Syllabus
EDLE 5650 Professional Development and Supervision
Summer, 2018 — June 4 to July 27

INSTRUCTOR CONTACT INFORMATION

Noelle Paufler, Ph.D.
noelle.paufler@unt.edu

Preferred contact method
Assignment clarification questions: Please post questions to the Ask Questions Here discussion (located from the course navigation menu).
Urgent needs: Email me through your Inbox (located on the gray global navigation menu in the course).
Office hours: By request using the Inbox.

Teaching Assistant — Dr. Inna Dolzhenko  Inna.Dolzhenko@unt.edu
Student Services Coordinator — Marilyn Deuble  Marilyn.Deuble@unt.edu

COURSE OVERVIEW

This course emphasizes coaching as an important aspect of professional development and supervision. You will learn communication skills to implement conferences/conversations promoting teacher efficacy and high levels of thinking about instruction and learning. You will apply the skills to goal-setting, problem-solving, planning, and reflection. The course will address feedback and the importance of non-judgmental instructional data. In addition, we will explore some basic ideas for appraisal systems. The course also includes some principles of Human Resources management including guidelines for writing employee documentation.

The first week of the course begins with an overview of the teacher appraisal system in Texas. Limited time in this class does not allow a thorough study of appraisal, but you will learn a little about the main system used in Texas. If you are an out-of-state student, you should be in section 086 of this course. Section 086 offers some alternatives for out-of-state students. If you are not in section 086 and are an out-of-state student, notify marilyn.deuble@unt.edu immediately.

During the first week, you will also study some legal issues and principles of documentation that apply to human resources management.
Chapter 5 of our textbook, *Results Coaching*, explains important coaching/communication skills. Even though the opening chapters are crucial for you to understand the concepts of coaching, one of the important learning outcomes of this course is for you to gain skill in using coaching skills; so, we are going to study one of these skills from Chapter 5 each week for Weeks 2-5 of the class. During the course, one of your assignments will involve your using these skills and reflecting on how you have used them. You can use the skills with colleagues, family members, etc. You will discuss these with me in a Listening and Reflection Log that you can find on the course menu. Listening is one of the main skills you will be practicing.

**Required Materials and Resources**

**Text**


**Other Readings**

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

**Important Requirement: Tk20**

This course has an assessment that you will upload using a course link to the Tk20 electronic portfolio system. Using Tk20 requires a one-time purchase of Tk20. The assignment you will need to submit for Tk20 is in Week 7 of the course, but be sure that you do not wait until just before the assignment is due to purchase Tk20 because activation can take a few days. In addition, if you are also taking EDLE 5610 this summer, it will also have and assignments that must be submitted to Tk20. If you have not already purchased Tk20, use this link to purchase it: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Contact the Tk20 administrator, Alyssa Strong at COE-Tk20@unt.edu or at 940-369-5157 with questions.

**Learning Outcomes**

You will be able to:

1. Use coaching skills, including listening, paraphrasing, questioning, assuming positive intent (positive presuppositions), and giving reflective feedback.
2. Use language to promote growth and problem solving.
3. Apply coaching skills to help others plan, reflect, make goals, and find solutions to problems.
4. Evaluate forms of professional development.
5. Gather and use descriptive (instead of evaluative) data.
6. Write employee documentation following legal and ethical principles.
7. Identify the parts of a corrective/directive/specific incident memorandum.
8. Identify your own strengths in the areas of professional development, supervision, and coaching and plan for your own future professional development.

During the first week of the course, you will see the Texas Principal Domains and Competencies currently tested on the Texas Examination of Educator Standards (TExES). In addition, you will see the new Texas Principal Domains and
Competencies. The TExES deals with the old Domains and Competencies until September 1, 2018. This course addresses many of the Domains and Competencies (currently used and used in the future), but from the currently used competencies, elements of 1, 3, 5, and 6 align with the learning outcomes of this course. In addition, the course addresses the new Domain III, Competencies 5 and 6, on Human Capital. For out-of-state students, national standards guided the development of these Domains and Competencies; so they are aligned with most other states' standards.

