Teacher Education and Administration

EDLE 5620: Administration and Leadership for Student Educational Services

Monday, August 27 – Friday, October 19

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:

- Develop understanding of 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 intervention (RTI, PBIS), special education, Section 504, bilingual, early childhood, career readiness education, Every Student Succeeds Act, alternative education, and gifted and talented, etc..

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


Peer-reviewed journal articles with topics available through the UNT Library [EDLE 5620 Course Guide](#).

Reports and links to news articles, reports, and education webpages to supplement weekly readings.

**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 6 domains and 11 competencies required for Principal Preparation Programs in Texas, located in the *Start Here* section of this course under SH 11—Advising and Standards. 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 — the standards emphasized in this class are marked with an asterisk. 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.


**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 assignments due dates.**

Pay very careful attention to the 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 for messages I send, both individual and collective, on a daily basis. 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 them at the top of the Home page each time you log in, in addition to receiving them in email.

Office hours — You may make an appointment to conference with me via the Conferencing feature in the course, or other mutually agreeable method.

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.

Scholarly Expectations

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.

TECHNICAL INFO AND OTHER SUPPORT SERVICES

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
- Copying and pasting
- Creating videos

Canvas Information
- Info on using Canvas
  - Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
- Canvas technical requirements
  - Computer specs https://community.canvaslms.com/docs/DOC-10701
  - Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

Student Technical Support
- After logging into your Canvas course, click the Help icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources:
  - Student Helpdesk — See contact details or submit a ticket
  - Online Student Resources
  - Ask Your Instructor a Question — Questions are emailed to your instructor
  - Search the Canvas Guides — Find guides and look up answers
  - Library — Go to the library site or ask a question
UNT Student Helpdesk

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

**Support Hours**
- **Email:** helpdesk@unt.edu
- **Phone:** 940.565-2324
- **Site:** UIT Help desk
- **Support Hours:**
  - Monday-Thursday: 8am-midnight
  - Friday: 8am-8pm
  - Saturday: 8am-5pm

**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.
- 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, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, Report an Issue online.

**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.

**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 out in the field, I will provide detailed feedback on two major assignments (Collaborative Google Docs Project and Program Narrative and Analysis). 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, chapter discussion questions will be posted, which can also be accessed from the course menu link, Assignments, then in the Discussions category. Questions will come from the weekly readings. Your responses should be relevant to readings from the textbook and the peer-reviewed journal articles, which you will be required to select through UNT’s electronic resource library. See the library tutorial in the Start Here module of the course. You will be required to answer the question(s) for each week and respond to at least one colleague for each question. It is highly recommended that you construct your response on a Word document and then cut and paste into your discussion posting. This will help to eliminate errors in grammar, spelling, and punctuation.

2) Collaborative Google Docs Project (100 points)

In collaboration with a group of 3 or 4, you will create a collaborative group project using Google Docs via the course Collaborations feature to create a page on Leadership and Equitable Schooling in the context of one Program (a) Special Education (IDEA), (b) Disability Policy (Section 504 and the Americans with Disabilities Amendments Act) (c) Bilingual Education, (d) Gifted and Talented, (e) "At-Risk" Youth, (f) Migrant Education, (g) Homeless / Immigrant Students, (h) Early Childhood, (i) Alternative Education, (j) Counseling, (k) Mental Health, (l) Career-Technical Education, (m) Social Emotional Learning, (n) School-wide Positive Behavior and Supports, (o) Restorative Justice, or (p) a 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.

3) Program Narrative and Analysis (200 points)

The culminating project for this course is the completion of a paper that addresses a specific program and provides a full narrative and analysis of the program you have selected. You must select a program that is different from the program you researched for your Collaborative Google Docs Project.

