

UNIVERSITY OF NORTH TEXAS®



EDLE 5680 Administration of the K-12 Curriculum

Monday, October 19 – Friday, December 11

Educational Leadership Program

CORE VALUES AND BELIEFS

Graduates will have the knowledge, skills and motivation to:

- L**ead learning organizations
- E**ngage ethically with the community
- A**dvocate for diversity, equity, and inclusion
- D**evelop theory to practice solutions



COURSE OVERVIEW

This fully online course examines curriculum leadership from the perspective of what constitutes a quality curriculum and how you as a leader can ensure its effective implementation. Course activities address curriculum development, implementation, alignment, and evaluation. In addition, the course considers the interaction among curriculum, instruction, and assessment. Theoretical knowledge and practical applications make up the course content. The course promotes curriculum leadership with an emphasis on technology, innovation, critical and creative thinking, and multicultural perspectives.

COURSE REQUIRED TEXTS, MATERIALS, RESOURCES

The course assignments often require you to apply the learning to your own real-school experiences. If you are not employed in a school now, you will need to do some research and/or interview others.

Text

Lalor, A. (2016). *Ensuring high-quality curriculum: How to design, revise, or adopt curriculum aligned to student success*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other Readings (provided in the course)

Supporting Excellence: A framework for developing, implementing, and sustaining, a high-quality curriculum (June 2017)

The course has other required readings each week, and you will find links to these articles in the weekly modules. For remote access to the text and readings from the Library's subscriptions, see the [EDLE 5680 Course Guide](#).

LEARNING OUTCOMES

As a result of your participation in this course, you will be able to:

- Identify theories and approaches for curriculum development, alignment, implementation, and evaluation.
- Evaluate these theories and approaches considering effects on student success and engagement.
- Analyze the principal's role as a curriculum leader.
- Identify strategies that can help curriculum leaders ensure that curriculum, instruction, and assessment are aligned.
- Apply data-analysis skills to identify possible problems in curriculum alignment.
- Analyze curriculum to identify explicit, implicit, and null components.
- Evaluate curriculum for its emphasis on diversity, equity, and inclusivity.
- Evaluate approaches for assessment of student learning.
- Explain influences on the curriculum implemented in schools--state, national, community, political, economics, etc.
- Discuss innovations and promising ideas in curriculum.
- Apply skills and concepts of the Texas Principal Competencies.

Texas Principal Domains and Competencies for the TExES Exam 268 (Fall 2019)

Principal Certification Assessment

As of August 31, 2019, the principal's certificate is called the *Principal as Instructional Leader Certificate*. The TExES for Principal, 068, which was used for the Principal Certificate, is no longer available, having expired on August 31, 2019.

The Texas State Board of Education has created a new assessment process for those who want to earn the Principal as Instructional Leader Certificate. The new assessment process includes a new Texas Examination of Educator Standards (TExES) 268. In addition, as of fall 2019, applicants for the Principal as Instructional Leader Certificate are also required to complete the Performance Assessments for School Leaders (PASL), which consists of three performance tasks.

In the UNT Educational Leadership Program, we seek to prepare you for success with all 11 competencies. This course addresses many of the competencies, but the main ones addressed are Competencies 3 and 4 from Domain II. The competencies and accompanying skills are also considered **Learning Outcomes** for the course.

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

Competency 003: The entry level 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
- B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
- E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning

Competency 004: The entry level 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. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. 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

DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

Competency 11: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community*
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn*
- E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) *

COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS

The *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* discussion, which can be directly accessed from a link on the course *Home* page, or by clicking the *Assignments* link on the course menu, then finding the title within the *Discussions* category. By asking questions in that centralized location, I can answer a single time and everyone can see the answer. Also, classmates routinely help each other as needed. If you have a private question not suitable for others, use the *Inbox* on the gray global menu on the far left of the course window.

Announcements

I'll routinely post announcements of breaking news, updates, reminders, and general feedback throughout the weeks of the course. Each time you login, 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.

