EDLE 5620: Administration and Leadership for Student Educational Services

Syllabus

Monday, August 23 – Friday, October 15

Educational Leadership Program

CORE VALUES AND BELIEFS

Graduates will have the knowledge, skills and motivation to:

Lead learning organizations

Engage ethically with the community

Advocate for diversity, equity, and inclusion

Develop theory to practice solutions

COURSE DESCRIPTION

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.

Course Objectives

You will:
- Research and discover the legislative history, funding, educational philosophy, and design of a broad spectrum of programs.

- Investigate leaders' roles in the design and implementation of special programs, i.e. special education and the Individuals with Disabilities Education Act (IDEA), including multi-tiered interventions and supports (MTSS) such as response to intervention (RTI), positive behavior interventions and supports (PBIS), restorative practices (RP), and social emotional learning (SEL); disability policy (Section 504 and the Americans with Disabilities Amendments Act [ADAA]); emergent bilinguals formerly referred to as English learners; immigrant, migrant, and homeless; early childhood; college and career pathways and career technical education (CTE); alternative education; counseling; mental health; gifted and talented; students considered to be "at-risk" or economically disadvantaged; and so forth.

- Explore attitudes, beliefs, and misconceptions which can result in deficit thinking or low expectations with respect to the design and delivery of instructional programs.

REQUIRED TEXTS AND RESOURCES

Pankake, A., Abrego, J., & Abrego, M. (2020). (4th ed.). *The administration & supervision of special programs in education.* Dubuque, IA: Kendall Hunt.

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

Reports and links to peer-reviewed articles, news articles, reports, and education webpages to supplement weekly readings, provided in the applicable weekly module or the Library website for EDLE 5630.

ACCESSIBILITY

It is our goal to create a learning experience that is as accessible as possible to everyone. If you anticipate any issues related to the format, materials, or requirements of this course or encounter any barriers, please let me know immediately so we can determine what design changes could better accommodate your needs.

COPYRIGHTED MATERIALS

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to documents, slides, images, audio, and video. Materials in this course site are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the UNT Policy Office or Copyright.gov.

COURSE PREREQUISITES

No specific prerequisites are required.

TEXAS ENTRY LEVEL PRINCIPAL DOMAINS AND COMPETENCIES

Our educational leadership program promotes student mastery of the Texas Entry Level Principal Domains and Competencies. These domains and competencies were identified by our state as essential knowledge and skills for entry-level school leaders and are closely aligned with the Public School Executive Leadership (PSEL) national standards for school leaders (National Policy Board for Educational Administrators [NPBEA], 2015). Student outcomes for this course are based on the state and national standards.

You can find the six domains and 11 competencies required for Principal Preparation Programs in Texas linked to from the Advising page in the course's *Week 1* module. They guide and inform all of the courses in our Educational Leadership Program and the Texas Examination of Educator Standards (TExES) are guided and informed by these domains and competencies, as well.

Domains and Competencies Addressed in this Course

Although this course addresses a number of Texas domains and competencies, the domain and competencies most applicable to this course are as follows:

DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY

Competency 011: The entry level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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

F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

Professional Standards for Educational Leadership

The PSEL Standards (2015) replaced the ISLLC Standards (2008) used to guide the field of Educational Leadership. A complete list of the Professional Standards is below. For the full and detailed explanation of the Professional Standards, please follow this link: Professional Standards for Educational Leadership 2015.

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.

National Policy Board for Educational Administration (2015). *Professional Standards For Educational Leaders 2015*. Reston, VA: Author.

ASSIGNMENTS

Overview

Connecting research to practice is vital to your success as an educational leader. It is not enough to read about and discuss best practices; we must consider how to implement research based best practices at our respective schools/districts in order to maximize the teaching and learning for all students in general, and special populations in particular. Each assignment is designed to develop such understanding.