**Course Schedule and Textbook Chapters**

You will find explanations of these topics and assignments in other pages of this section and within the week folders. *We will study the material in Chapter 5 throughout the course.*

**Week 1:** Introduction, Appraisal Systems, Legal Issues, Documentation  
**Week 2:** Introduction to Coaching: Coach Leader Mindset (Ch. 1); Listening  
**Week 3:** Intentional Leadership (Ch. 2); Paraphrasing  
**Week 4:** Leader as Coach (Ch. 3); Questioning and Positive Presuppositions  
**Week 5:** Topics: Language (Ch. 4) and Preliminary Submission of Documentation Part of the Instructional Supervision Assignment; Coaching Skills: Coaching Language; Reflective Feedback; Gathering Non-judgmental Data in Classroom Observations  
**Week 6:** Topics: Professional Development and Application of Coaching skills in Conferences/Conversations: Solution focused, Goal focused, Planning focused, Reflection focused (Ch. 6)  
**Week 7:** Topics: Application of Coaching and Supervision Concepts and Skills; Submission of Instructional Supervision Assignment, including Video of Coaching Demonstration and Revised Documentation  
**Week 8:** Reflections and Next Steps (Ch. 7)

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**COMMUNICATING WITH YOUR INSTRUCTOR AND ASKING QUESTIONS**

**Methods of Contact and Finding Answers during the Course**

*Ask Questions Here Discussion*

Have a question about assignment-clarification or any other issues about the course? Ask questions and find answers in the *Ask Questions Here* in *Discussions* located from the *Assignments* link on the course menu. If you ask questions in this discussion, I can answer it so that others in the class can also see the answer. Also, classmates can help as needed. If you have a private question not suitable for others, use the *Inbox* tool on the gray global menu.

**Where and How to Use the Questions Forum**

1. Click the *Assignments* link on the course menu on the left and located the *Discussions* category.  
2. Locate and click to enter the *Ask Questions Here* discussion topic.  
3. Scan the subject lines of your classmates' postings to see if your question has already been asked.  
4. When entering a question, make your subject concise and descriptive.  
5. Feel free to answer your classmates' question you're sure about.
Go to *Discussions* each time you log in and look for and read new postings.

**Announcements**

I'll post announcements of news, updates, reminders, and general feedback throughout the weeks of the course. Each time you login, you'll see the most recent announcement at the top of the *Home* page. Take the time at each login to look for and read these important updates.

**EagleConnect**

When I post an announcement, it will also automatically be sent to you through the EagleConnect Email System. You must activate and regularly check your EagleConnect email account. EagleConnect is used for official communication from the University to students and many important announcements for the Program, University, and College are sent to you via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another email address, visit [http://eagleconnect.unt.edu/](http://eagleconnect.unt.edu/).

**Asking for Help from our Program Teaching Assistant**

Our program teaching assistant, Dr. Inna Dolzhenko, can also help you. She will be listed in many of our courses, but you should contact her through your *Inbox* at Inna.Dolzhenko@unt.edu.

**Communicating with your advisor**

Dr. Linda Stromberg is your advisor, and Marilyn Deuble is our Student Services coordinator. If you have advising questions, use your *Inbox* to contact linda.stromberg@unt.edu or marilyn.deuble@unt.edu.

You can access forms and information about the Master's in Educational Leadership and Principal Certification by clicking on the *Advising and Standards* resources page of the *Start Here* module. You can also get information by going to [edmastersonline.unt.edu/](http://edmastersonline.unt.edu/).

This website has a section called "forms," and you will see a degree/certification plan and an internship application form. You will also see a link called "courses," and you can see our schedule of classes for all of the 8 week sessions.

**HOW ACTIVITIES ARE ORGANIZED**

The course menu contains links to all modules and tools you’ll use in this course.

- The course menu is just to the left of the course content window.
- The gray global menu is on the far left and contains tools for use in all courses, such as your *Inbox, Calendar, and Help*.
- This *Start Here* module at the top of *Modules* holds all course overviews and syllabus info.
• Notice the course is divided by week within Modules; so you always know where to find information about each week's assignments and discussions.

