Buchholz Doctoral Program in Educational Leadership

Course: EDLE 6130-501 (Course# 17587): Cultural Foundations in Ed Leadership

Place: UNT New College at Frisco, 2811 Internet Blvd., Frisco, TX 75034

Dates/Times: August 28 to December 15, 2017 – Wednesday, 5:30 – 8:20 PM

Delivery: Blended (Face to Face and Online)

Instructor: Dr. Miriam D. Ezzani

Office Hours: Tues. & Thurs., 1-3 pm, 60 mins. prior to/after class, or by appt.

Contact Info:
Email: miriam.ezzani@unt.edu
Office: 940.565.2935
Skype: miriam.ezzani
Address: University of North Texas, 1300 W. Highland Street, Matthews Hall 218U, Denton, TX 76201

Course Description

This course provides students with the theoretical foundation through which a critical analysis of the relationship between culture and school leadership can occur. Through this examination, students will study policy, governance, and instructional issues relating to the education of a diverse student population. An equity focused change process using data as a basis for school reform is another key element of this course.

Purpose of the Course and Student Outcomes

The primary focus of this course is to engage students in introspection and critical analysis of research related to diverse populations. The general objective of the course is to provide professional educators with the knowledge, skills, and attitude to be caring and thoughtful of individual student differences and the environment in which they live. At the end of the course, the student should have acquired dispositions, knowledge, and skills to:

1. Understand the social/psychological, historical, political and economic contexts and theories of education and schooling
2. Analyze historical and contemporary cultural, social issues and trends
3. Increase intercultural, cross-cultural and transnational competencies
4. Respond ethically by valuing & accepting human commonality, diversity and exceptionalities
5. Lead others to value and respect difference through personal and institutional behaviors and attitudes.

The student outcomes for this course are aligned with the Professional Standards for Educational Leadership (formerly known as Interstate Leadership Licensure Consortium [ISLLC]) designed for advanced programs in educational leadership (see pp. 2-3).
Required


Peer-Reviewed Journal Articles (see calendar pp. 4-9). Access articles through UNT’s Library of Electronic Resources - [http://www.library.unt.edu/](http://www.library.unt.edu/)

For assistance in accessing library resources: Jo Monahan, College of Education Librarian at UNT, Matthews Hall 119-B, 940-565-3955, jo.monahan@unt.edu

**Professional Standards for Educational Leaders**

*Standards marked with an (*) are most pertinent to this course, although almost all are indirectly applicable.*

*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 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.

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.

Instructional Delivery and Expectations

This course is blended with face to face and online delivery. The approach for the course is doctoral seminar in which students assume some responsibility for instruction and will be expected to have read all materials before each class session. It is imperative that each student attend every class session. In the event of an absence, please contact instructor by email or phone prior to the class session. It is also expected that students will arrive promptly at 5:30 p.m. At the discretion of the instructor, failure to attend, arrive promptly, or remain for the duration of each class may reflect in the course grade or lead to other consequences such as dismissal from course or program.

Note: The syllabus could be subject to change with notice; however, this is highly unlikely.

Discussion Agreement

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you"). Be conscious of time by adding to rather than repeating a discussion point and do not monopolize discussions.
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as respectful or disrespectful as words.

| Online Discussions: Initial post by Sunday midnight. Responses due by Wednesday midnight. |
|-----------------------------------------------|---------------------------------------------------------------------------------------------|
| **Dates** | **Topic** | **Items to read and prepare prior to class.** |
| Week 1 Face-to-Face (F2F) 8/30 | *Introduction*<br>What’s in a name?<br>Course Syllabus, Professional Standards for Educational Leadership, Assignments, and Expectations<br>Navigating UNT library electronic resources and using the literature review matrix | **Access Bb and Read:** Course Syllabus, pay attention to long term projects.  
**Review** possible dates to serve as an expert co-facilitator of a class session with the instructor.  
Explore UNT Library Electronic Resources: [http://www.library.unt.edu/services](http://www.library.unt.edu/services)  
When you get on the page, choose ‘graduate students’ and explore the following links:  
- Article Searching – Advanced  
- Citations & Style Guides  
- Literature Review Process  
Bring your laptop to class. |
| Week 2 Online 9/6 | *The Power of Personal Narratives to Reflect on Your Attitudes and Values on Culture and Leadership*<br>Take an intimate look at the authors Raymond D. Terrell and Randall B. Lindsey aka Ray and Randy<br>Understand the purpose of the text and this course, which is to reflect on your attitudes and values about culture and leadership and how they’ve developed. A goal of this course is to construct new knowledge for continuing to become a more effective leader in cross-cultural settings. | **Read:** Foreward, xi; Preface xiii; Acknowledgements, xv; Introduction, pp. 1-6; chapter 1.  
**Journal:** Respond to journal entries for chapter 1.  
**Read:** Ray and Randy’s Cultural autobiographies, pp. 119-161. Choose an ‘undiscussable’ topic that will be the focus of your Culturally Responsive Leadership (CRL) Project/Paper.  
**Watch:** [Trading Schools by Oprah Winfrey](http://www.library.unt.edu/services)  
**Search** UNT electronic resources and **read** 2 peer-reviewed research articles for the CRL Project/Paper. **Enter data** in the literature review matrix.  
**Discussion:** Critically analyze, reflect and prepare commentary on Ray and Randy’s autobiographies. |
### Week 3
**F2F 9/13**