Feedback

In accordance with research-based best practices and what is expected of educators in the field, I will provide detailed feedback on two major assignments (*Collaborative Project* and *Special Programs Presentations*). Deadlines for feedback on **polished** drafts are noted in the course schedule below. The idea behind giving feedback is… your success is my success. Such practice allows you to master content and it is hoped that you will offer your students feedback to enhance their educational experience and success, as well.

Assignment Descriptions

1) **Discussions**
   Within each week's module, you will find chapter discussion questions, which can also be accessed from *Assignments* on the course menu, then in the *Discussions* category. Questions will come from the weekly readings. Your responses should be relevant to readings from the textbook, peer-reviewed journal articles, and relevant reports from professional organizations specifically related to your topic.

   You are required to answer all parts of each of the question(s) for each week and respond to at least two colleagues. ***IMPORTANT***: It is highly recommended that you first construct your response in a

word processing document, and then cut and paste into your discussion posting. This will help to prevent loss and lessen errors in grammar, spelling, and punctuation.

2) Collaborative Project (115 points)

In collaboration with a randomly-assigned group of approximately four, you will create a collaborative group-project document on Leadership and Equitable Schooling in the context of one Program of choice, with my approval. This assignment should be written *from a leadership perspective*. See more detailed explanations in the Week 1 module of the course.

- Special Education (IDEA)
- Disability Policy (Section 504; Americans with Disabilities Act Amendments Act)
- Bilingual Education
- Gifted and Talented
- "At-Risk" Youth
- Migrant Education
- Immigrant Students
- Homeless Students
- Early Childhood
- Alternative Education
- Counseling
- Mental Health
- Career-Technical Education
- Social Emotional Learning
- School-wide Positive Behavior and Supports
- Restorative Justice
- Response to Intervention
- Other Topic (must be approved by instructor)

3) Special Program Presentations (4 weeks at 50 points = 200 points)

During the even weeks of this course, you will take your learning from the previous two weeks and create a presentation designed for the professionals on your campus or within your current organziation for whom you will serve when you are an educational leader. You will be assigned two topics or choose two from a selection provided. The format for each presentation will differ for each of the 4 designated presentations.

4) Written Assignment: Special Programs Reflection (20 points)

Compose your reflections on the Special Programs assignment and your experience with the course.

Course Activity Point Values

Activity	Points Each	Total Points
Week 1 Get Acquainted discussion	5	5
Weeks 2-8 Discussions	7 at 25 points each	175
Week 1 Post-Pandemic composition	30	30

Weeks 2, 3, 5 Collaborative Project
   Outline
   Draft
   Final Project
	
	5
	10
	100
		
		115

Weeks 2, 4, 6, 8 Special Programs Presentations	4 at 50 points each	200
Week 8 Special Programs Reflection	20	20
Total		**545**

Grades

Total Percentage	Total Points	Letter Grade
90-100%	490-545	A
80-90%	436-489	B
70-80%	381-435	C
Below 70%	0-380	F

Below 70% is unacceptable for a passing course grade.
(Only one C is allowed in the program and a 3.0 GPA must be maintained.)

HOW TO PROCEED EACH WEEK FOR CLASS ACTIVITIES

Access and login information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. Access the course at https://canvas.unt.edu

You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

EDLE 5620 is a 100% online course with no on-campus meetings. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin participating in the weekly discussions each Monday morning and no later than Wednesday of each week, and ideally log in no less than every other day, checking for *Announcements* and email in your Canvas *Inbox* regarding the course. Complete all assignments no later than 11:59 pm on their due dates, which is typically Sunday of each week.

It is expected that you will participate frequently and actively in each collaborative assignment, including discussions and group activities. I may not always respond to each individual posting, but instead will help guide the class through comments and questions, as appropriate.

Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make-up work will not be provided. **Please note: Use the MONTH view of the Calendar found on the course menu to see assignment due dates.**

Pay very careful attention to the provided rubrics for all discussions and written assignments.

Communications

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

- Inbox — Check daily for messages I send, both individual and collective. All announcements for the Program, University, and College are sent to your UNT *EagleConnect* email account. See information about how to receive course notifications at a different email address.