Syllabus

You can located the syllabus PDF from two different areas of the course, which you can save or print, if desired:
1. Within the Start Here module
2. From the Syllabus link from the course menu, which also displays all activities for a grade.

Activities for a Grade

The types of activities you’ll submit for a grade include these four:
• Discussions
• Journals
• Assignments
• Quizzes/Tests

All these activities are visible from several different locations within the course.
1. They all are visible from the Assignments link on the course menu, which can be sorted by date or type.
2. You will find links to each week's activities within each module/week's pages.
3. All activities for a grade are listed on the Syllabus page from the course menu.
4. The global Calendar displays all activities for a grade from all courses by month, week, or day/agenda.

Assignments

• Each assignment has a full description and a rubric giving you criteria for success.
• Most weeks of the course have one assignment, and the assignments are due on Sunday at 11:59 p.m.

Discussions

• The discussions open on Monday morning at 12:01 a.m. and close at 11:59 p.m. on Sunday evening.
• Each discussion must be completed during the weekly time period it is assigned.
• You must make your first posting no later than Wednesday of each week.
• Do not wait until just before the discussion closes to do your postings. Read new postings each time you login, converse with classmates on different days throughout each week, and complete all of a discussion’s postings by Sunday night.

Journal — Listening and Reflection Log

You are required to compose a weekly Listening and Reflection Log in Weeks 2 through 7 of the course. You will access it from a link within each week/module or from the Assignments link on the course menu. You must make one entry each week for Weeks 2-7, and each week's entry is worth 5 points for a total of 30 points. You must make these postings on a weekly basis. You can post any time during the week with the weekly entry due no later than Sunday at 11:59 p.m. These postings are visible to only me, and classmates will not be able to see them.
Quizzes

You will complete two quizzes in Weeks/Modules 1 and 4, which take the place of the composition assignments due in the other weeks. Read the instructions provided in each, and note that you can return to the quizzes multiple times before their due dates and before you click their Submit Quiz buttons.

Calendar

We recommend you use the Month view of the Calendar for the best display of due dates of all required activities. The 11:59 p.m. deadlines don’t display well on the Week view, and it’s possible to miss them. Note that discussion due dates are Wednesdays, which is the deadline each week for your initial post. Each discussion starts on Monday and ends the following Sunday at 11:59 p.m.

Grades

You can see your grades by going to the Grades link on the course menu. It also displays any rubrics provided for Assignments and Discussions, along with instructor feedback. See the course Start Here for links to detailed instructions and video descriptions for full understanding of Grades.

- The Week 7 assignment is a lengthy one that you should work on throughout the semester. In that assignment, you will do a coaching video. You can see Coaching Videos in the Resources on the menu, and each week, you will see more videos demonstrating coaching skills.

POLICIES ABOUT GRADING AND FEEDBACK

Feedback for Assignments and Discussions

- My plan is to return your assignments with feedback within one week of the due date.
- For discussions, I will monitor the discussion while it is going on, but, usually, I won't add postings. I will give you feedback on your grade for the discussion. I also plan to respond to the discussions within one week of the closing of the discussion.
- Each discussion and assignment grade will be based on a rubric. Read the rubrics carefully to see expectations for assignments and discussions. You can see the rubrics at the bottom of the assignments and under the three dots at the top-right of discussions, and you can see the rubric by looking in Grades. If you have a question about your grade, you can compare your submission to the requirements of the rubric. You can also contact me to discuss grades, but be sure you have first looked at the rubric to see where your assignment or discussion would fall on the rubric scale.
- In addition to the rubric, I will add written feedback on most of the assignments and discussions. You will be able to see your grade and feedback for discussions by going to Grades on the course menu.
- Quizzes in Weeks 1 and 4 do not have a rubric, but you will see feedback for each question when you receive your score.
• If I am going to be away from my computer and not able to adhere to the process of returning the assignments within one week, I will notify the class through an announcement or email.

