Syllabus
EDAD 5330, Instructional Leadership

Instructor Contact Information

- Linda Stromberg, Ph.D., Principal Lecturer
- Matthews Hall, 218P
- 940-565-3274 (office), 214-458-5242 (cell), 940-565-5942-fax

My preferred method of communication is through Messages in this course. My UNT e-mail address is linda.stromberg@unt.edu

Office Hours:

<table>
<thead>
<tr>
<th>Monday 1-5</th>
<th>Tuesday 1-5</th>
<th>Wednesday 1-5</th>
<th>Other Dates and Times by Appointment</th>
</tr>
</thead>
</table>

I am also your advisor for the Master’s and Principal Certification programs. In addition Marilyn Deuble is the Student Services Coordinator who works the Master’s and Principal Certification programs. Her contact information is Marilyn.Deuble@unt.edu

About the Instructor: Dr. Linda Stromberg

I earned my Ph.D. at the University of North Texas. I was a classroom teacher and staff developer in the Dallas ISD and served as a principal and a central office curriculum coordinator in the Carrollton-Farmers Branch ISD. Here at UNT, in addition to EDAD 5330, Instructional Leadership, I teach EDAD 5650, Professional Development and Supervision, EDAD 5680, Administration of the EC-12 Curriculum, and several other courses in the Educational Leadership Program. I am a certified trainer for Instructional Leadership Development (ILD) and for the Professional Development and Appraisal System (PDAS) of Texas. I was honored in 2010 as Outstanding Lecturer in the College of Education and, in 2012, as UNT’s Outstanding Online Instructor.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

The course assignments often require you to apply the learning to your own real-school experiences. If you
are not employed in a school or have not worked in a school setting recently, you will have the responsibility of doing research and interviewing others.

Required Materials

Text:

TK20

*This course requires an assignment that must be uploaded and graded in the UNT TK20 Assessment System (Electronic Portfolio). All students in 5330 have had to purchase access to TK20. Throughout your Educational Leadership courses, you will need to upload assignments in TK20. The subscription you purchase will last throughout your program. You will need to go to the link below to purchase TK20*

[http://www.coe.unt.edu/tk20](http://www.coe.unt.edu/tk20)

Other Readings

The course has a number of links to required readings in each lesson. See each lesson for reading assignments.

Course Description

In this course, you will learn about leadership for improved instruction and learning. You will explore and discuss significant research and best practices in the fields of instructional leadership, learning theory, school climate and culture, effective teaching methods, professional development, and the relationship of instruction, curriculum, and assessment. The course also addresses discipline and classroom management strategies. In addition, this course will help you facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice

**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 life-long 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

**Learning Outcomes of the Course**

The course addresses several of the standards advocated by the Interstate School Leaders Licensure Consortium (ISLLC) for excellence in Educational leadership programs. Specifically the course addresses the following standards:

**Standard 1: Vision and Mission**

An educational leader promotes the academic success and personal well-being of every student by ensuring the development, articulation, implementation, and stewardship of a child-centered vision of high quality schooling that is shared by all members of the school community.

**Standard 2: Instructional Capacity**

An educational leader promotes the academic success and personal well-being of every student by enhancing instructional capacity.
Standard 3: Instruction
An educational leader promotes the academic success and personal well-being of every student by promoting instruction that maximizes student learning.

Texas Principal Certification Competencies

The learning Outcomes also address the Texas Principal competencies. To achieve Texas Principal Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. This examination addresses the nine Texas Principal Competencies. In our Educational Leadership Program, we seek to prepare you for success with all nine competencies. This course, Instructional Leadership, focuses mostly on Competency 5, but also includes parts of Competency 1. Each of the competencies has sub-elements. This course does not address all of the sub-elements of Competency 1. The list of competencies and sub-elements below provide important Learning Outcomes of the course.

Texas Principal Competency 1

The principal knows how to shape campus culture by facilitating the development, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to

1.1 Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
1.5 Use various types of information to develop a campus vision and create a plan for implementing the vision.

Texas Principal Competency 5

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

The principal knows how to

5.1 Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
5.2 Facilitate the implementation of sound research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
5.3 Create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
5.4 Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
5.5 Uses formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
5.6 Facilitate the use and integration of technology to enhance learning.
5.7 Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, and student discipline to ensure a campus environment conducive to teaching and learning.

You can find a list of all nine Texas Principal Competencies by going to the link on the course menu.
Guiding Questions for the Course

In addition, the learning outcomes include the following guiding questions that you should be able to answer as a result of your participation in this course:

How does learning occur?

What encourages motivation to learn?

What constitutes a positive school culture and climate?

What are the school-level factors that are most likely to promote student learning and how can I implement these factors?

What are the teacher-level factors that are most likely to promote student learning and how can I encourage implementation of these factors?

What are the student-level factors that are most likely to promote student learning and how can I encourage implementation of these factors?

What leadership skills are most likely to ensure that student learning occurs?

Technical Requirements/Assistance

The following information has been provided to assist you in preparation for the technological aspect of the course.