For this project, you will compile data relevant to the design and implementation of one special program in a district and/or school. Using APA guidelines (6th edition), present a narrative of the program to include: (a) history, (b) funding of program or budget, (c) student population, (d) staffing, (e) curriculum and instruction, (f) coordination, (g) monitoring, (h) evaluation at the school and district level, and (i) a conclusion.
The data you compile on the special program should be compared to practices identified as most promising in the class readings, and five additional readings that you will access through UNT’s electronic resources. These readings must be peer-reviewed journal articles. As a whole, this assignment will provide tools for how an educational leader creates the best conditions for students who are educationally underserved due to race/ethnicity, gender, class, language differences, ability, faith, and sexual orientation. Estimated length of paper is 5-7 pages with the end goal of capturing the essence of the content in the most succinct way.

Course Activity Point Values

<table>
<thead>
<tr>
<th></th>
<th>Points Each</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Weeks 1-8 Discussions</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>Collaborative Google Docs Project</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Program Narrative and Analysis</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
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Grades

<table>
<thead>
<tr>
<th>Total Percentage</th>
<th>Total Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>80-90%</td>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>70-80%</td>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>Below 70%</td>
<td>0-349</td>
<td>F</td>
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</tbody>
</table>

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)
## RUBRICS

### Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Posts at desired intervals and in appropriate quantities</strong>&lt;br&gt;(10 points)</td>
<td>Submits thorough and thoughtful post early in the week and at least two responses to classmates on different days throughout the week. Addresses all topics and questions.</td>
<td>Submits initial post early in the week and submits two responses to classmates on different days during the week. Addresses all topics and questions.</td>
<td>Does not submit initial post early in the week and/or does not submit two responses to classmates on different days during the week. Does not address all topics and questions.</td>
</tr>
<tr>
<td><strong>Demonstrates knowledge, understanding, and relevance of content to their profession</strong>&lt;br&gt;(10 points)</td>
<td>Posts and responses show evidence of knowledge, understanding, and relevance of content, and include additional information to enhance learning.</td>
<td>Posts and responses show evidence of knowledge, understanding, and relevance of content.</td>
<td>Posts and responses show little evidence of knowledge, understanding, and relevance of content.</td>
</tr>
<tr>
<td><strong>Enhances classmates’ knowledge, understanding, and relevance of content</strong>&lt;br&gt;(5 points)</td>
<td>Posts encourage responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
<td>Posts attempt to encourage responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts don’t attempt to encourage responses and reflections from classmates, or responses don’t take the discussions deeper.</td>
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</tbody>
</table>

