UNT | COLLEGE OF EDUCATION
Department of Teacher Education & Administration

EDLE 2010-How School Work Course Syllabus (Fall 2026 8week1)

Instructor's Name	Dr. Parvathi Sivaraman
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Office Location:	Matthews Hall 218X (virtual appointments available – inbox on Canvas)
Instructor's Available Office Hours:	Tuesdays 1:00 to 3:00 pm Thursdays 10:00 to 11:00 am AND 1:00 to 3:00 pm

EDLE 2010 CATALOGUE DESCRIPTION

This course prepares new teachers with an understanding of how schools work at the local, state, and federal levels. Content is covered through a personal lens that ensures all students learn, succeed, and thrive in school and beyond. Particular attention will be given to topics such as community, school funding, assessment, programs, curricula, policy, roles, professional learning, professional associations, and school safety.

COURSE LEARNING OBJECTIVES

By the end of EDLE 2010, students will be able to:

CLO 1: Apply reflective practices while evaluating personal experiences within K-12 public education systems at the classroom, school, district, and community levels.
CLO 2: Describe the professional and ethical roles and responsibilities of classroom teachers within broader public education systems.
CLO 3: Identify and explain the responsibilities of campus and district support/leadership professionals and describe how they collaborate with classroom teachers.
CLO 4: Analyze the relationship between stakeholders and policies in public education systems and student learning outcomes.

REQUIRED TEXTBOOKS/MATERIALS

NO PURCHASE REQUIRED

All texts, reading materials, and videos are free and found in the ***Required Readings and Media*** section of each Module in Canvas. Some readings must be accessed via the

UNT Electronic Library using your EUID and Password. You will not have to purchase texts or materials for this course.

ATTENDANCE EXPECTATIONS

This is a 1.5 credit 8 week ***required*** course that takes place completely online. There are NO required synchronous Zooms or Zoom lectures. I may offer an optional Zoom session to touch base and answer questions during Week 4, depending on your needs. There are four (4) modules of instruction. Each module is 2 (two) weeks long and aligns with a standards-based Course Learning Objective (see CLOs listed above). The assignments for each module include a PLC (Professional Learning Community) discussion board post/response and a Checkpoint (formative assessment). One Performance Task (summative assessment) will be assigned at the end of the semester.

COURSE ASSESSMENT DESCRIPTION AND ASSIGNMENT WEIGHTS
Professional Learning Community (PLC) Discussions (40%) and Checkpoints (35%) Each of the four (4) modules in this course will contain a PLC discussion (using the Canvas Discussion Board) and the first three (3) modules will also contain an individual Checkpoint assignment (submitted in Canvas). The purpose of these activities is to engage you in critical thinking about the content, and to provide interaction with both your peers and your professor.
Performance Task (25%) You will have one (1) Performance Task at the end of the eight (8) week semester. A Performance Task is a major summative assessment that requires you to demonstrate your knowledge, understanding, and ability in a meaningful, practical context at the end of a unit of learning. The Performance Task is a major assessment, and to receive an A, you must go above and beyond the bare minimum requirements.

ASSIGNMENTS WITH DUE DATES (Submit in Canvas by Midnight on Due Date)

Assignment Title	Due
Introduction Discussion Board	**Thursday, August 20th**
Student Information Questionnaire	**Thursday, August 20th**
Module 1 PLC Discussion Board	Initial Post: Thursday, August 20th Peer Responses: Sunday, August 23rd
Module 1 Checkpoint	Sunday, August 30th
Module 2 Checkpoint	Sunday, September 6th

Module 2 PLC Discussion Board	Initial Post: Thursday, September 10th Peer Responses: Sunday, September 13th
Module 3 PLC Discussion Board	Initial Post: Thursday, September 17th Peer Responses: Sunday, September 20th
Module 3 Checkpoint	Sunday, September 27th
Module 4 PLC Discussion Board	Initial Post: Thursday, October 1st Peer Responses: Sunday, October 4th
Performance Task	**Thursday, October 8th**

NOTE: To receive an A in this class, all assignments must be completed and submitted in Canvas. If there are ANY missing assignments, even if your average is above 90%, a grade of A will not be awarded

GRADING

A: 90-100% Exemplary. The student performs well above and beyond the minimum criteria.
B: 80-89% Proficient. The student performs slightly above the minimum criteria.
C: 70-79% Average. The student meets the minimum criteria.
D: 60-69% Below Average. The student does not meet the minimum criteria.
F: 0-59% Improvement Required. The student does not complete the coursework.