Hardware and software necessary to use Blackboard Learn: http://www.unt.edu/helpdesk
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Necessary plug-ins: http://www.unt.edu/helpdesk/bblearn/
Internet Access with compatible web browser

Access and Navigation

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.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.

Student Resources
As a student, you have access to Blackboard’s On Demand Learning Center for Students and Blackboard Help for Students. You can become familiar with the tools and tutorials to better equip you to navigate the course. On every page of the Blackboard course, you can look at the top of the page and see tabs. One of those tabs tells you directly how to get to the Blackboard Helpdesk. In addition, the log-in page of Blackboard has a link to the On Demand Learning Center.

**Being a Successful Online Student**
- What Makes a Successful Online Student?
- Self Evaluation for Potential Online Students

**Student Support**

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu  Phone: 940.565-2324
In Person: SYMR, Rm. 119

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

At the top of each page in the course, you will see tabs. One of those tabs gives you information for contacting the helpdesk.

**ADDITIONAL SUPPORT RESOURCES**

UNT Portal: [http://my.unt.edu](http://my.unt.edu)
UNT Library Information
[http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)
UNT Computing and Information Technology Center:
Computer Labs: [provide information if departmental labs are available for use to students].
General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

**Course Grades**

The course consists of assignments, discussions, and a final examination. To make an A in the course, you must achieve points at the A level in all three areas: assignments, discussions, and the final exam. If your score is not at the A level on all three areas, the remaining grades (B-F) are determined by averaging the overall score in each section, with the assignments grade counting twice.

**Assignments:** There are seven assignments (20 points each) and Assignment 8 (40 points, making a total of 180 points. Assignment 8 is a culminating project, and you should look at the assignment at the first of the course to allow you to work on this project throughout the course. This project assesses your mastery of the Learning Outcomes and Guiding Questions of the course.

Because this course teaches a full semester in 5 weeks, you will have assignments due about every 4 days. You can also see due dates for the assignments by selecting Assignments on the
course menu and selecting the individual assignments. You can also see the due dates on the Calendar, which you will also find on the course menu.

You can see expectations for the assignments by reading the assignment description and by looking at the scoring rubric. Read the rubric carefully. To receive the highest score, you need to demonstrate your understanding and application of the specific information from each lesson’s learning, and you must refer to the reading assignments in the lesson.

### Grading scale for the Assignments:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>162-180</td>
</tr>
<tr>
<td>B</td>
<td>144-161</td>
</tr>
<tr>
<td>C</td>
<td>126-143</td>
</tr>
<tr>
<td>D</td>
<td>108-125</td>
</tr>
<tr>
<td>F</td>
<td>0-124</td>
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</tbody>
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If you submit an assignment late, you will lose one point for each day the assignment is late. Generally, the assignment will close for good within a few days of the required date, and you will not be able to submit the assignment. **If you do not submit all 8 assignments, the highest the highest grade you can make in the class is a C.**

**Discussions:** We will also have **nine** graded online discussions. You must visit the discussion at least twice during discussion period, and, to receive full credit all of the discussion postings cannot be done at the very end of the discussion period or before the discussion period starts. For the highest grade on the discussion, you have to post more than 5 postings. **If you do not participate in all of the 9 graded discussions, the highest grade you can make in the class is a B.** Each discussion is worth 9 points.

You can see expectations for the discussions by looking at the scoring rubric in the *Start Here* section of this course. Read the rubric closely. Since the rubric emphasizes the discussion of the's reading assignment, the Getting Acquainted Discussion and Discussion 8 do not follow the Discussion Rubric.

### Grading Scale for Discussions:

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<tr>
<td>A</td>
<td>72-81</td>
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<tr>
<td>B</td>
<td>64-80</td>
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<tr>
<td>C</td>
<td>56-63</td>
</tr>
<tr>
<td>D</td>
<td>48-55</td>
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<tr>
<td>F</td>
<td>0-47</td>
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The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).

One major piece of advice for the discussions... **Do not wait until the last minute to engage in a discussion – this should be ongoing!!!! Failure to do so will result in a poor grade on the discussions total.**

**Final Examination:** You will also participate in a final examination. This examination
addresses knowledge and analysis concerning instructional leadership concepts, ideas, and people. The examination also addresses the guiding questions and learning outcomes of the course. The questions will deal with the assignments we have done, and some of the questions ask you to discuss specifics from the various articles/videos/textbook readings that have been assigned. Read each article and textbook assignment thoroughly.

You will take the examination online, and you may use materials and readings from the class. The examination is timed, and, when you enter the test, you cannot save the test and return. The final examination consists of 25 short-answer questions. Some of the questions may be identified as “essay” but they are asking for a few sentences.

The final examination is a comprehensive exam that addresses the whole course, and it takes place at the end of the class, July 8-10.

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<th>Grading Scale for final examination:</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
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<td>F</td>
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You must take the examination to pass the class.

