



## 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](mailto:linda.stromberg@unt.edu)

#### Office Hours:

Tuesdays, 10:00-5:00	Thursdays, 2:00-5:00	Other Dates and Times by Appointment
Matthews Hall, 218P	Matthews Hall, 218P	Matthews hall, 218P

I am also your advisor for the Master's and Principal Certification programs. In addition Marilyn Deuble is the Student Services Coordinator for the Master's and Principal Certification programs. Her contact information is [Marilyn.Deuble@unt.edu](mailto:Marilyn.Deuble@unt.edu)

The teaching Assistant in our program is Inna Dolzhenko, M.S.  
Email: [Inna.Dolzhenko@unt.edu](mailto:Inna.Dolzhenko@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 was honored in 2010 as Outstanding Lecturer in the College of Education and, in 2012, as UNT's Outstanding Online Instructor

## 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

## 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:

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). 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>

**VERY IMPORTANT: Assignment 8, Best Practices Project (Paper) must be submitted 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 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**

### **Texas Principal Certification 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 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.

You can find a list of all nine Texas Principal Competencies (TPC) by going to the link on the course menu.

This course also addresses the standards from the Interstate School Leaders Licensure Consortium (ISLLC). You can see a 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:

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: Synthesis of Instructional Leadership Ideas.

## Course Grades

The course consists of weekly assignments, discussions, and a final project. To make an A in the course, you must achieve points at the A level in **all three** of the following sections: assignments, discussions, and final project. If your score is not at the A level on all three areas, your grade will be averaged with the assignments grade counting twice.

**Assignments:** There are seven weekly assignments (25 points each), making a total of 175 points. The assignments are linked to each week's lesson, and you can also see them by going to *Assignments* in the course menu, except for assignments 5 and 6. These two assignments are in a test format, are accessed through the *Assessments* tab, and are not released 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*, which you will also find on the course menu.

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.

Grading scale for the Assignments:

A	157-175
B	140-156
C	122-139
D	105-121
F	0-104

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

**Discussions:** We will also have **nine** graded **weekly** online discussions. We will have one discussion per week, but in week 1, we have 2 discussions. You must visit the discussion on at least two different days during the week. You have to do your first posting by Wednesday of the week and finish your postings by Sunday at 11:30 p.m. **Do not do your postings before the discussion starts or after it closes.** Notice that each discussion requires you to do an original post and then do 5 more posts. That would make a 6 (total, not for each thread). However, for the highest grade, the rubric notes that you must make more than the required number of posts; so that would mean at least a total of 7. Also. You must respond at least once to each thread in the discussion. **If you do not participate in all of the 9 discussions, the highest grade you can make in the class is a B.** Each discussion is worth 9 points, except for the Week 8, Final project Discussion, which is worth 15 points, and the Getting Acquainted Discussion, which is worth 5 points.

You can 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 completely follow the Discussion Rubric. The Week 8 Final Project Discussion has a separate rubric.

Grading Scale for Weekly Discussions:

<b>A</b>	74-83
<b>B</b>	66-73
<b>C</b>	58-72
<b>D</b>	49-57
<b>F</b>	0-48

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

Do your best writing in discussion postings. Some errors in writing are permissible, but too many interfere with your meaning; so do your best writing. There is a toolbar with the discussions that allow you to do a spell check.

**Final Project:** This is a culminating project, worth 54 points, 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. You will need to submit this project to Turnitin by Tuesday of the 8<sup>th</sup> week and also submit it to tk20. You will also develop a PowerPoint or Prezi presentation that will be submitted to the week 8 discussion.

Grading Scale for Final Project

A	49-54
B	43-48
C	36-42
D	30-35
F	0-29

**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.**

**My Grades:** You will see all of your grades by selecting *My Grades* on the menu. You can also see the comments and feedback by clicking on the little bubble beside your grade.

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

**Pace of the Class/Dropping a Class:** You have to be sure and keep up with the pace of the class. 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). See the UNT registrar's website to determine these dates. See a link to the registrar's office in the *Start Here* section on the page that says *Access Various Services*.

**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](mailto: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. See *Netiquette* in the *Start Here* section.

### **Scholarly Expectations**

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.

### **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.

### **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](mailto: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.

## 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.

## 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.** 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 can get the application from our Ed. Leadership website, and you will find an application on the menu for this course. The internship is a regular 16 week course. Since you will only be taking one course during that semester, you will probably not be eligible for financial aid during that semester.

You should take the TExES either when you do 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 have some time limitations on the time 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 certification plan on file with the COE Student Advising Office and be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-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](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texas](http://www.coe.unt.edu/texas). 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 practice exam is on January 30, and the deadline for signing up is January 24. You have to have a degree/certification plan on file to be able to take the Practice exam.

## 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/osoi/index.php?src=pe\\_comp\\_lit](http://clt.odu.edu/osoi/index.php?src=pe_comp_lit)

Necessary plug-ins: <http://www.unt.edu/helpdesk/bblearn/>

Internet Access with [compatible web browser](#)

Word Processing Software

## **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 accessed through

Email: [helpdesk@unt.edu](mailto: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>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information

<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/>

## **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](http://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](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 & 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.

*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.

*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 & 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](mailto:international@unt.edu)) to get clarification before the one-week deadline.