EagleConnect

When I post an announcement to the course, it will also automatically be sent to you through the UNT EagleConnect email system. The course *Inbox* also sends email to/from your EagleConnect account. You must activate and regularly check your EagleConnect email account because it is used for official communication for the Program, University, and College.

See the link on the course *Home* page for *How to Use Canvas Tools and Navigation* to learn how to change your notification options and email address preference.

Asking for Help from our Program Teaching Assistant

Our program teaching assistant, Kira Dehnel, is available to help you. You can find her name from your course *Inbox* as a member of your course, and you can otherwise contact her 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 *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 *Advising and Standards* resources page of the *Start Here* module.
- You can also find information by going to [Educational Leadership Master of Education site](#). See the "courses" link that provides our schedule of classes for all the 8-week sessions.

HOW ACTIVITIES ARE ORGANIZED

The course menu contains links to all areas of the course and tools you'll use.

- The Canvas course menu is just to the left of the course content window.
- The gray global menu is on the far left of the browser window and contains tools for use in all courses, such as your *Inbox*, *Calendar*, and *Help*.
- Within the course, the *Start Here* module at the top of *Modules* holds all required-reading course and assignment overviews and syllabus info.
- Notice the course is divided **by week** within the *Modules* area, which contains links to all the needed information about each week's assignments and discussions.

Syllabus

You can view the syllabus from two different locations in the course.

1. Within the required reading section of *Week 1*
2. From the *Syllabus* link from the course menu, which also displays all activities for a grade

Note that details of the syllabus may change to allow for corrections and additional information, so if you download or print a copy, it may become inaccurate.

Activities for a Grade

The types of activities you will submit for a grade include:

- Discussion participation — composing original postings and conversing with classmates
- Assignments — researching and composing original products and/or answers to questions
- Video — one you will create and submit as an Assignment

All grade-based activities are visible from four different locations within the course.

1. All are visible from the *Assignments* link on the course menu, which can be sorted by type or date.
2. Find links to each week's activities within each weekly module pages.
3. All are listed chronologically on the *Syllabus* page from the course menu.
4. The global *Calendar* displays all activities for a grade from all courses by month or day/agenda (avoid the Week display, whose display is difficult to distinguish).

Assignments

Please read all criteria provided to fully understand the requirements of each assignment. All assignments display their rubrics at the bottom of the assignment submission pages.

We introduce these first two major assignments in Week 1, providing overviews, outcomes, resources, rubric, and a timeline. Then each week, we provide a reminder page of the progress you should be making each week, and/or periodically assigned activity components.

1. The *Week 5 Lesson-Planning Video Assignment* is a lengthy one that you should work on throughout the term. In this assignment, you will create a planning-meeting video that demonstrates your ability as a leader to coach a teacher in developing a lesson plan.
2. The *Week 7 Curriculum Plan Scenario Response Paper* will take considerable time to complete, so you should begin working on it at the beginning of the course. This assignment will require you to apply and synthesize the information from the course to review, evaluate, and make curriculum recommendations.
3. A third significant assignment is the *Week 4 Data-Driven Analysis Assignment* you will complete during Week 4 after reading and viewing the resources. This assignment is based on a case-study scenario and requires you to complete your analysis and an Implementation Rubric.

Discussions

- Each week's discussion is open for the full duration of its week, from Monday morning at 12:01 a.m. through the close at 11:59 p.m. Central time on Sunday evening.
- You should participate on multiple days during each week's time period.
- You must make your first posting as early in the week as practical and no later than Wednesday night of each week.
- Do not wait until just before the discussion closes to complete your postings. Read new postings each time you login, post and converse with classmates on different days throughout each week, and complete all of the required postings by Sunday night.
- See each discussion's instructions of how to locate the discussion rubric from the three dots at the top-right of each discussion page.
- We will have discussions each week during this course, **except Week 7**. Each of these is worth 12 points (except the Week 1 *Getting Acquainted in the Student Lounge* discussion, which is worth 6 points).

