Educational Leadership Program

Core Values and Beliefs

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

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

COURSE DESCRIPTION – APPLICATIONS OF THE TEXAS PRINCIPAL COMPETENCIES

This course provides an overview of the skills, knowledge, and mindsets instructional leaders should practice on a daily basis. Our Principal preparation program is organized around the six Domains and eleven Competencies for Principals from the Texas Education Agency. These Domains and competencies form the basis of the new 268 Texas Examination of Educator Standards (TExES), which will be required beginning on January 1, 2019. This course addresses practical applications of all of the Domains and Competencies. You will find a copy of this Framework in the Start Here section of the course. In addition, you will find the former framework (068), which is the basis of the test that will be given during for the last time during this fall semester (2018).

Course Learning Objectives

At the conclusion of the course, you will be able to:
- Identify the eleven Texas Principal Competencies and describe best practices of leadership by the campus principal for each competency.
- Demonstrate preparation for success when taking the Texas Examination of Educator Standards (TExES) Principal Certification Test by successfully completing assignments related to test taking strategies and by scoring at least 80% when taking a practice test.
- Describe learning from a Mock Interview for a campus administrative position and create a resume to present your credentials and experiences.
- Use the Academic Accountability Ratings and the Texas Academic Performance Report (TAPR) to determine and analyze the current accountability rating and basic data elements for a specific school.
- Apply one or more of the 11 TPCs by being able to identify a significant problem or challenge at the school level and support your choice.

**Course Outcomes**

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

- Domain I, School Culture (School and Community Leadership), 001, 002
- Domain II, Leading Learning (Instructional Leadership/Teaching and Learning), 003, 004
- Domain III, Human Capital (Human Resource Management), 005, 006
- Domain IV, Executive Leadership (Communication and Organizational Management), 007, 008
- Domain V, Strategic Operations (Alignment and Resource Allocation), 009, 010
- Domain VI, Ethics, Equity, and Diversity, 011

These are the competencies the State of Texas requires all principal certification programs to address. These competencies are closely aligned with national competencies for principal preparation programs. This course addresses all of the Principal Competencies, as well as the previous set of Texas Principal Competencies.

See the *Start Here* module for a full explanation of the current and previous Texas Principal Competencies.

**COMMUNICATIONS WITHIN THE COURSE**

**What Should You Do First?**
During the first week of class, use the Inbox from the global menu (the dark vertical column on the far left) to email me your following contact information:

- Name
- Alternate contact information – email and phone number
- Current school, district, and assignment
- If not currently in a school setting, please describe your current employment

**Ask Questions Here Discussion**
For assignment clarification questions and answers throughout the term, see the *Ask Questions Here* discussion available from *Assignments* on the course menu, or use the direct link on the course *Home* page.

**Inbox**
Use the *Inbox* tool for all private electronic communications with me. The Inbox uses your UNT EagleConnect email address. Please check for messages daily. You can expect a response from me within 24-hours of sending a message.
Announcements
Please check the course Announcements each day for updated information and changes. Announcements display on the course entry page and also are emailed to your EagleConnect email account.

Collaborative Discussions
See Assignments from the course menu to locate the appropriate weekly discussion for assigned postings and conversations with classmates. Please note due dates; your initial postings are due no later than Wednesday of each week and each week's conversations are to conclude by Sunday night. Conversational language within each discussion is permissible, but should also be grammatically correct.

Office Hours
Use the Inbox to email me to make an appointment for a conference.

HOW THIS COURSE IS ORGANIZED

- The course menu is on the left of Canvas page and contains links to all content in this course.
- This Start Here module holds all course overviews and syllabus info.
- The course is divided by week and you can find weekly modules under Modules from the course menu, each of which contain all information and links for each week's assignments and discussions.

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

Calendar
All of the graded activities' due dates are displayed on the Calendar, which is located on the dark gray global menu on the far left of the course browser. The discussion due dates show on the calendar on Wednesday 11:59 pm, which is the weekly deadline for your initial post, followed by responses and conversations throughout the week. Each discussion starts on Monday and ends the following Sunday. Please note: Use the MONTH or WEEK view of the Calendar found on the course menu to see assignment due dates and not the DAY view.

