

WRITING AND RESEARCH DESIGN FOR EDUCATIONAL LEADERSHIP

EDLE 6600.051 Spring 2021

January 11, 2021 to April 30, 2021

University of North Texas

Taught as a Remote Course in Canvas and Zoom
Video Conference Meetings on Selected Tuesdays from 5:30 pm to 8:20 pm

INSTRUCTOR CONTACT INFORMATION

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On-campus office: Mathews Hall: 218U
Office Hours: Available for video conference by appointment

CLASS MEETING TIME AND PLACE

This is a Remote course that is being offered through Canvas and Zoom. Our week begins on Monday and ends on the following Sunday at midnight. Due dates are listed in the online course, and Canvas will be used as a repository for your assignments, discussions, and grades. We will meet via Zoom on selected Tuesday's from 5:30 pm to 8:20 pm for lectures, discussions, small group activities, feedback, and presentations.

Selected Zoom Meeting Dates (5:30pm to 8:20pm)

January 12	January 19	
February 2	February 16	
March 2	March 16	March 30
April 13	April 27	

Required Resources

Roberts, C. & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation. (3rd ed.)*. Corwin/Sage, Thousand Oaks, CA.

Lunenburg, F. & Irby, B. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin/Sage, Thousand Oaks, CA.

American Psychological Association, (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Recommended Resources

Bloomberg, L.D., & Volpe, M.F. (2019). *Completing your qualitative dissertation: A roadmap from beginning to end* (2nd ed.). Los Angeles: SAGE.

UNT Thesis and Dissertation Manual

EDLE 2020 Doctoral Handbook

COURSE INFORMATION

Catalogue Description EDLE 6600

The focus of this course is the development of a proposal for research in the field of educational leadership. Students are guided in conceptualizing and designing a study and will draft a paper that includes a rationale, a literature review, and a description of proposed research design and method.

Course Description

This course is designed to inform and assist in the process of conceptualizing and writing a dissertation. Various resources and assignments will be used to gain information and skills about the steps involved in writing a successful dissertation. In addition to the instructor, other professors and resource personnel, including the major advisor, will be consulted. Participants will prepare initial outlines and drafts of their Qualifying Paper (QP) (Dissertation Chapters 1, 2, and 3) and establish their dissertation committee.

The student will successfully complete the course by:

- a. Attending and participating in all class meetings
- b. Reading required course resources
- c. Preparing and presenting all assignments in a professional and timely manner
- d. Participating in discussions both face-to-face (via Zoom) and online (via Canvas)
- e. Communicating with the major advisor throughout the course to review research topic, research questions and dissertation committee

The course delivery is a remote method through synchronous and asynchronous online activities. You are required to attend **every class session**. In the event of an absence, please contact the instructor by email or phone **prior** to the class session. It is important that students arrive online promptly at 5:30 p.m. This course has been developed as a seminar where students assume an equal responsibility for course instruction. Students are expected to read or prepare all materials **before** each class session begins.

Advising hours for this class will be set in ½ hour increments. Please contact the instructor to set an appointment as needed. Advising will be held via Zoom or by phone.

Learner Outcomes

As a result of activities, course readings, and written experiences, students will be invited to:

- Develop advanced writing skills and routines through the qualifying paper and dissertation process.
- Apply knowledge of grammar, formatting, and style to complete the identified writing process and meet the university requirements for completion.
- Apply research when solving problems of practice in educational leadership.
- Analyze and articulate research designs in preparation of the development of a research study.
- Develop a community of learners in the examination of problems of practice and research approaches.

