Also, you should use the active listening skill of paraphrasing, and you should also try the other skills we are learning about in this class.

Quizzes

- Read the instructions provided in each quiz, and note that you can return to each quiz multiple times before its due date and before you click its *Submit Quiz* button.
- The Quizzes are available from the *Assignments* section or within the weekly modules. Weeks 2, 3 and 5 have quizzes.
- The assessment is not timed, but you must finish it by the due date (**Sunday at 11:59 p.m. Central time**).
- You can leave the test and come back to it. Be sure to click on *Submit Quiz* when you are finished. **However, do not do that until you are ready to submit.**
- You will not be able to see all of the correct or preferred answers until the instructor releases them. **If you do not see those answers one week after the test closes, notify your instructor.** Each instructor has to release the test feedback in order for you to see it.

Grades

You can see your grades by going to the *Grades* link on the course menu. It also displays any rubrics or grading forms provided for *Assignments* and *Discussions*, along with instructor feedback. See the course *Start Here* for links to detailed instructions and video descriptions for full understanding of *Grades*.

Accessibility

It is my goal to create a learning experience that is as accessible 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 possible.

POLICIES ABOUT GRADING AND FEEDBACK

Feedback for Assignments and Discussions

- My plan is to return your assignments with feedback within one week of the due date.
- For discussions, I will monitor the discussion while it is going on, but, usually, I won't add postings. I will give you feedback on your grade for the discussion. I also plan to respond to the discussions within one week.
- Each discussion and assignment grade will be based on a rubric or grading form. Read the rubric or grading form carefully to see expectations for assignments and discussions. You can see these at the bottom of the assignments and under the three dots at the top-right of discussions, and you can see the rubric or grading form by looking in *Grades*. If you have a question about your grade, you can compare your submission to the requirements of the rubric or grading form. You can also contact me to discuss grades, but be sure you have first looked at the rubric to see where your assignment or discussion would fall on the rubric scale.
- In addition to the rubric, I will add written feedback on most of the assignments and discussions. You will be able to see your grade and feedback for discussions by going to *Grades* on the course menu.
- Quizzes do not have a rubric, but you will see feedback for each question.
- This class does not offer extra credit. If you are not doing well with the assignments, you cannot raise your grade with extra credit. You should do your very best on the remaining assignments for the class, and that will usually bring up your grade.
- If I am going to be away from my computer and not able to adhere to the process of returning the assignments within one week, I will notify the class through an announcement or email.

Points for Course Activities

| | Points Each | Total Points |
|---------------------------------------------------------------|-------------|--------------|
| 1 Meet Your Classmates Discussion | 5 | 5 |
| 8 Discussions, Weeks 1, 2, 3, 4, 5, 6, 7, 8 | 8 | 64 |
| 5 Listening and Reflection Logs / Journals — Weeks 2-6 | 5 | 25 |
| 3 Quizzes, Weeks 2, 3, 5 | 30 | 90 |
| 1 Feedback Conference Script Assignment, Due Week 5 | 60 | 60 |
| 1 Professional Development Plan/Script Assignment, Due Week 7 | 70 | 70 |
| TOTAL | | 314 |
| | | |

Final grades are determined as follows:

| Grade | A | B | C | D |
|---------------|---------|---------|---------|---------|
| Points Earned | 282-314 | 251-281 | 219-250 | 188-218 |

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

Canvas Information

[Computer specs](#)

[Supported browsers](#)

Info on using Canvas: [Canvas Student Guide](#), [Video Guides](#), [Canvas Getting Started](#), [Canvas Basics Guide](#)

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

Site: [UIT Help desk](#)
[Report an Issue](#)

Support Hours

Monday-Thursday 8am-midnight

Friday 8am-8pm

Saturday 9am-5pm

Sunday noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- When 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 <http://www.unt.edu/helpdesk/students/>
- Change or update your AMS password <https://ams.unt.edu/>
- UNT Portal <http://my.unt.edu>

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.

ADVISING INFORMATION

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

Please read the pages, *SH-2* and *SH 3* in the *Start Here* section. Those pages have important 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 as instructional leader certification, you will need to take six regular courses and one full semester internship, for a total of seven classes. To discuss the classes you need to take, contact your advisor linda.stromberg@unt.edu or our Student Services Coordinator, Marilyn.deuble@unt.edu.

You can get a blank degree/certification plan by looking in the *Start Here* section on the page *SH-3* or by going to edmastersonline.unt.edu and selecting the tab at the top of the page that says *Forms*.