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

INSTRUCTIONAL METHODS

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

Required Course Assignments

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

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

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

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

Assessments Overview

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

<table>
<thead>
<tr>
<th>Instruments to determine student grades and proficiency of the learning outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Report Assignments — 4</strong></td>
</tr>
<tr>
<td>1. Create a Process or Plan for developing and implementing a School’s Vision Statement</td>
</tr>
<tr>
<td>2. TExES Test Preparation Report – Three Options</td>
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<tr>
<td>3. Mock Interview Report</td>
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<tr>
<td><strong>Major Assignments — 2</strong></td>
</tr>
<tr>
<td>1. Data Analysis assignment</td>
</tr>
<tr>
<td>2. Problem Solving in the Field assignment</td>
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<tr>
<td><strong>Weekly Discussions — 7</strong></td>
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<tr>
<td><strong>Reflections on current news accounts, videos, or journal articles — 4</strong></td>
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</tbody>
</table>
Grading Procedure

Grades will be determined by the following points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number/Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Assignments (Weeks 1, 3, 5, 7)</td>
<td>4 at 20 points each</td>
<td>80 points</td>
</tr>
<tr>
<td><em>Campus Data Analysis</em> assignment (Week 7)</td>
<td></td>
<td>40 points</td>
</tr>
<tr>
<td><em>Problem Solving in the Field</em> Assignment (Week 8)</td>
<td></td>
<td>30 points</td>
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<tr>
<td>Weekly Discussions (Weeks 1-7)</td>
<td>7 at 10 points each</td>
<td>70 points</td>
</tr>
<tr>
<td>Reflections on articles (Weeks 2, 4, 6, 8)</td>
<td>4 at 20 points each</td>
<td>80 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Final grades are determined as follows:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>270 - 300 points earned</td>
<td>A</td>
</tr>
<tr>
<td>239 - 269 points earned</td>
<td>B</td>
</tr>
<tr>
<td>208 - 238 points earned</td>
<td>C</td>
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<tr>
<td>207 points or below</td>
<td>F</td>
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</table>

If you believe you may be unable to complete all assignments in accordance with due dates, you should contact me IMMEDIATELY to discuss options. Because on-time submission of all mandatory exercises is expected, repeated late submissions of assignments can result in a failing grade for the course.

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

**Assignment Submission Instructions**
Weekly assignments you submit are required to be in DOC or PDF format. You must submit them by their due dates, which are displayed within each assignment. Assignments can be found in the weekly modules, and also from these menu links: Assignments, Grades, Calendar, and Syllabus.
During the last week of class, adhere carefully to the due dates. Because grades are due immediately after the closing of the class, you must submit all assignments and discussions no later than their due dates. The course ends on Friday, December 14, 2018; course work cannot be accepted after that date.

**Principal TExES Preparation, Standards, and Support Resources**
Please see the course *Start Here* module page SH.12 - *Advising Information and Standards* and carefully review all the information available in that location. It provides several topics related to Preparing for the TExES Principal Test, Standards for the Test, Registration Procedures, and multiple resources that you can access as you prepare for the test.