### Collaborative Google Docs Project Rubric

Small groups will use the course *Collaboration* feature to create a Google Doc to foster collaborative investigation on the role of educational leaders in fostering equity and access for special populations. Collectively, you will choose a selected topic Special Education (IDEA), Special Education (504) 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, or a program of choice with my approval).
Collaborative Google Docs Project Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong>&lt;br&gt;(25 points)</td>
<td>Provides a fresh and balanced perspective on the topic. It is comprehensive, reflective, and explains ideas clearly. Presents information in an appealing and appropriate manner.</td>
<td>Provides original ideas with a minimum of personal bias. It provides a moderate amount of insight and understanding. Explains most ideas clearly and concisely with supporting evidence.</td>
<td>Does not provide any original ideas and lack objectivity. Provides little to no understanding of the topic and fails to explain ideas clearly. Lacks supporting evidence.</td>
</tr>
<tr>
<td><strong>ORGANIZATION AND TEXT LAYOUT</strong>&lt;br&gt;(25 points)</td>
<td>Uses a consistent organizational structure that includes grouping related information, defined specialized vocabulary and/or provides a table of contents. Makes frequent and effective use of headings, fonts, bullet points, and white space to enhance content for appeal and increased understanding.</td>
<td>Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents. Makes occasional use of headings, fonts, bullet points, white space to enhance visual appeal.</td>
<td>Fails to provide consistent organizational structure. Makes no use of headings, fonts, bullet points, and white space to enhance visual appeal and readability.</td>
</tr>
<tr>
<td><strong>GRAPHICS AND MULTIMEDIA, CITATION, AND WRITING MECHANICS</strong>&lt;br&gt;(25 points)</td>
<td>Includes links to websites or documents that enhance the information presented. Selects high quality graphics and multimedia to enhance content. Acknowledges all image and multimedia with captions or annotations. Accurately cites all sources of information using APA style. Edits text with no errors in grammar, punctuation, and spelling.</td>
<td>Includes links to websites or documents, but not all links enhance the information presented. Selects graphics or multimedia which are mostly quality and enhance and clarify content. Most sources are cited accurately and support the credibility and authority of information. Edits text with minor editing required.</td>
<td>Does not include any links, or links selected are of poor quality. Connects to outdated sources or uses low quality graphics which do not enhance content. Numerous errors in grammar, spelling, which are distracting and require major revisions. Does not cite any sources.</td>
</tr>
<tr>
<td><strong>GROUP COLLABORATION</strong>&lt;br&gt;(25 points)</td>
<td>Contributes equally with other group members in researching, writing, and editing. Meets all goals and deadlines. Exhibits appropriate wiki etiquette and collaborates and respects work of others.</td>
<td>Assists group members with most of the research, writing, and editing. Usually meets goals and deadlines. Exhibits appropriate wiki etiquette most of the time, collaborating and respecting the work of colleagues. Edits the text with only minor additional editing required.</td>
<td>Provides no assistance to group members in researching, writing, and editing, and does not follow through with tasks. Does not meet goals and deadlines. Exhibits no knowledge of wiki etiquette, failing to collaborate and respect work of others.</td>
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## Special Program Narrative and Analysis Rubric

<table>
<thead>
<tr>
<th>Section/Points</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Format and Grammar</td>
<td>Paper follows guidelines established in the APA Style Manual (6th ed.) All required sections are included and paper is free of grammar, punctuation, and spelling errors.</td>
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</tbody>
</table>
| Content (150 points)  | District Content: Brief background of district/school, community, mission, and vision  
                        Special Program Content: history, funding of program or budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the district or school level, and any data that can be gathered about the population through the Texas Academic Performance Reports or the Texas’ Data System.  
                        Delineate areas of strengths and challenges for a special program within the context of course readings and peer-reviewed journal articles.  
                        When analyzing and/or evaluating the program, claims must not include any subjectivity. All statements made about the program should be objective, and substantiated by evidence. Analysis should be based on research gleaned from the text and/or peer-reviewed journal articles.  
                        Provides a conclusion to complete the narrative and analysis that provides your own thoughts about the program and how you see yourself utilizing what you learned from this program narrative and analysis project. |
| References (25 points)| Provide research citations for key elements of evidence and facts which support issues. Articulate relevance of peer-reviewed journal article with respect to the special program as opposed to simply summarizing results of the literature.  
                        Note: You must select at least five peer-reviewed journal articles that relate to the special program. |
### COURSE SCHEDULE

**Note:** Each weekly agenda begins at 12:01 a.m. Monday and concludes 11:59 p.m Sunday, except Week 8, which concludes 11:59 p.m Friday, October 20.