LATE WORK

The only way to receive full credit for any assignment in this course is to turn it in through Canvas on or before the designated due date. However, if you have a university-excused absence and provide appropriate documentation with 48 hours of the missed deadline, work may be accepted up to three (3) late without penalty. If you do NOT have an excused absence, an assignment may be turned in up to 3 (three) days after the due date with a deduction of *one full letter grade*. Work that is more than 3 (three) days late ***may not be accepted*** and/or may receive a deduction larger than a full letter grade at the instructor's discretion.

FORMATTING

The only type of document formats I will accept for a grade in this course are **Word** and **PDF**. If you submit a ***.pages*** document or any other type of document format, you will receive a grade of 0 for the assignment unless it is resubmitted on or before the designated due date. Blank documents or incorrect documents will also receive grades of 0. It is YOUR responsibility to ensure you have submitted the correct assignment using the designated formatting.

REVISING/RESUBMITTING

If you would like the opportunity to revise/resubmit a graded assignment to improve your grade, you may request permission from the instructor (along with feedback and suggestions for improvement) and complete the revision/resubmission within 48 hours of receiving your initial grade. The instructor will decide how much additional credit can be earned for a revised assignment on an individual basis.

NON-PARTICIPATION IN CLASS

Unfortunately, life sometimes gets in the way of course work, and I understand when that happens. I am compassionate and empathetic in ALL circumstances, and I do not judge anyone when they struggle. But you MUST let me know if you are struggling and/or need an extension to complete your assignments! If you do not communicate with me about your needs, do not participate in class, or do not submit assignments, it will be hard for you to pass, especially if it is more than halfway through the semester. A grade of a D, F, or W means you will have to retake the class, and this may affect your financial aid/tuition payment and degree completion date. A grade of I or Incomplete cannot be awarded if you are failing the class at the time of grade submission.

TECHNICAL REQUIREMENTS

- Microsoft Office (for creating Word Documents and PDFs)
- Internet Access
- Adobe (for reading PDF articles/documents)
- Phone, tablet, laptop, or desktop with video/microphone/sound

PROFESSIONAL BEHAVIOR IN CLASS

Teachers must exhibit a high degree of professional behavior to best meet the needs of their students. As a preservice teacher, it is essential to begin practicing what will be expected of you as an in-service teacher, including reliability, responsibility, flexibility, punctuality, integrity, and ability to work efficiently and productively with your colleagues. This includes engagement and participation during all learning activities, online discussions about content and readings, assessments and assignments, informal presentations, interaction/communication with peers, professors, and guest speakers, cultural responsiveness, awareness of impact on others, and overall professional behavior.

If you engage in unprofessional behavior including (but not limited to), lack of communication or dishonesty regarding missing work, and disrespectful/confrontational interactions with peers and professor, the instructor reserves the right to ***deduct one or more letter grades from your final grade*** and/or refer you to the Dean of Students for Code of Conduct violations which may result in dismissal from our program and/or the University.

AI (ARTIFICIAL INTELLIGENCE) AND PLAGIARISM IN EDLE 2010

As future educators, it is completely necessary that you engage fully in the learning process throughout this course. Plagiarizing and/or using AI to complete assignments in place of your own work will seriously undermine your ability to pass your TExES Certification Exams, weaken your confidence during your clinical practice experience, and ultimately compromise your ability to successfully teach your future students. If AI does the thinking for you now, it can delay or prevent your personal growth, and you will not be as prepared to make real time decisions as an educator.

If you use AI this semester in this course, I encourage you to reflect on this guiding question: ***"Am I using this tool to support my learning, or to avoid it?"*** Please establish a reasonable relationship with emerging technologies that enhances your authentic growth as a reflective, capable, and compassionate educator.

While some assignments may seem to invite the use of online tools, the core expectation for our class is that **the work you submit is your own original writing**. Using the work of someone else (including AI) **without citing it** is a form of plagiarism and is treated as such at UNT. UNT employs AI detection software through Canvas LMS, so please be aware of this when submitting your work.

You may use AI to:

- Refine grammar and organization after drafting your own writing/responses FIRST.
- Ask follow-up questions to deepen your understanding of course concepts.
- Brainstorm ideas based upon your own thoughts and suggestions.