**Who am I?**  
*Improving Leadership Practice: The Four Tools of the Cultural Proficiency Toolkit*

- The Guiding Principles
- The Continuum
- The Five Essential Elements
- Barriers to Cultural Proficiency

**Writing an interview protocol**  
Develop a focused interview protocol to collect data needed to answer a research question. Align the questions with the problem/purpose statements. This will be useful when you conduct interviews for Part I of the Culturally Responsive Leadership Project/Paper.

*Construct and share your diversity timeline*

**Read:** Chapter 2: The Cultural Proficiency Leadership Lens. Focus on tables 2.1, 2.2, 2.3, and 2.4 (items in the cultural proficiency toolkit).

**Scribe:** Journal entries in your textbook (not online) and prepare to read/discuss in class.

**Search** UNT electronic resources and **read** 2 peer-reviewed research articles for the CRL Project/Paper. **Enter data** in the literature review matrix.

**Review** example of interview protocol and the Schoolwide Cultural Competence Observation Checklist (see Course Content). Draft an interview protocol.

**Share:**
1. Interview Protocol
2. Your problem and purpose statement for your paper and how it aligns with the interview protocol.

**Reminder:** The CRL Project/Paper Part 1 is **due** Week 8.

### Week 4
**Online 9/20**

**Your Cultural Autobiography**  
How aware are you of your cultural identity?

*Your Organization’s Cultural Competence - Let the Data Speak*  
What does the data (quantitative and qualitative) say about your campus or district? Which invisible topic can you make visible and part of the everyday conversation among the educators on your campus or in your district? (Use SWCCOC)

**Read:** Chapter 3: Constructing Your Cultural Autobiography.

**Watch:** [The Danger of a Single Story](#) by Chimamanda Ngozi

**Journal:** Respond to tables 3.1-3.5 on blackboard.

**Fieldwork:** Using the school-wide cultural competence observation checklist (SWCCOC) collect data on school or district demographics, and identify the opportunity gaps for underserved populations.

**Blackboard:** **Discuss** data and **share** project ideas.

**Search** UNT electronic resources and **read** 2
| Week 5  | Authenticating and Responding to Issues of Race, Ethnicity, and National Origin  
| Diversity Lifeline  
| Chapter 4  |
| **F2F  
9/27** |
| Week 6  | Fieldwork: Qualitative data collection  
| Interview Participants  
| Transcribe and Analyze Data  |
| **Online  
10/4** |
| Week 7  | Responding to Issues Related to Language, Gender and Social Class  |
| **F2F  
10/11** |
| **Chapter 4: Responding to Issues Related to Race, Ethnicity, and National Origin**  
| **Scribe:** Journal entries in your textbook (not online) and prepare to read/discuss them.  
| **Prepare** to discuss readings during class discussion.  
| **Search** UNT electronic resources and **read** 2 peer-reviewed research articles for the CRL Project/Paper. **Enter data** in the literature review matrix.  |
| **Discussion:** Share your interview data collection experience.  
| **Search** UNT electronic resources and **read** 2 peer-reviewed research articles for the CRL Project/Paper. **Enter data** in the literature review matrix.  |
| **Read and Annotate:**  
| **Chapter 5: Language, Gender & Social Class**  
| **Scribe:** Journal entries in your textbook (not online) and prepare to read/discuss them.  
| **Prepare** to discuss readings during class discussion.  
| **Search** UNT electronic resources and **read** 2 peer-reviewed research articles for the CRL Project/Paper. **Enter data** in the literature review matrix to organize the data for each article.  |
| Week 8 **Online** 10/18 | **Midterm**  
*Culturally Responsive Leadership*  
Part 1 – Assessing an Underserved populace of students | **Submit:** Part 1 due by Sunday midnight. |
|------------------------|--------------------------------------------------------------------------------|------------------------------------------------|
| Week 9 **F2F** 10/25   | **Responding to Issues Related to Sexual Orientation, Faith and Ableness** | **Read and Annotate:**  
Chapter 6: Responding to Issues Related to Sexual Orientation, Faith, and Ableness  
**Scribe:** Journal entries in your textbook (not online) and prepare to read/discuss them.  
**Prepare** to discuss readings during class discussion. |
| Week 10 **F2F** 11/1   | **Academic Writing**  
Analyzing styles of academic writing for content and structure. | **Read and Annotate:**  
**Discuss** readings in Blackboard. |
| Week 11 **Online** 11/8 | **Academic Writing (continued)**  
Analyzing styles of academic writing for content and structure. | **Read and Annotate:**  