- For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the Discussion *Ask Questions Here.* For private questions, use your *Inbox* from the far-left menu. You can expect a response within 24-hours of sending a message.
- Announcements — Please read all *Announcements* for updated information and changes. You will see the most recent at the top of the *Home* page each time you log in, in addition to receiving them in email.
- Office hours — You may email an appointment request to conference with me.
- Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

All works submitted for credit must be original works created by the student 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. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.

All assignments should be written in scholarly and grammatically correct language. Please review the rubric for each assignment prior to submission. Every effort should be made to connect comments to course materials. Conversational language within each discussion is permissible, but should also be grammatically correct.

Course Evaluation

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 final weeks of the course 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. 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 site or email spot@unt.edu. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing the Course Evaluation.

Department of Teacher Education and Administration: Preparing Tomorrow's Educators and Scholars

The **Department of Teacher Education and Administration** seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission
The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision

We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

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.

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 Technology Requirements
Reliable internet access
Canvas-supported computer system
Canvas-supported browser

Minimum Technical Skills Requirements
- Navigating and using Canvas basic tools such as posting and replying to discussions, submitting assignments, reading announcements, viewing grades (see informational links below and on the course *Home* page when you enter the course)
- Reading and sending UNT EagleConnect email via the Canvas *Inbox*
- Saving files in DOC and PDF formats
- Copying and pasting text
- Participating in live-meeting applications such as Zoom your instructor may request
- Converting PDF files to editable word-processing format

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:

- Search the Canvas Guides

  Find answers to common questions
- Student Helpdesk

  Submit a ticket to the UIT Helpdesk.
- Online Student Resources
- Ask Your Instructor a Question

  Questions are submitted to your instructor
- UNT Library

UNT Student Helpdesk

Make a note of this information now in case of a situation where you cannot login to the course.

Email:	helpdesk@unt.edu
Phone:	940.565.2324
Site:	UIT Help desk
Help:	Submit a Help Request
Chat:	UIT Help Desk LIve Chat
Hours:	See the site for this term's hour

Additional Support Resources

- Graduate Student Support Services of the Toulouse Graduate School
- CLEAR Online Student Resources
- Change or update your AMS password
- UNT my.unt 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.

ADVISING INFORMATION

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

Please read the Advising Page in the *Start Here* module of this class. This page has critical information and deadlines that will help you complete degree and certification requirements. You can also access our *Educational Leadership Handbook* from that page. You can find answers to most of your questions about our program by using the *Handbook*.

Degree/Certification Plan

If you have not already submitted a degree/certification plan, submit that right away. You are required to submit that within your first class, and you have to have it on file before you can take the TExES exam, do the Internship, or graduate. Fill out the top part of the plan. **Do not fill in the courses you have taken or plan to take. We will fill those in as you complete the courses**. At the very top of the plan, check off

Principal as Instructional Leader Certification (see requirements below for Certification), Master's Degree, or both. Sign at the bottom and send the plan to marilyn.deuble@unt.edu.

If you already have a master's degree and are just getting principal certification, you will need to take six of our 8-week courses and one full semester internship, for a total of seven classes. The degree/certification plan has asterisks beside the ones we generally use for certification, but we can have some flexibility in course choice. If you have questions, contact your advisor at linda.stromberg@unt.edu or our Student Services Coordinator, marilyn.deuble@unt.edu. You can get a blank degree/certification plan by looking at the Advising Page in the *Start Here* module of this class.

PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATION

The certificate that was previously titled the Principal Certificate is now the Principal as Instructional Leader Certificate.

To earn a certificate, a candidate must fulfill the following requirements:

- Have a master's degree
- Complete a principal certification program, including a full-semester internship in an accredited PreK-12 Texas school under the supervision of an administrator with a Principal's Certificate
- 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, and the school has to be accredited by TEA*)
- Pass the Texas Examination of Educator Standards (TExES) and the Performance Assessment for School Leaders (PASL)

TEA has a website listing accredited public and charter schools and a list of schools that are accredited by recognized private school accrediting agencies.

