Syllabus
EDLE 5330, Instructional Leadership

Instructor Contact Information

Linda Stromberg, Ph.D.
Matthews Hall, 218P
940-565-3274 (office)   214-458-5242 (cell)
940-565-5942-fax
linda.stromberg@unt.edu

My preferred method of communication is through *Messages* in this course.

Office Hours
Tuesdays, 10 am-5pm and Thursdays, 2-5pm
Other dates and times by appointment

I am also your advisor for the Master's and Principal Certification programs.

Marilyn Deuble is the Student Services Coordinator for the Master's and Principal Certification programs.
Marilyn.Deuble@unt.edu
The teaching Assistant in our program is Inna Dolzhenko, M.S.
Inna.Dolzhenko@unt.edu

About your 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 EDLE 5330, Instructional Leadership, I teach EDLE 5650, Professional Development and Supervision, EDLE 5680, Administration of the EC-12 Curriculum, and several other courses in the Educational Leadership Program. I was honored in 2010 and 2016 as *Outstanding Lecturer* in the College of Education and, in 2013, received UNT's *Exemplary Online Teacher and Course Designer Award.*

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 for instructional leadership, learning theories, 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. This course will help you develop a vision of instructional improvement and the leadership skills to make that vision a reality.

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

In this course, you will need to apply information and skills 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
Marzano, R. J., Waters, T. & McNulty, B. (2005). *School leadership that works: From research* to results. Alexandria VA: Association for Supervision and Curriculum Development.

Tk20
This course requires an assignment that must be uploaded and graded in the UNT Tk20 Assessment System (Electronic Portfolio). Throughout your Educational Leadership courses, you will need to upload assignments in Tk20. Your subscription, a one-time purchase, will last throughout your program. You will need to go to the link below to purchase Tk20.
http://www.coe.unt.edu/tk20

> **VERY IMPORTANT**
> You must submit Assignment 7-8, Developing and Implementing the Instructional Leadership Plan, **to Tk20**. Submitting the assignment to Tk20 is a **requirement for this course**, and the grade for the assignment **cannot be counted** for this course **if the assignment is not submitted to Tk20**.

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

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

Learning Outcomes of the Course

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs. See a link to these standards in the course menu.

Texas Principal Certification Competencies

To achieve Texas Principal Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. In the future, this test will be aligned with the Principal standards mentioned above. However, at this time, the examination is based on the nine Texas Principal Competencies that have been used in Texas for many years. The new standards and the competencies overlap in many ways. In our Educational Leadership Program, we seek to prepare you for success with all of the Standards and all nine of the Competencies. This course, Instructional Leadership, focuses mostly on Competency 5 and parts of Competency 1. Each of the competencies has sub-elements. This course does not address all of the sub-elements of these Competencies; The ones that provide the Learning Outcomes of the Course are listed below. The list of competencies and sub-elements below provide the main **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.

This course also addresses parts of other competencies. You can find a list of all nine Texas Principal Competencies (TPC) by going to this link and looking at the domains and competencies on pages 6-12. http://cms.texes-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

This course also addresses standards of national accrediting agencies for Educational Leadership programs. See link to these standards on the course menu.

Guiding Questions

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**:**

According to theories of learning, how does learning occur?

What encourages motivation to learn?

What constitutes a positive school culture and climate?

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

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

What student-level factors 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?

What leadership skills or responsibilities are best suited for different levels of change needed for school success?

Topics

See the Blackboard course for a full explanation of each week's learning activities and topics.

Week 1: School-Level Factors

Week 2: Teacher-Level Factors

Week 3: A Safe and Orderly Learning Environment and Classroom Management

Week 4: Student-Level Factors

Week 5: Leadership Theories

Week 6: Skills (Responsibilities) of Leadership and Levels of Change

Week 7: A Plan for Leadership

Week 8: Developing and Implementing the Instructional leadership Plan.

Course Grades

The course consists of weekly assignments, discussions, and a final project.