### Course Schedule and Learning Outcomes

<table>
<thead>
<tr>
<th>Week</th>
<th>Week/Topics</th>
<th>Items to read and prepare prior to each class</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and the Visioning Process</td>
<td><strong>Activities</strong></td>
<td>You should be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion - Get Acquainted with your Classmates</td>
<td>1. Locate, review, and become familiar with the five Domains and eleven Texas Principal Competencies (TPCs) - You are not expected to memorize the TPCs.</td>
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<td></td>
<td></td>
<td>Discussion Week 1 - The Visioning Process Assignment – Create a plan or process for developing a school’s Mission Statement</td>
<td>2. Locate and review the vision and mission statements schools you select</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings and Resources</strong></td>
<td>3. Create a process for use in the creation or revision of a school’s mission or vision statements.</td>
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<td></td>
<td></td>
<td>Texas Principal Competencies #001 and #009</td>
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<td></td>
<td></td>
<td>Video: Great School Leadership in Action</td>
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<tr>
<td>2</td>
<td>Communicating and Collaborating with Stakeholders</td>
<td><strong>Activities</strong></td>
<td>You should be able to:</td>
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<tr>
<td></td>
<td></td>
<td>Discussion Week 2 - Communicating and Collaborating Assignment – Reflection on Article Review and Begin work on two major assignments</td>
<td>1. Summarize the skills and knowledge required of the beginning principal related to TPC #002 and #007.</td>
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<td><strong>Readings and Resources</strong></td>
<td>2. Demonstrate the ability to read critically and reflect in writing on news accounts or journal articles provided by the instructor that relate to one or more of the TPCs.</td>
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<td></td>
<td></td>
<td>TPC #002 and #007 Journal Article Related to the TPC #002 “Data Analysis Assignment” and “Problem Solving in the Field”</td>
<td>3. Understand what will be expected in the two major assignments</td>
</tr>
<tr>
<td>Week</td>
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<td>3</td>
<td>Provide ethical leadership, advocate for students, and ensure student access to effective educators, programs, and services</td>
<td><strong>Activities</strong>&lt;br&gt;Discussion related to TPC #11&lt;br&gt;Assignment – TExES Principal Certification Test Preparation – 3 options&lt;br&gt;<strong>Readings and Resources</strong>&lt;br&gt;TPC #011&lt;br&gt;Code of Ethics and Standard Practices for Texas Educators</td>
<td><strong>You should be able to:</strong>&lt;br&gt;1. Describe the expectations for the beginning principal related to TPC #011 and the &quot;Code of Ethics and Standard Practices&quot; for Texas Educators.&lt;br&gt;2. Successfully access the appropriate Preparation Manual for the TExES Principal Certification Test and provide correct answers to a designated number of practice questions from the Manual with an accuracy of 80% or higher. Note in the assignment that there will be 3 options, based on your current status related to test taking.</td>
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<td>4</td>
<td>Leading Learning</td>
<td><strong>Activities</strong>&lt;br&gt;Discussion - The Principal as Instructional Leader&lt;br&gt;Assignment – Reflection on Article&lt;br&gt;Assignment – Continue work on Major Assignments: <em>Data Analysis Assignment due in Week 7, Problem Solving in the Field</em> Assignment due in Week 8&lt;br&gt;<strong>Readings and Resources</strong>&lt;br&gt;TPCs #003 and #004&lt;br&gt;Article “Principals Who Think Like Teachers”</td>
<td><strong>You should be able to:</strong>&lt;br&gt;1. Describe the skills and knowledge required of the beginning principal related to curriculum, assessment, and the instructional program.&lt;br&gt;2. Describe specific actions the principal should take to be the instructional leader for the school.</td>
</tr>
<tr>
<td>5</td>
<td>Human Capital (Human Resources Management)</td>
<td><strong>Activities</strong>&lt;br&gt;Discussions – The Mock Interview and Share your resume (all points in Mock Interview)&lt;br&gt;Assignment – Mock Interview and Report of Interview&lt;br&gt;Assignment Week 5 – Create or revise your professional Resume&lt;br&gt;<strong>Readings and Resources</strong>&lt;br&gt;TPCs - #005 and #006&lt;br&gt;Documents: “Administrative Interview Questions”&lt;br&gt;Article “Practice Makes Perfect – How to Prepare for Your Next Job Interview”&lt;br&gt;Article “Helps and Hints for Interviewing for an Administrative Position”&lt;br&gt;Article “Hints and Helps for Writing Your Resume”</td>
<td><strong>You should be able to:</strong>&lt;br&gt;1. Identify the major responsibilities of the principal related to TPC #006.&lt;br&gt;2. Reflect on your learning from participating in a &quot;Mock&quot; administrative interview with school or district administrator(s).&lt;br&gt;3. Create a professional resume that includes your professional credentials and experiences.</td>
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<tr>
<td>Week</td>
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<tr>
<td>6</td>
<td><strong>Executive Leadership – Develop Relationships with Stakeholders, Organizational Collaboration, and Change Management</strong></td>
<td><strong>Activities</strong>&lt;br&gt;Discussion – Problem Solving&lt;br&gt;Assignment – Reflection on Journal Article&lt;br&gt;Assignment – <strong>Continue</strong> work on two major assignments – “Data Analysis” assignment due next week – Week 7, “Problem Solving in the Field” assignment is due in Week 8</td>
<td>You should be able to:&lt;br&gt;&lt;ol&gt;&lt;li&gt;Describe the beginning principal’s role in collaborative data analysis and leading change&lt;/li&gt;&lt;li&gt;Use the TAPR and other student performance document to determine basic data for the student’s school and compare and contrast the data with other schools.&lt;/li&gt;&lt;li&gt;Reflect in writing on the value of the PLC or similar initiative to support collaborative decision-making, organizational change, and data analysis&lt;/li&gt;&lt;/ol&gt;</td>
</tr>
<tr>
<td>7</td>
<td><strong>Strategic Operations</strong>&lt;br&gt;Collaboratively determining goals and implementing strategies, Ensuring a safe and secure environment for teaching and learning</td>
<td><strong>Activities</strong>&lt;br&gt;Discussion Week 7 – School Safety&lt;br&gt;Assignment Week 7 – Report – Best Practices related to TPCs #009 and #010&lt;br&gt;Assignment Week 7 – “Data Analysis” major assignment due this week <strong>Readings and Resources</strong>&lt;br&gt;TPCs #009 and #010</td>
<td>You should be able to:&lt;br&gt;&lt;ol&gt;&lt;li&gt;Identify and describe at least six (6) best practices for administrative leadership related to TPCs #009 and #010. (Three (3) in TPC #009 and three (3) in TPC #010)&lt;/li&gt;&lt;li&gt;Provide a critique of the school’s current Crisis Management Plan (or document with similar name) and identify recent actions taken to provide a safe and secure environment.&lt;/li&gt;&lt;li&gt;Analyze data documents, report findings, and identify a problem or challenge based on the analysis.&lt;/li&gt;&lt;/ol&gt;</td>
</tr>
<tr>
<td>8</td>
<td><strong>Best Practices for Beginning Administrators as found in the TPCs</strong>&lt;br&gt;<strong>Problem Solving in the Field</strong></td>
<td><strong>Activities</strong>&lt;br&gt;Assignment Week 8 – “Problem Solving in the Field” major assignment is due this week&lt;br&gt;Assignment Week 8 – Reflection on Article/Video <strong>Readings and Resources</strong>&lt;br&gt;All 11 TPCs&lt;br&gt;Video/Article - “The School Principal as Leader: Guiding Schools to Better Teaching and Learning” produced by Wallace Foundation</td>
<td>You should be able to:&lt;br&gt;&lt;ol&gt;&lt;li&gt;Demonstrate the ability to identify a significant problem or challenge to your school and support your selection with data&lt;/li&gt;&lt;li&gt;Reflect on overall learning about the skills and knowledge required of the beginning principal that were gained in this course.&lt;/li&gt;&lt;/ol&gt;</td>
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</table>
TECHNICAL INFO AND OTHER SUPPORT SERVICES