Grades

You can see your grades by going to the *Grades* link on the course menu. It displays any rubrics provided for *Assignments* and *Discussions*, along with instructor feedback on submissions. See the beginning of *Week 1* for links to detailed instructions and video descriptions for full understanding of *Grades*.

Calendar

- We recommend you use either the *Month or Agenda* view of the *Calendar* for the best display of due dates of all required activities.
 - We recommend you **avoid using the Week view** because the 11:59 p.m. deadlines display at the bottom of the page and aren't visible without scrolling.
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Weekly Topics

You will find full explanations of each week's learning activities and topics within each of the weekly modules.

Week 1: The "Big Picture" of Curriculum

Week 2: Features of a Strong, Standards-Aligned Curriculum

Week 3: Curriculum Design

Week 4: Data-Driven Instruction (DDI)

Week 5: Types of Curriculum

Week 6: Diversity, Equity, and Inclusivity

Week 7: Technology in the Classroom

Week 8: Making Learning Irresistible

GRADING AND FEEDBACK POLICIES

Feedback for Assignments and Discussions

- My plan is to return your assignments with feedback within one week of their due dates.
 - For discussions, I will monitor the discussion during each week, but usually won't add postings. I will give you feedback along with your grade for the discussion. I plan to respond to the discussions within one week of the closing of the discussion.
 - **Each discussion and assignment grade will be based on a rubric.** Read the rubrics carefully to see expectations for assignments and discussions. You will see rubrics at the bottom of the Assignments' pages 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 should first 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.
 - I will add my written feedback on most of the assignments and discussions. You will be able to see the rubric and your grade and feedback by going to *Grades*.
 - If I am going to be away from my computer and unable to adhere to the process of returning the assignments within one week, I will notify the class through an announcement or email.
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Assignment Due Dates and Late Submissions

- It is very important that you **adhere to the due dates for the assignments**. You can see the due date for each assignment from both *Assignments* and *Syllabus* via the course menu, within the Calendar from the far-left global menu, and within the week's module the assignment is due.
- If you submit any of the three major assignments later than their Sunday 11:59 pm due dates — the *Week 4 Data-Driven Analysis*, *Week 5 Lesson-Planning Video*, or *Week 7 Scenario Response Paper*, you will lose points, as per the rubrics. Generally, the assignments and the presentation will close for good within a few days of the required date.

Discussion Posting Requirements

- You must make your discussion postings throughout the week and cannot wait until the weekend or you will not receive full credit.
- You should complete your participation in each week's discussion before it ends on Sunday night. Likewise, do not make postings before each week's discussion begins on each Monday morning.
- You must participate in ALL of the discussions for this course.

The Final Week

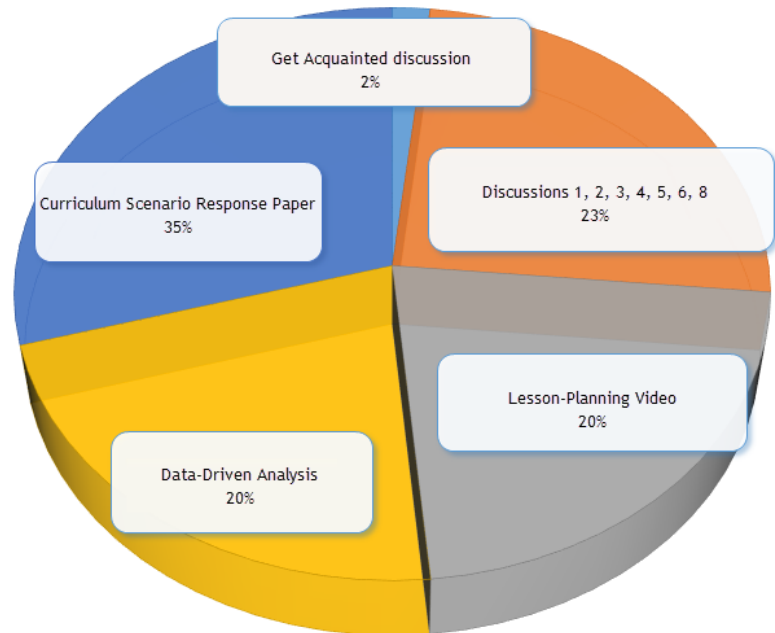
- During the last week of class, adhere carefully to the due dates. Because grades are due immediately after the closing of the class, **you must submit all assignments and discussions no later than their due dates. The course closes on at 11:59 p.m. Central time on Friday, December 11, 2020, and course work cannot be submitted or accepted after that date.**