Assignment Due Dates and Late Submissions

• It is very important that you adhere to the due dates for the assignments. You can see the due date for each assignment by using one of the four methods detailed on page five above.
• If you submit an assignment late, you will lose one point for each day the assignment is late.
• Generally, the assignment will close within a few days of the required date, and you will no longer be able to submit the assignment.

Discussion Posting Requirements

• You must make your discussion postings throughout the week and cannot wait until the weekend or you will not receive full credit.
• Once a discussion period ends on Sunday night, you will no longer be able to participate in the discussion. In addition, do not do the postings before the weekly discussion begins on each Monday morning.
• You must participate in ALL of the discussions for this course.

The Final Week

• During the last week of class, adhere carefully to the due dates. Because grades are due right after the closing of the class, during the last week of the course, all assignments and discussions must be submitted by their due dates. The course ends on Friday, July 27, 2018; course work cannot be accepted after that date.

Points for Activities for a Grade

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
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<td>342-380</td>
<td>A</td>
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DESCRIPTION OF THE ASSIGNMENTS AND ASSESSMENTS

1. Listening and Reflection Log — Journal

During the course, we will study strategies for coaching and communication. One of the most important strategies is listening. The goal of this assignment is for you to practice the listening behaviors we are studying. You will tell about the listening situation and the skills you used. Also, you should use the active listening skill of paraphrasing, and you should also try the other skills we are learning about in this class. Beginning in the second week, you must submit the Listening and Reflection Log once per week. You should enter listening experiences and other coaching experiences each week during Weeks 2-7. You should post your entry any time within the week but no later than Sunday at 11:59 p.m. You can find this Listening and Reflecting Log by going to the link on the course menu, and you can find a link to it in each week’s module beginning in Week 2.

2. Quizzes for Weeks 1 and 4

The Quizzes for Weeks 1 and 4 are available from the Assignments section or through the weeks/modules. The assessment is not timed, but you must finish it by the due date (Saturdays at 11:59 p.m.). You can leave the test and come back to it. Be sure to click on Submit Quiz when you are finished. However, do not do that until you are ready to submit. For Week 1, you might have to do some research on a question or two. When you look at your results in Grades, you will need to click on the two little bubbles icon to see the feedback on each question.

3. Assignments for Weeks 2, 3, 5, and 6

You will complete assignments in almost all weeks of the course where you will present information and ideas you learned through the reading assignments and other activities. These assignments are scored with a rubric and are meant to assess your reading and applications of the specific ideas of the course. You can see the rubrics at the bottom of the assignment. The due date is displayed in any location you can see the assignment. For these assignments, there may some questions that you can answer based on common sense and your prior learning; however, the rubric requires you to make specific references to the week's readings and resources.

4. Week 5: Two Directive Memoranda Posted

As a part of the Week 7 assignment for this class, you are going to submit two memoranda dealing with employee discipline and remediation. You will learn about the formats and requirements for employee documentation. We will study documentation in the first week of the class, and in Week 5, you will submit your documentation to classmates so you can share your memoranda and learn from each other. You will need to do your memos and then submit to a discussion. However, you will not be able to see what others have posted until you post your own. You can use the feedback you receive and the ideas you learn from viewing other posts and revise your documentation, if necessary,
when you submit the documentation as part of the Week 7 assignment.

5. Assignment for Week 7, Instructional Supervision Assignment

This assignment is a key assessment for this class. You will submit this by going directly to the Tk20 site. This assignment will give you an opportunity to practice instructional supervision skills. See the explanation of this assignment and the rubric in Week 7. This assignment is comprehensive and involves your observing classes through links to videos, submitting employee documentation, and doing a video of yourself and a colleague or classmate participating in a simulated coaching conversation. You should begin working on this assignment from the beginning of the course.

6. Discussions in Weeks 1, 2, 3, 4, 6, and 8

We will have discussions each week during this course, except Week 7. Each of these discussions (except the discussion for Week 5) is worth 8 points, and you will see a link to a rubric under the three dots in the top-right of each of the discussions. You should make your original post answering the questions no later than Wednesday at 11:59 p.m., and then respond to other classmates’ postings during the week. (To get the highest grade on the discussion, you have to have at least seven posts.) However, please do not do more than 12 posts. The quality of all of the postings must be at a high level according to the rubric.