Initial answers to discussion questions are due no later than **Wednesday 11:59 pm**.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignments</th>
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| 1    | Every Student Succeeds Act  
Denied: Special Education in Texas | Complete the Readings provided in the Week 1 Course Guide and Module  
Access UNT’s library electronic sources to start reading relevant peer-reviewed journal articles in preparation for your Program Narrative and Analysis paper. | Introduce yourself and meet classmates  
Answer discussion questions for Week 1  
Learn about the Collaborative Google Docs Project  
Begin Program Narrative and Analysis |
| 2    | Special Education Services in the Schools  
IDEA (2004)  
Section 504 | Read Chapter 3 (Beyer & Johnson, 2014) assigned readings in the Week 2 Course Guide Module  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis.  
Paper due week 8 | Answer discussion questions for Week 2  
Begin work on Collaborative Google Docs Project and Program Narrative and Analysis |
| 3    | Programs for English Language Learners (Els) | Read Chapter 5 (Beyer & Johnson, 2014) and assigned readings in the Week 3 Course Guide and Module  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis  
Paper due week 8 | Answer discussion questions for week 3  
Continue work on Collaborative Google Docs Project and Program Narrative and Analysis  
Submit polished drafts of Collaborative Google Docs Projects by Friday noon for feedback |
| 4    | Programs for Students with Gifts and Talents | Read Chapter 4 and 6 (Beyer & Johnson, 2014) and assigned readings in the Week 4 Course Guide and Module  
Continue to access UNT’s library electronic resources, choose, and read peer-reviewed journal | Answer discussion questions  
Continue to work on Collaborative Google Docs Project and Program Narrative and Analysis |
| Alternative Educational Opportunities | articles in preparation for your Program Narrative and Analysis  
Paper due week 8 |  |
| Applied Educational Programs |  |  |
| **Week** | **Reading** | **Assignments** |
| 5 | Read Chapter 7 and 10 (Beyer & Johnson, 2014) and assigned readings in the Week 5 Course Guide and Module  
Continue to access [UNT’s library electronic resources](#), choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis  
Paper due week 8 | Answer discussion questions Week 5  
Finalize and submit Collaborative Google Docs Project by 11:59 pm Sunday  
Continue to work on Program Narrative and Analysis  
Feedback will be given on polished drafts of Program Narrative and Analysis if submitted by Friday noon of week 6. |
| Health and Human Services in Schools |  |  |
| 6 | Read Chapter 9 (Beyer & Johnson, 2014) and assigned readings in the Week 6 Course Guide and Module  
Continue to access [UNT’s library electronic resources](#), choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis  
Paper due week 8 | Answer discussion questions for Week 6  
Continue to work on Program Narrative and Analysis  
Turn in polished draft of Program Narrative and Analysis by Friday noon for feedback. |
| Prevention Programs |  |  |
| 7 | Read assigned readings in the Week 7 Course Guide and Module  
Continue to access [UNT’s library electronic resources](#) to strengthen your Program Narrative and Analysis | Answer discussion questions for Week 7  
Finalize work on Program Narrative and Analysis. |
| Early Childhood, Early Literacy, Dyslexia |  |  |
| 8 | Read Chapter 9 (Beyer & Johnson, 2014) and assigned readings in the Week 8 Course Guide and Module | Answer discussion question for Week 8  
Complete and submit Program Narrative and Analysis Paper.  
Provide your reflection on the course in Discussion #9. |
Although unlikely, the syllabus may be modified to meet the emerging needs of the class and corrections made if warranted.

COURSE POLICIES

Assignment Policy
Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word or PDF format and submitted by using the “Submit” button at the end of each assignment.

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

Class Participation
Students are required to login regularly to the online class site, which typically means a minimum of every other day and, during the first weeks, every day. The instructor will use the course tracking feature to monitor student activity. Students are also required to participate as assigned in all class activities such as research, readings, discussions, and group projects.

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

Incompletes
If a student wishes to request a grade of “incomplete,” the student must:

- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor’s address above.
- Discuss the request with the instructor immediately by phone or email.

No requests will be considered later than one week prior to the final exam, unless a serious interruptive event occurs within that time period. It is within the instructor’s sole discretion to grant such a request. Please see the “grading system” section of the current UNT undergraduate or graduate catalog for details. Students who receive an “incomplete” must complete the course not later than one calendar year thereafter to avoid automatically receiving a failing grade.

