

EDLE 5620: Administration and Leadership for Student Educational Services

Syllabus

Monday, August 24 – Friday, October 16



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 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. multi-tiered interventions and supports (MTSS) such as response to intervention (RTI), positive behavior interventions and supports (PBIS), restorative practices (RP), social emotional learning (SEL) special education and the Individuals with Disabilities Education Act (IDEA), disability policy (Section 504 and the Americans with Disabilities Amendments Act [ADAA]), bilingual and English learners (ELs), immigrant, early childhood, college and career, career technical education (CTE), Every Student Succeeds Act, alternative education, gifted and talented, homeless, "at-risk", economically disadvantaged, counseling, mental health, 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.

Other Resources

Articles curated via [ScoopIt](#) that address and/or supplement content regarding specific class topics.

Beyer, B. M., & Johnson, E. S. (2014). *Special programs & services in schools: Creating options, meeting needs*. Lancaster, PA: DEStech Publications.

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 (8 weeks x 25 points = 200 points)

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. **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) Week 1 Written Assignment: Title I, NCLB (2002), and ESSA (2015), (20 points)

Identify the components of Title I that are most important in terms of your role as a school leader. Describe the differences between NCLB (2002) & ESSA (2015) and how the changes made to ESEA affect your current work and your future work as a school leader.

3) Collaborative Project (100 points, plus outline for 5 points, draft for 10 = 115 points)

In collaboration with an assigned group of three or 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 and the Americans with Disabilities Amendments Act)
- Bilingual Education
- Gifted and Talented
- "At-Risk" Youth
- Migrant Education
- Homeless / Immigrant Students
- Early Childhood
- Alternative Education
- Counseling
- Mental Health
- Career-Technical Education
- Social Emotional Learning
- School-wide Positive Behavior and Supports
- Restorative Justice
- Other Topic (must be approved by instructor)

4) Special Program Presentations and Reflection (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 campus you will serve when you are an educational leader. You will be assigned two topics or choose two from a selection provided. Your presentations will be 10-20 slides in length.

5) 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
<i>Week 1 Get Acquainted discussion</i>	5	5
Week 1 Assignment	20	20
<i>Weeks 1-8 Discussions</i>	8 at 25 points each	200
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		560

Grades

Total Percentage	Total Points	Letter Grade
90-100%	504-560	A
80-90%	448-503	B
70-80%	392-447	C
Below 70%	0-391	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.)

COURSE SCHEDULE

Note: Each weekly agenda begins at 12:01 am Monday and concludes 11:59 pm Sunday, except Week 8, which concludes 11:59 pm Friday of that final week. Initial answers to discussion questions are due no later than Wednesday 11:59 pm.

Week	Reading	Assignments
1 Educational Policy and Legislation, Federal and State	Complete the Readings provided in the Week 1 Course Guide and Module. Access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.	Introduce yourself and meet classmates. Answer questions and participate in discussion for Week 1. Submit a composition of your answers to the Week 1 Written Assignment: Title I, NCLS(2002), and ESSA (2015) Learn about the Collaborative Project.

Week	Reading	Assignments
<p>2</p> <p>Special Education; Section 504 of the Rehabilitation Act of 1973</p>	<p>Complete the Readings provided in the Week 2 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion for Week 2.</p> <p>Begin work with group members on Collaborative Project.</p> <p>Submit a Collaborative Project outline.</p> <p>Design a Special Programs Presentation 1 of 4.</p>
<p>3</p> <p>Diverse Families, English Learners (ELs)</p>	<p>Complete the Readings provided in the Week 3 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion for week 3.</p> <p>Continue work on Collaborative Project.</p> <p>Submit structural drafts of Collaborative Projects by Friday noon for feedback.</p>
<p>4</p> <p>Gifted and Talented (GT), STEM, Alternative Education Programs (AEP)</p>	<p>Complete the Readings provided in the Week 4 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion.</p> <p>Continue to work on Collaborative Project. Due next week.</p> <p>Design a Special Programs Presentation 2 of 4.</p>
<p>5</p> <p>Applied Education, Academic Interventions, and Student Activities</p>	<p>Complete the Readings provided in the Week 5 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion for Week 5.</p> <p>Finalize and submit Collaborative Project by 11:59 pm Sunday.</p> <p>Share Collaborative Project with classmates.</p>
<p>6</p> <p>Health and Human Services, Student Support(s), and Prevention Programs</p>	<p>Complete the Readings provided in the Week 6 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion for Week 6.</p> <p>Review and discuss classmates' Collaborative Projects.</p> <p>Design a Special Programs Presentation 3 of 4.</p>
<p>7</p> <p>Early Childhood (EC), Pre-Kindergarten (PK), and Dyslexia</p>	<p>Complete the Readings provided in the Week 7 Course Guide and Module.</p> <p>Continue to access, choose, and read peer-reviewed journal articles from the UNT library and research-based reports from professional organizations and websites.</p>	<p>Answer questions and participate in discussion for Week 7.</p>

Week	Reading	Assignments
8 Accessing Central Office, Teacher Leaders, Professional Aspects	Complete the Readings provided in the Week 8 Course Guide and Module.	<p>Answer questions and participate in discussion for Week 8.</p> <p>Provide your reflection on the Special Programs and the course.</p> <p>Design a Special Programs Presentation 4 of 4.</p>

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 p.m. 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 partner 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 rubrics for all discussions and written assignments.

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.

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 global 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

Toward the end of the term, you will be asked to complete the UNT SPOT — *Student Perceptions of Teaching* evaluation. The University will email you via your UNT EagleConnect email account with a link to the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I appreciate your time and effort in completing the Course Evaluation.

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

Monday-Friday	8 am-5 pm
Saturday-Sunday	11am-3pm

Technical Emergencies and Advice for Taking Online Exams and Quizzes

- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- When at all possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.
- Should you encounter **technical problems affecting your ability to access or complete a task**, immediately contact the [UIT Helpdesk](#) for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, they will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When UIT staff is unavailable, [Report an Issue](#) online.

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](#)

- [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.



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 geo@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 don't 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.