The discussions last a full week, beginning on Monday and ending Sunday of each designated week. Do not post before a week starts, and do not post after the discussion is over. You must post during the assigned time for the discussion. In addition, you should login and join the discussion several times during the week and make your posts at different days of the week. Make your first posting each week no later than Wednesday and complete all of the postings by Sunday night. The discussions are related to the textbook readings and external resources and activities. Upon completion or near completion of the assigned readings 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, required number of postings, 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 toward the end to engage in a discussion – this should be ongoing. You cannot receive full credit for the discussion if all or almost all postings were done on the last day or two of the week; however, participating at the last part of the week is better than not participating at all.

Late and Missing Assignments

- If you submit an assignment late, you will lose one point for each day the assignment is late.
- Generally, the assignment will close within a few days of the required date, and you will not be able to submit the assignment.

TECHNICAL INFO AND OTHER SUPPORT SERVICES
Course Login Information

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Canvas. To get started with the course, please go to https://unt.instructure.com. 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 Canvas
- Using email and attaching documents
- Creating, saving, and submitting files in DOC and PDF formats
- Copying and pasting
- Creating videos

Student Technical Support Services

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

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

Student Technical Support

After logging into your Canvas course, you can click the Help icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources:

- **Student Helpdesk** — See [contact details](#) or submit a ticket
- **Online Student Resources**
- **Ask Your Instructor a Question** — Questions are emailed to your instructor
- **Search the Canvas Guides** — Find [guides](#) and look up answers
- **Library** — Go to the library site or [ask a question](#)

UIT Student Helpdesk

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

- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- Site: [UIT Helpdesk](#)
  - [Report an Issue](#)

Support Hours

- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 8am-5pm
- Sunday: noon-midnight
Technical Emergencies and Advice for Taking Online 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.
- Save your exam after each answer.
- **Should you encounter technical problems affecting your ability to access or complete a test,** immediately contact the UIT Helpdesk for assistance so they can document the issue with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, Report an Issue online.

More Student Support Services

Links to all of these services can be found on the Academic Support tab at the top of your course site.

- Writing Lab — Graduate Students
- Counseling Services
- Student Legal Services
- UNT Library Information
  Off-Campus Users
  http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users

UNT AND DEPARTMENTAL POLICY STATEMENTS

Course Evaluation

*Student Perceptions of Teaching* (SPOT) is the student evaluation system for UNT implemented to comply with the State of Texas House Bill 2504. Developed and offered by the University of Washington (IASystem®), this proven system offers both online and paper administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio). This system also offers many benefits to obtain an overall assessment of the course and instructor. You will be notified by email toward the end of the course with directions regarding this evaluation. Please respond by completing the evaluation by the stated deadline.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested or approved by the instructor.

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 & 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.

Academic Integrity Standards and Consequences
According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**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) and as outlined in Domain IV: Filling 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).

**Distributed Education Policy Statements**

**Important Notice for F-1 Students**

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

**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

**Copyright Notice**

Some or all of the materials in 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 [Copyright Guide](#) for details.
Student Conduct and Discipline
See this section of the Student Handbook.

EAGLECONNECT

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

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.

**Educational Leadership Program**

This course is part of the Educational Leadership program. To learn more about the requirements of our program, both the Master's Degree and Principal Certification, read the information here, and you can also access more information about our program and support service for students through links on this page. In addition, you can find information on our [program webpage](#), the Blackboard log-in page, the tabs at the top of the pages in this course, the Start here section of this course, the syllabus, the tab for *Advising* on the course menu, and by contacting your advisors: [linda.stromberg@unt.edu](mailto:linda.stromberg@unt.edu) and [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu)

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

You will receive communication through the course, but each UNT student has access to EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the Eagle connect e-mail system.