Student Roles and Responsibilities

Throughout the course, students will be required to complete written assignments, participate in class discussions, and prepare oral presentations. Student performance will be evaluated by various data collection, written and/or oral assessments as well as class participation. Because this course is student-centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons, the instructor must be contacted prior to the session and arrangements be made with a classmate for notes and materials to be collected. Assignments will be evaluated using the following criteria:

Written assignments should:

- Be submitted in Canvas as doc. or docx **before or by the due date.** The instructor will not grade assignments that are not submitted in Canvas.
 - Be completed on time
 - Be free of grammatical errors
 - Be well organized and written
 - Reflect all aspects of the assignment
 - Be typed, double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated by the instructor.
 - Follow the guidelines indicated through the use of a combination of the Publication Manual of the American Psychological Association (7th edition) and the UNT Thesis and Dissertation Manual.
 - Include a Statement of Authorship: The following statement must be completed and submitted with each paper submitted for grading, unless otherwise indicated by the instructor. This statement must be signed by the student and can be submitted as a separate document with the submission of Chapters 1, 2, and 3 for grading. **It is not needed with the final submission of your DRAFT Qualifying Paper.**
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I certify that I am the author of this paper titled_____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any other class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student's Signature

Date

Examples of Academic Dishonesty:

- Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- Academic misconduct: tampering with grades, or taking part in obtaining or distributing any part of a scheduled test.
- Fabrication: use of invented information or falsified research, postings without including response or assignment.
- Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (7th ed.).

Attendance, Late Assignments, and Make-Up Work:

- Come to class ready for class and participate in the class activities.
- Assignments are to be posted online by the due date unless otherwise directed.
- Complete the assignment you have been given.

Class participation should be active and relevant to the topic of discussion, which includes:

- Attending and being prepared to class by reading the assigned chapters and completing the coursework each week
 - Asking insightful questions and being respectful to others in online discussions
 - Remaining focused on the topic
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- Being respectful towards other peoples' ideas
- Actively listening to comments and building on others' ideas
- Challenging ideas in a constructive and professional manner
- Providing leadership in group work
- Accepting responsibility for completing make-up work
- Completing assignments and being prepared for class discussions and activities

Group presentations should:

- Be well organized
- Be clearly and creatively presented with evidence of shared work
- Reflect all aspects of the assignment
- Reflect a compelling argument, based on both research and practice. The group should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues.

Canvas Hybrid Activities

All students enrolled in this course will have access to relevant course information and materials through Canvas. It is very important you participate in every online discussion. Failure to do so will impact the participation grade. Each week, students are expected to answer the initial open-ended discussions and respond to at least two of the comments/observation made by other students in the course. It should be noted that students are not limited to one response. The mandatory response is simply designed to encourage online discussion and the formation of an online community of learners.

- It is the student's responsibility to access this system periodically. It is important to consider that what is posted on Canvas or internet is public. The instructor reserves the discretion to add or delete from the content as necessary, acting within the policies and procedures of the University. Online discussions should be:
- Relevant to the topic of discussion in class
- Reflective of class experiences and future topics of interest
- Uses language that is respectful of other colleagues' opinions
- Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

GRADING

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. The UNT Thesis and Dissertation Manual with citations and references in APA 7e format are required for this course.

Final Grade and Points Earned

The final grade will be based upon points earned on the following assignments.

Assignments	Points
Draft of Chapter 1	25
Draft of Chapter 2	25
Draft of Chapter 3	25
CITI Research with Human Subjects Certificate	25
APA 7e Course Certificate	25
Draft Dissertation Committee Form Submitted	25
Project Reflection Activity	25
QP Presentation	75
Final Draft of QP for this course	100
Total	350

Final Grade = Percentage of sum of all assignments and exams (350 points).

A = 93% to 100% B = 85% to 92% C = 78% to 84% D = 70% to 77%

Grades below 70% will receive a grade of F for the course.

As the instructor for this course, I reserve the right to modify or make changes to the syllabus as needed during the semester. Students will be notified should changes be made to the course requirements, content, assignments, due dates, or other material relevant to the completion of this course.