In order to earn an A in this course, you need to make a 90 or above. In addition, you must earn at least 162 total points on the assignments, and you must earn at least 72 points on the discussions. However, if your examination grade is an 85 or above, you can still make an A in the course if your assignment grades and your discussion grades are in the top 5% of the scores in the class. If your score is not at the A level on all three areas, to determine grades of B, C, D, F, your grade will be averaged with the grade on the assignments counting twice.

Blackboard Learn is unavailable every Saturday night from 11:00pm until 2:00am Sunday morning for system maintenance. You will not be able to submit assignments, take exams, or participate in discussions during that time.

My Grades: You will see all of your grades by selecting My Grades on the menu. You can also see the comments and feedback. To see the responses for the examination, click on the Examination and a page comes up with the score under Calculated Score. Click on that number and the correct answers will appear.

Submitting Assignments and Participating in Discussions: You will submit your assignments as attachments. There is a function in Blackboard that allows me to view your attachment easily. Unless you are specifically told to do an attachment, do not participate in the discussion using attachments. Type or paste in the information for the discussion.

Pace of the Class/Dropping a Class: Since you will complete a whole semester in 5 weeks, the class moves very quickly. To participate in Discussions, you must participate during the time identified for the discussion. Also, if you submit assignments late, you will lose one point for each day the assignment is late. If you see that you are falling far behind, there are dates that are required to be able to drop with a W (Withdrawn) instead of a WF (Withdrawn Failing). Those dates are in early in the 5 week period. Go to the registrar’s link to learn about these dates.
Incompletes: The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness 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 in our program office in office 218 in Matthews Hall or by contacting Marilyn Deuble at marilyn.deuble@unt.edu

Virtual Classroom Citizenship

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

Scholarly Expectations

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

Advising

Dr. Linda Stromberg is the Advisor for the Master’s in Educational Leadership Program/Principal Certification and Marilyn Deuble is the Student Services Coordinator for those programs.

Degree/Certification Plans

If you are a Master’s in Educational Leadership student or a student seeking Principal’s Certification, be sure to do a degree/certification plan during this course if you have not already completed one. You can find one in the menu for this course. Just fill out the top of the form and send it to marilyn.deuble@unt.edu. Do not fill in the courses you have taken or the ones you plan to take. We will fill those in as you take the courses. Keep a copy of the plan and fill in the courses for yourself as you take them. If you need advice about the plan, please contact me.

Applying for Graduation

The deadline to apply for August graduation is June 8; the first day of this course. If you are planning to graduate in August, go to the UNT website and search for graduation where you will find a form to complete. We are not having a ceremony in August, but, if you want to graduate then, you have to apply.

Principal Certification

Many students in the Educational Leadership Program also want to get a Texas Principal Certificate. VERY IMPORTANT: To get a Texas Principal certificate, you have to have a master’s degree; complete a principal’s preparation program, including an internship; submit a service record showing at least 2 years of teaching experience as the teacher of record in an EC-12 school; and have a valid teaching certificate. Substitute teaching or teaching at the college level will not count toward those two years. You can get your Master’s in Educational
Leadership without the teaching certificate and the years of experience, but you will not be able to earn the Texas Principal Certificate.

You will need to do an Internship to be eligible for the Texas Principal Certificate. You will take that internship at the end of your master’s program. The deadline to apply for the internship is – for the spring, October 1; for the summer, February 1, and, for the fall, March 1. You can get the application from our Ed. Leadership website.

**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).

**Academic Integrity:** Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university. The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

**Submitting Work:** All assignments will be submitted via Blackboard Learn. 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 on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Educators are judged on the accuracy of everything they write, whether it is a letter to parents, an email message to a colleague, 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 (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit [https://ltc.unt.edu/labs/unt-writing-lab-home](https://ltc.unt.edu/labs/unt-writing-lab-home).

**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.” Dr. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with any required activities, please notify your instructor as soon as possible.

**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. The Code of Student Conduct can be found at [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct).

**Attendance:** See the instructor’s attendance policy or, for online classes, the participation expectations.

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read Eagle Connect Email regularly.
**SETE:** The Student Evaluation of Teaching Effectiveness (SETE) 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 SETE to be an important part of your participation in this class.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Announcements regarding TK20 will also be posted on the tk20 website. This class does have a tk20 assignment that you have to submit.

**TExES Test Preparation.** 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). Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to the UNT Principal Preparation Program, (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: [http://www.coe.unt.edu/texes-advising-office/texes-exams](http://www.coe.unt.edu/texes-advising-office/texes-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).

The next exam is on June 20, and the deadline for signing up is June 14. There is also another practice exam on July 18.

**Six Student Success Messages.** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: [https://success.unt.edu](https://success.unt.edu). The site contains multiple student resource links and short videos with student messages.

**Distributed Education Policy Statements**

**IMPORTANT NOTICE FOR F-1 STUDENTS**

To read INS regulations for F-1 students taking online courses, please go to this website [http://www.immigration.gov/graphics/services/visas.htm](http://www.immigration.gov/graphics/services/visas.htm) and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)


Within this document, refer to Section IX on page 9 with the subject header "Online and Distance Education Courses."
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 Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.