**Degree and/or Certification Plans**

If you have not already completed a [Masters Degree and/or Cert Plan](#), please complete one now. We are supposed to have one on file for you during your first 8 weeks in our program. This plan is also located under "forms" on the Educational Leadership site. If you are getting a degree and principal certification, check off both at the very top of the form. To get a principal's certificate, you must have a teaching certificate and at least 2 years of experience as the teacher of record in an EC-12 accredited school (or will have the 2 years of experience by the time you complete the courses). In addition, for a principal's certificate, you will need to be able to do an internship in a Texas school. When you are completing the form, just fill out the top of the plan. Do not fill in the courses. We will fill those in as you complete them. Send the plan to [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu)

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

- Marilyn Deuble, Student Services Coordinator for Master's and Principal Certification — [Marilyn.Deuble@unt.edu](mailto:Marilyn.Deuble@unt.edu)
- Dr. Linda Stromberg, Advisor and Coordinator for Master's and Principal Certification — [Linda.Stromberg@unt.edu](mailto:Linda.Stromberg@unt.edu), 940-565-3274

**Dropping a Class**

We hope you do not have to drop a class, but, if you are going to need to do that, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.
See these links [dropping a class](#), for the [calendar for summer AOP (8week2)](#) classes and [rules for dropping a class or classes](#).

You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at marilyn.deuble@unt.edu

**Links to financial aid and scholarships**

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

- [UNT Student Financial Aid and Scholarships](#)
- [College of Education Scholarships](#)
- [Teacher Education and Administration Scholarships](#)

**Graduation**

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

**Graduation Deadlines** — The graduation application for August 2017 has been open since March.

The last Day to apply for August Graduation is June 12, 2017 (next week). Link to [apply for graduation](#). Read information at this link, and you will apply through [my.unt.edu](http://my.unt.edu).

We may remind you about dates, but it is each student's responsibility to follow the graduation application procedures and deadlines.

**Principal Internship, EDLE 5500**

The internship, EDLE 5500, is required for principal certification. It is a full-semester class and is usually your last class. You can graduate with your Master's and then do your Internship, or you can do your Internship while you are still a Master's student. You need to apply for the internship early in the semester before you do the internship.

The **application deadline for fall was March 1 and, for spring, it is October 1**. The application is in the "forms" section on our Educational Leadership website, and here is an application, [Internship Application](#). Almost all of our students do their internship in the school where they are teaching; it consists of doing 160 hours of educational leadership functions. Send the application to [mailto:marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu).

**Texas Examination of Educator Standards (TExES) for Principal**
You will be approved to take the Texas Examination of Educator Standards (TExES) for Principal when you are enrolled in the Internship, usually your last class. We also offer practice examinations here on the UNT campus, and you can take those at any time during your courses. The next Practice Exam is June 24, and the **deadline to sign up for the practice exam is June 18**. Use this [link to sign up](#), and you can also see the other summer dates for the practice exam. **VERY IMPORTANT:** You must have a degree/certification plan on file before you sign up to take the practice examination.

You might have received an email from TEA telling you that you were approved to take the test. However, here at UNT, we require that you are at the very end of your classes and are enrolling in the internship.

**Probationary Principal Certificate:** Very Important: You will not apply for a probationary principal’s certificate until a district HR representative is ready to sign a form saying that the district is offering you a position requiring a principal’s certificate. If this is the case, you start the process by notifying our office, [mailto:linda.stromberg@unt.edu](mailto:linda.stromberg@unt.edu).

We will do some paperwork saying that you have taken enough classes (4 or more) and then send the form to the district where the HR department representative will sign the form saying the district is offering you a position requiring a certificate. Then the HR Representative will send it back to our certification officer here at UNT. However, if you are not taking the internship during the semester you need the probationary certificate, you will have to sign up for an extra course to allow you to be supervised as part of the probationary certificate.

Another important point: If you complete the master's, you should take the do the internship and take the TExES ASAP so you can get the Standard Certificate. We are not allowed to recommend a probationary certificate to students who are not enrolled--so, once you complete the master's, unless you are in the internship, we cannot recommend a probationary certificate.

**INSTITUTIONAL POLICIES**

**ADA Accommodation Statement**

The University of North Texas does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.