Activities	Points each	Total
Six (6) Weekly assignments	25	150
Seven (7) Weekly discussions	9	63
Getting Acquainted Discussion	5	5
Week 8 Discussion/Posting of Presentation on Instructional Leadership Plan	16	16
Weeks 7- 8 Paper submitted to Turnitin AND Tk20	56	56
	TOTAL	290

261 =A   232=B   203=C   174=D

Assignments

When you click the *Assignments* link on the course menu, you will not see assignments 5 and 6. The assignments for these weeks are in an *Assessment* format, and you will access them through links within the Week 5 and Week 6 folders. In addition, look at Weeks 7 and 8 to see the explanation of the Weeks 7-8 Assignment (Developing and Implementing the Instructional leadership Plan.) You will only see the Turnitin Link in the assignments section.

There are six weekly assignments (25 points each), making a total of 150 points. The assignments are linked within each week's folder, and you can also see them by going to *Assignments* from the course menu, except for assignments 5 and 6. They may not be visible until the weeks they are due. You can 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*.

You can see expectations for the weekly assignments by reading the assignment description and by looking at the scoring rubric. Read the rubric carefully. To receive the highest score, even though you will use your prior knowledge, you need to demonstrate your understanding and application of the *specific* information from each week's learning, and you must refer to the week's reading assignments.

> 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 6 weekly assignments, the highest the highest grade you can make in the class is a C.*

Discussions

We will also have graded **weekly** online discussions. We will have one discussion per week, but in week 1, we have 2 discussions (a getting acquainted discussion and a regular weekly discussion). You must visit the discussion on at least two different days during the week. You must do your first two postings by Wednesday of the week and finish your postings by Sunday at 11:30 p.m. *Do not do your postings before the week the discussion starts or after it closes.* You can see the discussion rubric by looking in the *Start Here* section of this course

or going to *My Grades* on the course menu and clicking on the rubric. You should respond to each thread in the discussion, and (for the highest score on the rubric) have at least **seven** (total for the discussion, not for each thread) discussion postings that are of high quality and add to the ideas in the discussion. Each discussion is worth 9 points, except for the Week 8, Instructional Leadership Plan Discussion, which is worth 15 points, and the *Getting Acquainted* Discussion, which is worth 5 points. ***If you do not participate in all nine discussions, the highest grade you can make in the class is a B.***

You can also see expectations for the weekly 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 week's reading assignment, the *Getting Acquainted* Discussion does not follow the Discussion Rubric. The Week 8 Instructional Leadership Plan Discussion has a separate rubric.

The discussion forums are related to the chapter readings, external resources and activities. You are expected to engage in an **ongoing** discussion 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 Saturday and Sunday to engage in a discussion – Post by Wednesday of each week, and your participation in the discussion should be ongoing throughout the week.**

Do your best writing in discussion postings. A couple of minor errors may be permissible, but too many interfere with your meaning; so do your best writing. There is a toolbar with the discussions that allows you to do a spell check.

Paper Explaining your Instructional Leadership Plan

This culminating paper is worth 56 points, and you should look at the assignment at the first of the course to allow you to work on this it throughout the course. This paper assesses your mastery of the Learning Outcomes and Guiding Questions of the course. You will need to submit this project to Turnitin by Tuesday of the 8th week, revise if necessary, and also submit it to Tk20 by Wednesday of the 8th week.

Presentation About your Instructional leadership Plan

In addition, you will develop a PowerPoint or Prezi presentation explaining the main points of your plan. You will submit that to the week 8 discussion. It is worth 15 points and will be scored through a rubric with the Week 8 discussion.

Blackboard Learn is *unavailable* **every Saturday night from 11:00 p.m. until 2:00 a.m.** Sunday morning for system maintenance. You will not be able to submit or participate in the class during those times.

Course and Program Information

My Grades
You will see all of your grades by selecting *My Grades* from the menu. You can also see the comments and feedback by clicking on the little bubble beside your grade*.* In addition, you can see the rubrics for the assignments and discussions. For the two assignments that are in

a test format (weeks 5 and 6), if you click on your score, the test should open up giving you some feedback on the answers.

Submitting Assignments and Participating in Discussions

You will submit your assignments as attachments. There is a function in Blackboard that allows your instructor to view your attachment easily. Except with the week 8 discussion, **do not participate in the discussion using attachments**. Type directly in the form or compose offline and paste in the information for the discussion.