COURSE ASSIGNMENTS AND ASSESSMENTS

- (25 points) **DRAFT of Chapter 1:** Following the guidelines provided in the course, and including comments from your peers, you will submit a Draft copy of Chapter 1 of your Qualifying Paper. You will receive feedback from the instructor which you will incorporate into your paper and submit your revised chapter in the final draft of your QP at the end of the course.
 - (25 points) **DRAFT of Chapter 2:** Following the guidelines provided in the course, and including comments from your peers, you will submit a Draft copy of Chapter 2 of your Qualifying Paper. You will receive feedback from the instructor which you will incorporate into your paper and submit your revised chapter in the final draft of your QP at the end of the course.
 - (25 points) **DRAFT of Chapter 3:** Following the guidelines provided in the course, and including comments from your peers, you will submit a Draft copy of Chapter 3 of your Qualifying Paper. You will receive feedback from the instructor which you will incorporate into your paper and submit your revised chapter in the final draft of your QP at the end of the course.
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- (25 points) **Draft Dissertation Committee Form:** You will be given the opportunity to develop your dissertation committee with your dissertation chair. You will submit a draft of your committee in the course and send the required official form to the program administrative assistant for signatures and processing.
- (25 points) **Project Reflection Activity:** For this activity, you will keep notes of your progress as we move through the course and look back as you are looking forward. Remember where you started and where you are going. Now that you are at the midpoint, there is a need to acknowledge what has changed? You will submit a 1000-word summary of your journey through the summer as you complete your Qualifying Paper. The assignment is due the last week of class.
- (25 points) **CITI Research with Human Subjects:** Complete the Social and Behavioral Research course (Basic/Refresher) through the CITI Program and provide a copy of your completion certificate in the course.
- (25 points) **Complete the APA 7e Tutorial:** Complete the Academic Writer Tutorial: Basics of APA Seventh Edition Style (21 Modules) and submit a signed certification of completion page found in the course.
- (75 points) **Presentation of the Qualifying Paper:** When you meet with your committee for your QP Defense, you will need a 20-minute presentation of your paper that is inclusive of Chapters 1-2-3 and fully explains your understanding of your research topic. The presentation provides a detailed explanation of your research topic, theoretical framework, prior research, research questions, and the method you plan to use to answer the research questions. PowerPoint is the preferred program for this presentation.
- (100 points) **Final DRAFT of your Qualifying Paper:** As we go through the class your chapters will be reviewed by your instructor and your peers, but in the end, your paper needs to tell the reader the story of your research journey. You will need to collect all of the pieces of your paper discussed in this course and submit your completed paper as the final product of your work. You will receive feedback from your instructor on this final product and it is suggested that you make the suggested changes before submitting the paper to your Dissertation Chair.

CERTIFICATION EXAM ALIGNMENT

Texas Examination of Educator Standards (TExES) Superintendent (195) Competencies

Competency 001

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 002

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003

The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 004

The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Competency 005

The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 006

The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007

The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

Competency 008

The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010

The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Professional Standards for Educational Leaders (2015) National Policy Board for Educational Administration (NPBEA)

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

COURSE ORGANIZATION

Each of these areas of the course are accessed through links on the course menu.

Course Menu	What you'll find there	How you'll use it
Syllabus	This is where you begin — with a detailed description of the course overview.	Read everything in the syllabus thoroughly and return to it as needed.
Assignments	The course is divided by week. You'll find links to everything you need for each week in separate weekly folders.	Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner.
Announcements	Each time you log in, the course opens to Announcements.	Each announcement is also emailed to your EagleConnect account (see how to forward it to a preferred email address). Check this account daily.
Discussions	This is where you'll participate in rich conversations with classmates in the classroom.	Pay attention during class discussions as this is how we share information about this topic.
Messages	Your instructor may communicate with you through this internal messaging system.	Watch for announcements alerting you to new mail.
Inbox	This tool automatically uses your UNT email system to send messages outside of the course.	Use this feature to save time when you want to send regular email to a classmate or instructor.
Grades	This link displays your total points earned, grades on assignments, and feedback from your instructor.	Watch for announcements from your instructor when new grades are posted.