You can look on the Advising page in the *Start Here* module and see two videos by Dr. Cheryl Jennings where she explains information about the TExES and the PASL.

Study materials such as the comprehensive TExES Test Preparation Manual can help you with the TExES. You can also go to the ETS site to learn about the PASL

GRADUATION

- The deadlines for application to graduate are very early each semester. It is your responsibility to apply for graduation. You have to apply even if you are not participating in any graduation ceremonies.
- You can find the application by going to the Graduation Information page of the Toulouse Graduate School and clicking on "Apply to Graduate."

  *IMPORTANT: **See the Graduate Information page for details of Graduation Application Deadlines.**

- Be sure you have submitted a degree plan. Not having a degree plan on file can delay your graduation. Remember, that you must have at least a 3.0 to graduate. If you have any courses with grades of D or F, you will have to retake those courses and earn a passing grade.

PRINCIPAL AS INSTRUCTIONAL LEADER INTERNSHIP

- For the Texas Principal as Instructional Leader Certificate, you will need to do a one-semester principal internship at the end of your Master's classes.
- You must apply in advance. The due dates to apply are **October 1 for spring and March 1 for fall**.
- You have already missed the deadline for fall. If you want to apply for spring, the deadline is October1, but you can submit now.
- You can get a blank internship application from the Advising page in the *Start Here* module of this course. Send your internship application to marilyn.deuble@unt.edu**.**

UNT AND DEPARTMENT POLICIES

UNT Policy Manual
University of North Texas policies shall reflect the University's academic mission and vision and comply with federal and state laws, Regents Rules and System Regulations. Procedures developed to implement University policies shall be clear and efficient, and all policies and procedures will comply with the UNT System Style Guide. Policies and procedures may be revised or deleted at any time, at the sole discretion of the University, to achieve these objectives. View the [UNT Policy Manual](#).

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](#)) 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. Activities for a grade posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting
Grading rubrics for assignments can be found at the bottom of each assignment, and links to discussion rubrics can be found in the top-right of each discussion. You are encouraged to review the grading rubrics to guide you in successfully completing all activities. (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 email messages – should include appropriate and accurate spelling, grammar, punctuation, syntax, format,

and English usage. You should expect that all compositions you submit 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. At this time, the only Educational Leadership course requiring Foliotek is the Internship, EDLE 5500. All students in the Internship must register for Foliotek, and students can join Foliotek before the Internship. You can find registration codes and tutorials 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.

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 Accommodation Statement
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.

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 (e.g., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please check for announcements 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 submitted via the Canvas online learning management system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have a right to view their individual record.

Information about a 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.

Grade of Incomplete
The only time an instructor in our College can give an incomplete is if a student is passing the course, but has a severe illness/situation during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting our Student Services Coordinator, at marilyn.deuble@unt.edu**.**

Progress in Class/Dropping a Class
You may add a course or withdraw in accordance with the University's policy currently in effect. If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course Inbox. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class. You can find these dates on the UNT Registrar's site. If, by dropping a class, you will not be enrolled in any classes during an 8-week period, you have to withdraw from the university. You can come back later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu.

February 25 is last day to withdraw from one class or withdraw from all classes and receive a grade of W. If you are dropping a class or withdrawing from all classes, be sure, you do that through the registrar. ***IMPORTANT:** Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor will have to give you a failing grade.

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 messages) 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 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
Any synchronous (live) sessions in this course may 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.

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/). 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, they should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

UNT On-Campus Course Policies

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on

your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Course Safety Procedures (for Laboratory Courses). Students enrolled in a class are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

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

Changes to the syllabus may be necessary at times. Changes will be made through Announcements, the Canvas *Inbox*, or UNT email.

This Syllabus may be modified by the instructor as needed.