Principal as Instructional Leader Certification

The certificate that was called the Principal Certificate will now be called the Principal as Instructional Leader Certificate. After the summer of 2019, the Principal Certificate will no longer exist, and all certificates will be for Principal as Instructional Leader. The requirements for either certificate are listed below:

- Master's degree
- Completion of a principal certification program: Our program consists of seven classes, including a full-semester internship in an accredited PreK-12 Texas school with the supervision of an administrator with a Principal's Certificate.
- Standard Teaching Certificate
- At least two years of experience as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching, and university teaching will not count for this requirement).
- Passing score on all TExES Exam requirements.

If you have passed the 068 TExES or will pass it by August 31, 2019 and will have all other requirements of the certification completed including the internship, you will get the Principal Certificate. However, the 068 test now is only being offered to people who have taken the 068 test already, but were not successful and need to retake the test. You must pass the 068 test by August 31, 2019 because, after that date, the 068 test will not exist.

If you have not taken the TExES 068, you will need to take the new TExES 268. **The first time the new test will be offered will be on July 29, 2019.** To take it this summer, you must have already taken the internship or be taking it this summer. Visit this site to access the 268 Test Preparation Manual and other study materials. There is a practice test on this site. The test costs \$10, but that will be a worthwhile expenditure if it helps you pass the test on your first attempt.

<http://www.tx.nesinc.com/Home.aspx>

If you pass this test this summer or if you passed the pilot of the test, which was given earlier this semester, and you are finished with the internship and all other requirements by August 31, 2019, you will not be required to submit the Performance Assessments for School Leaders (PASL) tasks. However, **if you are taking the 268 test for the first time this summer, it would be good to familiarize yourself with the PASL tasks** in case you do not pass the 268 test. **All people who have not passed the 268 by August 31 will need to do the PASL tasks, and summer test takers will only have one chance at the 268 test.**

Read about these PASL tasks in the *Start Here* section of the course on the page, *SH-3*. In addition, this link gives information about the PASL. <https://www.ets.org/ppa/test-takers/school-leaders/about>

TExES Preparation; Practice Examination

The first administration of the new TExES 268 Principal Exam will be on July 29 of 2019. We highly advise you to take the Practice Exam offered by Pearson. It costs \$10, but it would be very worthwhile. Right now, there are no free versions of the test available, but we will notify you if they become available. You can go to the link below to register for the practice test. This is also the site where you will register for the real TExES 268.

<http://www.tx.nesinc.com/Home.aspx>

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 going to go through the ceremony, and you can find the application by going to <https://tgs.unt.edu/new-current-students/graduation-information> and clicking on the link under "Apply to Graduate." **The deadline for the August Graduation is June 21.** There is no graduation ceremony in August, but you can officially graduate. If you wish to participate in the ceremony, you can do that in December.

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

Principal Internship

For the Texas Principal Certificate or 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; February 1 for summer; and March 1 for fall**. 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.

You can get a blank internship application by looking in the *Start Here* section on the page *SH-3*, or by going to edmastersonline.unt.edu and selecting the tab at the top of the page that says *Forms*. Send your internship application to Marilyn.deuble@unt.edu.

DEPARTMENT AND UNIVERSITY POLICIES

Disabilities Accommodation

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

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 Marilyn Deuble, 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 in the class. 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. Don't worry, you can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu. That office will send you some paperwork; send that back right away.

If you are dropping a class, be sure you do that through the [registrar](#). 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 in the class until the end, but have not submitted assignments, your instructor will have to give you a failing grade.

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. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. Students engaging in unacceptable behavior may be referred to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. For instance, when responding to individuals, address them by their name before beginning your commentary.

Copyright Notice

Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course ends. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

Writing Policy

Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague or staff. Your written products – including, but not limited to, papers, letters, and email – 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.

Activities in this class, including discussions, have high expectations for effective written communication skills. 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 or visit <https://writingcenter.unt.edu/graduate-tutoring?cta=section-highlight>

Observation of Religious Holidays

If you plan to observe a religious holy day that coincides with a class assignment, please notify your instructor as soon as possible.

Ethical Behavior and Code of Ethics: The Teacher Education and 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).

Academic Integrity

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

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case may be referred to the Dean of Students for appropriate disciplinary action.

IMPORTANT NOTICE FOR F-1 STUDENTS**Important Notice for F-1 Students taking Distance Education Courses****Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <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 his or her 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.