Pace of the Class/Dropping a Class

You must be sure to keep up with the pace of the class. For discussions, you must participate during the times identified. For assignments, 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). See the UNT registrar's website to determine these dates. I've also provided this link to the registrar's office in the *Start Here* section. You should notify your instructor, but notifying your instructor or our Educational Leadership office does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar's office or the office of the Dean of Students.

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 by contacting Marilyn Deuble at marilyn.deuble@unt.edu or local students can go by our program office in office 218 in Matthews Hall.

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. See the *Netiquette* page in the *Start Here* section.

Scholarly Expectations and Academic Integrity

Work submitted for credit must be original work 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 than work produced at the undergraduate level. **Read the information about the University Policy Statement on Academic Integrity on page 12 of this syllabus.**

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 these programs.

Communication

To ask questions about the class, usually the "Questions" discussion forum or the Course Messages from the course menu are the best avenues. However, you should also be sure to check *Eagle Connect* regularly. All official correspondence between UNT and students is conducted via Eagle Connect, and it is every student's responsibility to read Eagle Connect Email regularly. **Our Educational Leadership Program also sends reminders about**

deadlines, etc. through Eagle Connect. If you are not checking this email, you may miss important information. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, visit http://eagleconnect.unt.edu/.

Degree/Certification Plans

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. At the top of the form, check off master's degree and principal certification if you are getting both. Keep a copy of the plan and fill in the courses for yourself as you take them.

If you have a teaching certificate and at least two years of teaching experience (or will have by the end of this program), and you live in Texas so you can do an internship in a Texas school, it would be good to go ahead and apply for the principal certificate, as well as the master's degree.

Applying for Graduation

You have to apply for graduation even if you are not going through the ceremony. Be sure you have a degree plan on file before you apply for graduation. The deadlines for each semester are very early in the semester. It is the student's responsibility to keep up with the plan and apply for graduation according to the deadlines. That information is on the degree plan, but sometimes students miss that information. The Educational Leadership Program office may send out reminders, but it is your responsibility to adhere to the deadlines for graduation application. If you are planning to graduate in May, the graduation application window has been open since October and it will close on March 10. There is a link to information about applying for graduation in the *Start Here* section of this course.

Principal Certification and the Internship

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 two years of teaching experience as the teacher of record in an accredited EC-12 school; and have a valid Standard Teaching Certificate. Substitute teaching, student 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. Also, your internship has to be completed in a Texas school.

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 will find a link to the application on the course menu. The internship is a regular 16-week course. Since you may be taking only one course during that semester, you will probably not be eligible for financial aid during that semester. If the schedule allows you to take a course during the internship semester, you can only take one extra course along with your internship.

Most students do the internship while they are working full time as a teacher. Students usually do the internship in the school where they work and develop a plan with their supervising administrator about duties to be performed in the internship. Students do 160 hours of administrative duties during the internship. Sometimes, you may perform administrative duties in semesters before you do the internship. This is a usually a good opportunity for you, but we cannot count those hours because we are required to count only hours when you are in an

internship that one of our instructors is supervising. This is a strict requirement from the state. If you plan to do your internship in the summer, we allow you to start collecting hours once you have done the internship orientation, about one week before the Internship starts.

The internship orientation is held here on campus for students in our Denton area. For other students, you internship instructor will make arrangements for you to do the orientation using other methods of communication.

For the semester you are doing the internship, you will not be able to register until toward the end of the registration period (but not late registration). It takes some time to do the paperwork for internship that our graduate school has to do some re-coding. However, the work they do ends up making for fewer fees for you.

You should take the TExES during your internship. If you are not doing your internship immediately after finishing your degree, you should go ahead and take your test. If you are not going to do the internship right after you finish the master's, be sure that you do not wait very long because there are time limitations for getting the certificate.

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 have a degree or certification plan on file with the COE Student Advising Office**. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601or email the TAO at jwilson@dentonisd.org. The TAO website is http://www.coe.unt.edu/texes. Additional test preparation materials (i.e., Study Guides for the TExES) are available at http://www.texes.ets.org/.