COURSE ASSIGNMENTS AND POINTS

Assignments	Points	Total Points
1. Getting Acquainted activity	6	6
2. Weekly Discussions: Weeks 1,2, 3, 4, 5, 6, 8	12	84
3. Assignment: Data-Driven Analysis: Week 4	75	75
5. Lesson-Planning Video: Week 5	75	75
6. Assignment: Scenario Response Paper: Week 7		
Week 2 Draft	10	10
Week 3 Draft	10	10
Week 6 Draft	10	10
Week 7 Final Submission	100	100
Total		370

Final grades are determined as follows:

1	Grade
333 - 370	A
296 - 332	B
259 - 295	C
222 - 258	D



INSTRUCTOR RESPONSIBILITY AND FEEDBACK

- My role is to guide, support, and assess your learning.
- I have carefully written each of the lessons to share my personal experience and knowledge, and I have inserted my personal voice into my writings as possible.
- I have designed the discussions for learner-to-learner interaction, using methods of peer learning and support. Research indicates peer learning and support are superior to one-on-one with an instructor.
- I will read each of your discussion postings and those of your classmates, but I will not be responding to every one of them.
- I may contribute to discussions to clarify, encourage, and keep the interactions productive and collaborative.
- I will provide periodic announcements on important issues, reminders, or news.
- If you send me a course message, I will respond within 24 hours. In addition, I will grade and give feedback to all assignments, discussions, assessments, and other activities within seven days of their submission. If circumstances arise that interfere with these time requirements, I will notify you through a course message or an announcement.

ADVISING INFORMATION AND DEGREE AND/OR CERTIFICATION PLANS

If you have not already completed a master's degree and/or Cert Plan, please complete one now.

- The university requires you to have a plan on file within a few weeks of your enrollment in our program. If you have not done a plan, please submit right away. Complete the top part of the plan and send it to marilyn.deuble@unt.edu.

- Do not fill in the courses and when you have taken them or plan to take them. We will fill those in as you complete the program.
- At the top of the plan, check off master's and/or principal certification. **If you are a master's student, it is best to also check off principal certification if you have a standard teaching certificate and at least two years of experience as the teacher of record in an accredited EC-12 school (university teaching, student teaching, substitute teaching, etc. cannot count for this requirement).** You must also be able to do an internship in a Texas school. Do not check off principal certification if you cannot fulfill these criteria.
- A Principal's Certificate will benefit you because, even if you are not specifically interested in being a principal, a number of school district positions may call for administrative certification, and, in Texas, we have only two administrative certificates: Principal and Superintendent. You have to have the Principal's Certificate before you can earn a Superintendent's certificate.

If you already have a master's degree and are just seeking certification, you can see the courses you need to take because there is an asterisk beside the certification courses.

If you have advising questions about the Master's in Educational Leadership or the Texas Principal Certification, contact these people:

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification Marilyn.Deuble@unt.edu
- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification Linda.Stromberg@unt.edu, 940-565-3274

PRINCIPAL CERTIFICATION

To earn a [Texas Principal's certificate](#), a candidate has to have:

- A master's degree
- Completed a principal certification program (for UNT, seven classes, including the internship in a Texas school); have a Teaching Certificate
- Have at least two years as the teacher of record in an accredited PreK-12 school (substitute teaching, student teaching, and university teaching will not count for this requirement)
- Pass the TExES 268 Principal Exam and the PASL (three performance tasks)

PRINCIPAL INTERNSHIP

For the Texas Principal Certificate, you will need to participate in a one-semester principal internship after you have taken all of the AOP 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. Send your internship application to Marilyn.deuble@unt.edu.