You may NOT use AI to:

- Write assignments, assessments, reflections, lesson plans, discussion board posts, etc.
- Generate written work without SIGNIFICANT personal input, revision, and citation of AI use.
- Fabricate personal experiences or interactions.

As your instructor, I promise to NEVER use AI to replace the deep engagement and individualized attention you each deserve from me. I strive to provide consistent, high-quality support, and I vow to read every word you write or share with me. I do not use AI to grade assignments. I will deliver customized, authentic, and meaningful feedback on your work. While I may occasionally use AI to enhance my ability to provide consistent, high-quality support so that I may serve you more efficiently, I assure you that all my interactions with you and our class will be genuine, unique, personal, and guided by my professional judgment and ethical commitment to your success. I will also be sure to fully disclose when, how, and why I use AI in our course if I do.

A note on publicly sharing course content and material: You are not permitted to share any portion of this course publicly on any type of social media platform. Doing so will result in disciplinary action that may lead to your dismissal from this program.

(TAC) Texas Classroom Teacher Certification Standards in this Course

TEA TAC Chapter 235. *Classroom Teacher Certification Standards*

This course introduces the following:
Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12 §235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

(e)(1) Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.

(D) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.

(f)(1) Professional Practices and Responsibilities. Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.

(A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.

(B) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(f)(2) Professional Practices and Responsibilities. Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.

(F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students to reach their academic and non-academic goals.

(f)(3) Professional Practices and Responsibilities. Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.

(A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

TExES PPR K-12 Certification Exam Standards in this Course

This course introduces the following:

Pedagogy and Professional Responsibilities Standards

II.005.G. The beginning teacher creates a safe, nurturing and affirming classroom environment that addresses students' emotional needs and respects students' rights and dignity.

I.001.G. The beginning teacher understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

IV.013.A. The beginning teacher knows legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, fairness, child abuse) and adheres to legal guidelines in education-related situations.

IV.013.C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.

IV.012.A. The beginning teacher interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).

IV.012.C. The beginning teacher knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).

IV.012.D. The beginning teacher understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects).

IV.013.E. The beginning teacher understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.

IV.013.F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.

COURSE SYLLABI REQUIREMENTS (UNT Policy 06.049)

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with university policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: Academic Integrity Policy (PDF) (https://policy.unt.edu/policy/06-003).

AI (UNT's Statement)
In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy (https://policy.unt.edu/policy/06-003).

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 class 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 students apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at UNT Policy 07.012 Code of Student Conduct.

ADA Accommodations
The University of North Texas makes reasonable accommodation for students with disabilities. To request accommodation, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter regarding accommodation. ODA will then send your instructor a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course. You can request accommodation at any time, but it's important to provide ODA notice to your instructor as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new form of accommodation for each semester and meet with each faculty member before accommodation can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodation during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access

resources that can support your needs, refer to the Office of Disability Access website (https://studentaffairs.unt.edu/office-disability-access).

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' 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.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) have experienced or experienced any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

ADDITIONAL STATEMENTS

Accessibility. I expect that students in our class will have a variety of physical, mental, sensorial and emotional ways of being, learning, and engaging in a virtual classroom. I encourage you to privately discuss your specific needs with me as soon as possible to make the classroom and the course more accessible.

Name Change. As a UNT student, you can change how your name shows up on class rosters, Canvas, and MyUNT. Additionally, if your name changes at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your name, you can do so by looking at these guidelines.

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 their 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://studentaffairs.unt.edu/desresources/programs/food-pantry/index.html

Social Media and Online Sharing. Sharing class ideas and learning experiences on social media allows educators opportunities to show successes, receive critical feedback, and grow with others. Students, staff, and faculty in the College of Education often use the #UNTedu hashtag for such purposes. You are welcome to share class learning experiences in this class with broader audiences via social media platforms. However, you should first secure consent from instructors and classmates before posting their ideas, images, or work online. **You may NOT capture images or record videos from online or in-person meetings and share those outside our class community without consent.**

Similarly, you should not post images of PK-12 students even if consent is provided through school districts as social media platforms are increasingly mined for dubious reasons including targeted harassment, facial recognition, or personal data extraction and selling. Please know I am available if you have concerns, questions, or need support in this area.

University Mental Health Services. I recognize 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 on 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://studentaffairs.unt.edu/counseling-and-testingservices/student-counseling/index.html