UNT POLICIES

Course Evaluation

Toward the end of the semester, you will receive a link in your UNT Eagle Connect email for the course evaluation. You can also complete the survey at <https://my.unt.edu> by logging in and selecting SPOT.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the master's degree level.

Course Login 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://unt.instructure.com>. 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>. The online course Start Here module includes navigational overviews and links to detailed instructions and videos on how to use the tools necessary for completing all activities. Please read that module in detail and bookmark instructions for future use.

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
Locating and using instructions to learn tool usage
Contacting the UIT Helpdesk for support, if needed

Student Technical Support Services

The following information has been provided to assist you in preparation for the technological aspect of the course. □ Info on using Canvas Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide □ Canvas technical requirements Computer specs <https://community.canvaslms.com/docs/DOC-10701>
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

How Students Should Proceed Each Week for Class Activities

Read the Start Here section from Modules on the course menu, then continue on to the Week 1 module. All assignments, resources, and links to other areas and sites are contained within each week's module, each of which are linked from the course menu. Students should access the Canvas course daily for announcements and assignments required for the course.

Copyright Notice

Some or all of the materials in this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the Copyright Guide for details.

Communications

Review this information about the communication tools in the course and how we will use them:

- For all course-related questions, please read this syllabus carefully before seeking assistance.
- Use your *Inbox* from the dark gray global menu for all private electronic communications with me. You can expect a response from me within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.

Announcements

Please check the course Announcements each day for updated information and changes. You'll find a link to the latest announcement at the top of the course Home page. Announcements are also auto- emailed to students' Eagle Connect address. You **MUST NOT** disable your Notification Preferences for Announcements or Administrative Notifications.

Collaborative Discussions

See Discussions from the Assignments link on the course menu to access the appropriate topic for assigned postings, to review the postings of classmates, and to make postings of your own. Please extend the readers of your postings the same courtesy you would expect when communicating. Please read and consider the content of the message before responding

Assignment Policy

Due dates for each assignment are posted in the instructions of each assignment. Assignments should be submitted in Word format and submitted by using the "Submit" button at the end of each assignment.

Examination Policy

The Final Exam is open-book and open-note, however, you may not discuss the exam with another student unless after both have completed and submitted your answers. Missed quizzes or exams may not be taken at a later date without written documentation that justifies the error.

Late Work

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor whenever late submissions are anticipated.

Class Participation

All students are required to login to course multiple times each week. Instructors use the Canvas tracking features to monitor student activity. Students are also required to participate in all class activities such as discussions, conference sessions, and group projects as assigned.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness or emergency during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Contact your instructor.

Dropping a Class

If you see that you are falling far behind, there are dates that are required to be able to drop with a W (Withdrawn) instead of a WF (Withdrawn Failing). See the UNT registrar's website to determine these dates. I've also provided this link to the registrar's office in the Start Here section. You should notify your instructor, but notifying your instructor does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar's office or the office of the Dean of Students.

Student Conduct and Discipline

See this section of the Student Handbook.

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, and stalking. If you (or someone you know) has experienced or experiences 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. 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_0. Renee LeClaire McNamara is UNT's Student Advocate and she 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.

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. 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. You will find the policy and procedures at <https://policy.unt.edu/policy/06-003>.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Ethical Behavior and Code of Ethics

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

Student Behavior in the Classroom

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 Center for Student Rights and Responsibilities 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 www.unt.edu/csrr.

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.

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.

ADA Accommodation Statement

The University of North Texas does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities.

The University of North Texas 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 you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified. Information on the services provided by the ODA, as well as application procedures, is available at <https://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR Paragraph (f) (6) (i) (G). The paragraph reads: (G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on- line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement. University of North Texas Compliance. To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

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 and administrator 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.

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