GRADUATION

You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. It is your responsibility to apply for graduation. You have to apply even if you are not going to participate in the ceremony. You can find the application by going to [the graduation page](#) and selecting Graduation. The deadline to apply for December graduation was October 9th.

PROGRESS IN CLASS OR DROPPING A CLASS

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course *Inbox* on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website ([registrar's office](#)). If, by dropping a class, you will not be enrolled in any classes during an 8-week period, you have to withdraw from the university. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.

If you are dropping a class, you must contact the registrar. Informing your instructor or the Educational Leadership office you are dropping is not sufficient. Also, please be aware dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end of the course, but have not submitted assignments, your instructor may have to give you a failing grade.

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
- Use of Zoom for synchronous class meetings or office hours

Canvas Information

[Canvas student guide](#) featuring text and video instructions for look-up or learning
Technical requirements and information on [browser compatibility, mobile app resources, and mobile device compatibility](#)

Student Technical Support

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

Chat: [UIT Help Desk Live Chat](#)

Site: [UIT Help desk](#)

Help: [Submit a Help Request](#)

Support Hours (subject to change without notice)

Monday-Thursday 8 am – 9 pm

Friday: 8 am – 5 pm

Saturday 11 am – 3 pm

Sunday 12 pm – 9 pm

Additional Support Resources

- [Graduate Student Support Services](#) of the Toulouse Graduate School
- CLEAR [Online Student Resources](#)
- UNT [UIT Helpdesk](#)
- Change or update your [AMS password](#)
- [myUNT Portal](#)

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.



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.

Teacher Education & Administration *Departmental Policy Statements*

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).

Submitting Work

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

Grading and Grade Reporting

Grading rubrics for all assignments can be found in the Canvas course at the bottom of each assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments. (Not applicable to the internship class.)

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](#) (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563

Foliotek e-Portfolio

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. 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 evidences/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 the [Foliotek site](#).

Collection of Student Work

In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Comprehensive Arts Program Policy

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the K-12 curriculum.

TExES Test Preparation

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [UNT Advising Office](#). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. See the [TAO website](#). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [Pearson](#).

"Ready to Test" Criteria for Teacher Certification Candidates

Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT POLICIES

Academic Integrity Policy

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

ADA Policy

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

Disabilities Accommodation

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

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

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

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (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.

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 student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information — EagleConnect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's EagleConnect account. For more information, please visit the [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>) site, which explains EagleConnect and how to forward email.

Student Evaluation Administration Dates

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 the last two-to-three weeks of courses 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 the email in their UNT email inbox or Canvas *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](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates

can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

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

The paragraph reads:

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

University of North Texas Compliance

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

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

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

Because the decision may have serious immigration consequences, if an F-1 student is unsure about their need to participate in an on-campus experiential component for this course, 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.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g., software, photographs, reports, presentations, and email postings) they create within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically Delivered Courses

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

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

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

Class Recordings and Student Likenesses

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

Academic Support and Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Pronouns

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

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

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

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

Additional Student Support Services

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

RESOURCES

[APA Style Guide \(7th Edition\) and Owl at Purdue APA](#)

[Purdue Online Writing Lab APA Formatting and Style Guide \(7th Edition\)](#)

[Council of Chief State School Officers \(CCSSO\) Professional Standards for Educational Leaders](#)

[Texas Association of School Administrators \(TASA\)](#)

[Texas Education Agency \(TEA\)](#)

[Texas Principal as Instructional Leader Preparation Manual with Texas Domains and Competencies](#)

[University of North Texas Library](#)

This Syllabus may be modified by the instructor as needed.