**Prepare** to discuss readings on Blackboard.

<table>
<thead>
<tr>
<th>Week 12</th>
<th>University Council for Educational Administration, Denver, Colorado.</th>
<th><strong>Work independently with a colleague on part II of the CRL paper/project.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 13**

<table>
<thead>
<tr>
<th>Online</th>
<th><em>Leading from an Ethical Framework</em></th>
<th><strong>Read and Annotate:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/22</td>
<td>Application of Knowledge and Skills</td>
<td>Chapter 7: Culturally Competent and Proficient Leadership Actions</td>
</tr>
<tr>
<td></td>
<td>• Tools of Cultural Proficiency &amp; Your Work</td>
<td>Chapter 8: Educators and the Promise of Democracy</td>
</tr>
<tr>
<td></td>
<td>• Educators and the Promise of Democracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Will and Skill – Ingredients of a Culturally Proficient Leader</td>
<td><strong>Scribe:</strong> Journal entries on Blackboard.</td>
</tr>
</tbody>
</table>

**Week 14**

<table>
<thead>
<tr>
<th>F2F</th>
<th>Peer and Instructor Feedback</th>
<th><strong>12/1 midnight: Submit polished draft for feedback.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 15**

<table>
<thead>
<tr>
<th>F2F</th>
<th>Final Paper Presentations</th>
<th><strong>Submit</strong> PowerPoint Presentation and paper (Parts I and II) by the end of class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 16**

<table>
<thead>
<tr>
<th>12/13</th>
<th>All Due</th>
<th>All Due</th>
</tr>
</thead>
</table>

**Course Assignments**

1. **Post journal reflections and/or engage in Blackboard (Bb) discussions.**
2. **Participate** in class discussions and peer-edit paper of colleague.
3. **Develop a Culturally Responsive Leadership** paper, which will have (2) two parts with two due dates and should have a minimum of 10 references. You will work on this paper throughout the semester.
4. Present your paper (parts I and II) to the class.

GRADING

A = 90-100% of total points
B = 80-90% of total points
C = 70-80% of total points (only one C allowed in graduate program; must maintain 3.0 GPA)
Below 70% is unacceptable for a passing grade for the class.

For each day an assignment is late it will receive a letter grade reduction. Anything presented one week after the due date will not be accepted.

Assignment Percentage of Total Grade

Journal or Discussion – (8) 5 points each (40%) : Engage in a journal reflection and/or discussion entry. For Blackboard discussion post by Sunday midnight and respond to colleague(s) by Wednesday midnight. Entries should be written with deep care and thought, showing development of your conceptual and analytical skills, understanding of reading, prior experiences, or readings from other courses or other sources. They should consist of whatever length is required to make your point but not more than one double spaced page. Make sure to cite when appropriate. It is recommended you write these in word and then cut and paste into Blackboard to ensure they are well-written, i.e. grammar, spelling and APA style 6th edition. Keeping all your work on a word doc also ensures that nothing is lost in case of a technical glitch.

Class Participation (10%): Be an active participant in each class session. Participation by all enriches the discussion by allowing for shared or different experiences, multiple perspectives, and analysis. Participation also includes providing feedback to a colleague on written assignments and presentations.

Culturally Responsive Leadership Project/Paper (50%)
This is a two-part paper with 25% for each part.

1. On the third class you will share paper ideas.
2. Part I is the Assessment Section of the paper/presentation (25%).
3. Part II is the Recommendations Section of the paper/presentation (25%)

Project/Paper Guidelines:
(1) Choose a population of students that is underserved. This could be a cultural group, a group with specific abilities or challenges or a group with specific needs.

(2) Choose a school, college/university or other educational organization that formally serves students. This must be an educational organization that you can gain access to its students, teachers/faculty, leaders, or other professionals.
Assess the needs of this group, both those needs that are being met and those that are not. Use all the following methods:

a. Conduct a review of the literature on the historical and current realities, challenges and opportunities faced by the group in education AND society. Review at least 10 published sources (academic peer-reviewed journal articles, books, and other professional publications).

b. Conduct a web based search about this population (professional organizations, sites dedicated to equity, inclusion and social justice, activism for the group, video/audio sites).

c. Develop and assess the actual population at your chosen educational site including interviews about their realities, challenges, needs and opportunities with 2 (reduced from 3) individuals from each of the five categories below. Ask each person you interview to offer their thoughts on how the educational site could be transformed to better attend to this underserved population. Record your interviews. Be sure to capture many ‘direct quotes’ and examples/stories to use in your paper.

i. Members of the underserved population of students at this educational site
ii. Teachers/faculty who work with students in this underserved population
iii. Education professionals who serve the underserved students in some capacity
iv. Staff who work with, serve, have contact with underserved students (custodial staff, groundskeepers, security, nutrition services, bus drivers, secretaries).
v. School or District leaders, directors, department heads for educational or support services.

d. Analyze across the literature, web search, and interviews for critical themes and patterns of realities, needs, challenges, and opportunities for the underserved population of students. Compare and contrast differing perspectives.