Copyright Notice
Some or all of the materials on this course website may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: https://clear.unt.edu/teaching-resources/copyright-guide.
Attendance Policy
Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive credit. Information about the University of Texas’ Attendance Policy may be found at: https://policy.unt.edu/policy/06-039

Administrative Withdrawal
Students may add this course or withdraw in accordance with the University’s policy currently in effect.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

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 administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Principal Competencies 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 lifelong learning. In our work of developing educators as agents of engaged learning, we value active, meaningful, and continuous learning.

Key Elements of the Conceptual Framework
1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making curriculum meaningful.
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.

Educational Leadership Program

This course is part of the Educational Leadership program. To learn more about the requirements of our program, both the Master's Degree and Principal Certification, read the information here, and you can also access more information about our program and support service for students through links on this page. In addition, you can find information on our program webpage, the Start here section of this course, the syllabus, and by contacting your advisors: linda.stromberg@unt.edu and marilyn.deuble@unt.edu.

On this Educational Leadership site, some of the information is for potential students, but you can access the schedule of courses, forms you need, and other information. If you go to the section for Courses and scroll down, you can see when we offer various courses.

Each UNT student has an email account in EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the EagleConnect email system. Your course Inbox functions using your UNT email address, and you can choose to receive course notifications at a different email address of your choosing.

Degree and/or Certification Plans

If you have not already completed a Masters Degree and/or Cert Plan, please complete one now.

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

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

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

• Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification — Marilyn.Deuble@unt.edu

• Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification — Linda.Stromberg@unt.edu, 940-565-3274

UNT AND DEPARTMENT POLICIES

Dropping a Class
We hope you do not have to drop a class, but, if you must, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.

See these links for dropping a class, for the calendar for summer AOP (8week2) classes and rules for dropping a class or classes. You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

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 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 Marilyn Deuble at marilyn.deuble@unt.edu

Links to financial aid and scholarships

The application date for the College and Department scholarships is usually March 1 — so it is too late to apply for those for 2017-2018, but keep this information in mind for the future.
Check these links for information and contacts.

- UNT Student Financial Aid and Scholarships
- College of Education Scholarships
- Teacher Education and Administration Scholarships

**SPOT Evaluation**
The *Student Perceptions of Teaching* (SPOT) is expected for all organized classes at UNT. 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 consider the SPOT to be an important part of your participation in this class.

**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.

**Graduation**
You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. **You have to apply for graduation whether or not you are going to go through the ceremony.**

**Foliotek**
UNT has an ePortfolio system called Foliotek. There is no cost for this system. **Foliotek is NOT required for this EDLE 5620 course, but you will have access to an portfolio where you can place work you may wish to save for assignments to be submitted later in the internship. You can read about Foliotek in the Start Here section of this course. You will use it in EDLE 5680 and 5700 that you will take in session 2 of this fall semester.**

**Academic Honesty Policy**
Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidences involving major violations. You will find the policy and procedures at [http://policy.unt.edu/sites/default/files/06.003.pdf](http://policy.unt.edu/sites/default/files/06.003.pdf)

**ADA Policy**
If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University of North Texas will make reasonable adjustments in its policies and practices to ensure equal opportunity and access for qualified students, employees, and members of the public to applicable programs, services, activities and facilities. Requests for special accommodation or
auxiliary aids should be made well in advance of need to the responsible university department or agency. Proof of disability may be required if the disability is not evident. The department or agency responsible for the program, activity, service or facility to which the individual requires access will work with the appropriate university vice president and/or federal or state agency to ensure that reasonable accommodations are made. Contact the Office of Disability Accommodation (ODA) at 940-565-4323 or at TTY 800-Relay TX for information on the services provided by the ODA, as well as application procedures at https://disability.unt.edu/.

**Student Behavior in the Classroom**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. The instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://policy.unt.edu/policy/07-012.

**Important Notice for F-1 Students taking Distance Education Courses:**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at https://www.ecfr.gov. The specific portion concerning distance education courses is located at Title 8, Chapter I, Subchapter G, Part 214.

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 online 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 online 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.