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
Copying and pasting
Creating videos

Canvas Information

- Info on using Canvas
  Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- Computer specs https://community.canvaslms.com/docs/DOC-10721
  Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

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
  Library — Go to the library site or ask a question

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 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 staff is unavailable, Report an Issue online.

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COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The Educator as Agent of Engaged Learning

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT’s basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

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

**Grading and Grade Reporting:** Grading rubrics for all activities for a grade can be found as part of each discussion and assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab offers one-on-one consultation to assist students with their writing assignments. To schedule a live, virtual online tutoring appointment, see [https://writingcenter.unt.edu/online-tutoring?cta=section-highlight](https://writingcenter.unt.edu/online-tutoring?cta=section-highlight) or call 940-565-2563.

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**Teacher Education & Administration Departmental Policy Statements**

**UNT Career Connect:** All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and
accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

Foliotek e-Portfolio: Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: https://www.coe.unt.edu/office-educator-preparation/foliotek.

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 & Administration.

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

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.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

SPOT: The Student Perceptions of Teaching (SPOT) is expected for all students of organized classes at UNT. A link to this brief online survey will be emailed to your UNT EagleConnect email account in the final weeks of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.
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.

Six Student Success Messages: The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

Food/Housing Insecurity: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect his/her performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Title IX Services: Sexual discrimination, harassment, and assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

University Mental Health Services: UNT recognizes that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

DISTRIBUTED EDUCATION POLICY STATEMENTS
IMPORTANT NOTICE FOR F-1 STUDENTS

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

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 a 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.