(4) Part I Paper requirements:

a. Introduce the underserved population of students and tell the reader why you chose this group to assess. Why is this an important underserved population as the focus for culturally proficient leaders? (use data from web base search to grab attention of reader)

b. Summarize and interpret each of the themes/patterns you found ACROSS the literature. Include in the literature review a theoretical/conceptual framework by which you’ll analyze your data.

c. Summarize and interpret each of the themes/patterns you found ACROSS the interview assessment.

i. Explain and illustrate each theme with examples, interview quotes, how it relates to the framework research findings from the literature, images, etc.

d. Use citations throughout the paper for literature and web based sources and provide a reference list at the end of the paper. See APA guidelines for how to cite and reference journal articles, books, and web sites.
(5) Part II Paper Requirements: Use what you learned from the literature, theory, research, web search, and interview assessment from Part I to develop specific recommendations for moving the institution and the individuals within it on the high end of the spectrum for cultural proficiency.

a. Develop 3-5 major recommendations
   i. Each recommendation should go beyond basic programs and services to transform the educational environment (school or districtwide).
   ii. Each recommendation should be specific to this educational site and the realities of this underserved population.
   iii. Each recommendation should be described in detail and should relate to the themes and patterns in section I of the paper.
   1. Cite and reference any formal sources and anonymously note the type of professional or student referred to in your paper.
   2. Relate each recommendation to the texts and readings in this course and support your recommendations with the readings, literature or those interviewed.

b. Discuss several strategies you would use to lead an initiative for cultural proficiency at the education site (school/district) to apply these 3-5 recommendations and other understandings you gained from your literature, web search, and assessment of interviews.

c. Discuss the key challenges and opportunities that will assist and challenge your initiative of this specific educational environment to better serve this student population.

(6) Submit via Blackboard in ‘Assignments’.

(7) Present a formal paper at the end of term.

Format of Paper

- 20-30 pages double-spaced (not including the title page, abstract, appendices, and references). Use Times New Roman 12-point font standard APA 1 inch margins top, bottom, left, and right. Please follow the format carefully (See APA style guide, 6th Edition).
- The structure of the paper will be similar to the peer-reviewed journal articles read this semester.

NOTE: If you desire the instructor’s preliminary feedback on a fully polished draft of the paper please submit the paper at least one week before the due date.

Presentation of Final Paper: Presenting your paper orally to your colleagues provides you with good practice in how to present your ideas in a professional conference or before faculty/staff or the board. Your presentation must meet the following guidelines.

- You will present as a member of a panel.
- Each participant will have 15 minutes MAXIMUM to present the paper.
- Use PowerPoint, no more than 20 slides, each slide containing brief content. The slides should represent the various sections of your paper, i.e. title slide, introduction, a slide for each section of the literature review, the purpose of the study, the theoretical/conceptual
framework, description of setting/participants, design of the study, presentation of findings (a slide for each theme), conclusion. An example will be posted on Blackboard.

Departmental Policies:

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.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: [http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.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.

Student Conduct: The university expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See [www.unt.edu/csrr](http://www.unt.edu/csrr).

Cell Phones and Laptop: Students should place cell phones on silent mode when in class. Electronic devices may only be used for class purposes.

SPOT: 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 appreciate your time and effort in completing SETE.

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.

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](http://www.coe.unt.edu/tk20). Announcements regarding TK20 will also be posted on this website. Not applicable to this course.

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.

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

ADA Policy
If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. Any necessary or appropriate accommodations will be made provided that timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or TTY (940) 369-8652 to make appropriate arrangements. Information on the services provided by the ODA as well as application procedures is available at [http://www.unt.edu/oda/index.html](http://www.unt.edu/oda/index.html).

Information on UNT’s policies related to disability accommodations is available at [http://policy.unt.edu/policy/18-1-14](http://policy.unt.edu/policy/18-1-14).

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

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

Important Notice for F-1 Students taking Distance Education Courses: Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at [http://ecfr.gpoaccess.gov](http://ecfr.gpoaccess.gov). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: [http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT](http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT)

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 television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

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