Courses in Educational Leadership Program
(All courses are 8 weeks in length)

Session 1 – January through Mid-March	EDLE 5330	Instructional Leadership
	EDLE 5390	Campus-Level School Law
Session 2 - Mid-March through May	EDLE 5400	Management of School Resources
	EDLE 5630	Organizational Change and School Improvement
Session 3 – June through July	EDLE 5610	School Communications and Public Relations
	EDLE 5650	Professional Development and Supervision
Session 4 – Late August through Mid-October	EDLE 5600	Race, Class, and Gender Issues in Education
	EDLE 5620	Administration and Leadership for Student Educational Services
Session 5 – Mid-October through December	EDLE 5680	Administration of the K-12 Curriculum
	EDLE 5700	Practicum in Educational Leadership

Technical Information and Support Services

The following information has been provided to assist you in preparation for the technological aspect of the course.
- Info on using Blackboard Learn
  http://it.unt.edu/blackboard-learn-information
- Blackboard Learn technical requirements and plugins
  https://bbsupport.unt.edu/TechnicalRequirements

- If you are new to blackboard, see short how-to videos at Blackboard's
  [On Demand Learning Center for Students](#)
- Computer configuration for Blackboard Learn
  http://bit.ly/1n257Qn
- Blackboard Learn Student Videos
  http://bit.ly/1n25daS

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.

Minimum Technical Skills Needed

Navigating and using basic tools of Blackboard Learn
Using email and attaching documents
Creating, saving, and submitting files in DOC and PDF formats
Copying and pasting

Student Technical Support

After logging into Blackboard Learn course, locate the "*UNT Helpdesk*" tab at the top of the
course browser window, which provides links to student resources of technical information and
instruction, and how to contact the Help Desk for assistance.

Please make a note of this information NOW. If you can't log in, contact the UNT
Student Helpdesk.

Email:	helpdesk@unt.edu
Phone:	940-565-2324
Site:	UIT Helpdesk
	Report an Issue

Support Hours

http://www.unt.edu/helpdesk/hours.htm

Monday-Thursday	8am-midnight
Friday	8am-8pm
Saturday	9am-5pm
Sunday	noon-midnight

Technical Emergencies and Advice for Taking Online Exams
- Be mindful of the regular weekly maintenance schedule (11pm Saturdays to 2am
  Sundays) when planning to begin your exams.
- 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.
  Contact the UIT Helpdesk for assistance should you encounter technical problems
  affecting your ability to access or complete a test.
- Log back in immediately and continue. Save your answers often, every few minutes. If
  you experience any issues while taking the exam, you must contact the
  Students Helpdesk immediately so your issue is documented 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.

Additional Support Resources
Links to all of these services can be found on the Academic Support tab at the top of your course site.
- Learn how to forward your EagleConnect mail to a personal email address.
- UNT UIT Helpdesk
  http://www.unt.edu/helpdesk/students/
- Change or update your AMS password (used to log into online courses)
  https://ams.unt.edu/
- UNT Portal
  http://my.unt.edu

UNT Library Information
Off-Campus Users
http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users
On-Campus Users
http://www.library.unt.edu/services/facilities-and-systems/campus-access

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Teacher Education and Administration
Departmental Policy Statements

Ethical Behavior and Code of Ethics: The Teacher Education and 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).
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 www.deanofstudents.unt.edu

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached by email at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648.

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.

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.

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 and 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.

Eagle Connect
All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another email address, visit http://eagleconnect.unt.edu/.

Copyright Notice
Some or all of the materials on this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the UNT Copyright Resources for details.

Accommodation and Access
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester.

Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14 and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Documents are

available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

Cheating and Plagiarism Policy
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.

Ethical Behavior and Code of Ethics
The Teacher Education and Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Course Evaluation
Each course has an opportunity for students to do an evaluation at the end of the class. 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 this evaluation to be an important part of your participation in this class.

Six Student Success Messages
The Department of Teacher Education and 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. 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 and select the link to "8 CFR 214.2(f)" in the table next to "F-1." Paragraph (f)(6)(i)(G)
A Final Rule with clarifications on the restriction can be found in a pdf file located at http://www.immigration.gov/graphics/lawsregs/fr121102.pdf
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.