UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF TEACHER EDUCATION AND
ADMINISTRATION

EDLE 5680: Administration of the EC-12 Curriculum
Fall 2017

Educational Leadership Program

Core Values and Beliefs: Graduates will have the knowledge, skills, and motivation to accomplish the following:

Lead learning organizations
Engage ethically with the community
Advocate for diversity, equity, and inclusion
Develop theory to practice solutions

Instructor Contact Information

Instructor: Dr. Noelle Paufler, Ph.D.
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Office Phone: 940-565-2024
Office Location: University of North Texas, Denton: Matthews Hall, 218C
Office Hours: Monday (at the UNT New College in Frisco), 2:00 – 5:00 PM,
Wednesday (at UNT Denton), 12:00-3:00 PM, or by appointment

Educational Leadership
Student Services Coordinator: Marilyn Deuble
Email: Marilyn.Deuble@unt.edu

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 now, you will need to do some research and/or interview others.

Required Texts

Alexandria, VA: Association for Supervision and Curriculum Development.

Beaumont, TX: Mometrix.

Other Readings: The course has a number of other required readings in each lesson. In most cases, you
will link to these articles.

**Course Description**

This course addresses curriculum for successful learning in the 21st century. Activities address the development, implementation, alignment, and evaluation of curriculum. In addition, the course considers alignment among curriculum, instruction, and assessment. The course includes theoretical knowledge and real-world applications of learning. Some areas of special emphasis include technology applications, data analysis, and global perspectives.

**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** refers 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,
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.

**Objectives for the Course**

**As a result of your participation in this course, you will be able to do the following:**

1. Identify theories and approaches for curriculum development, alignment, implementation, and evaluation.

2. Evaluate these theories and approaches considering effects on student success and engagement.

3. Identify strategies that can help curriculum leaders ensure that curriculum, instruction, and assessment are aligned.

4. Apply data-analysis skills to identify possible problems in curriculum alignment.

5. Analyze trends and approaches to prepare students for college or career readiness.

6. Evaluate curriculum for its emphasis on 21st-century skills and multicultural perspectives.

7. Evaluate approaches for assessment of student learning.

8. Explain influences on the curriculum implemented in schools—state, national, community, politics, economics, etc.

9. Identify innovations and promising ideas in curriculum.

10. Explain expectations for successful implementation of Texas Principal Competency 4 (below).

**Texas Principal Certification Competencies**

In Texas, schools are implementing new standards for teacher and principal evaluation. The Teacher Evaluation system, T-TESS, is in the beginning stages of implantation. The new system of principal evaluation is now in effect. It is based on new standards. However, at this time, the test for Texas Principal Certification, the Texas Examination of Educator Standards (TExES), has not been revised to reflect the newest standards. Older and newer versions of the standards are similar in the area of curriculum. The TExES addresses nine Texas Principal Competencies. In our Educational Leadership Program, we seek to prepare you for success with all nine competencies. This course addresses many of the competences, but the main one addressed is Competency 4. This competency including the sub-elements below are also addressed as **learning outcomes** of the course.
Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

- Facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.

- Facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.

- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

- Facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.

- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.

- Promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

You can find a list of all nine Texas Principal Competencies by looking at the link in week 1 of the class. The new Texas Principal Standards are now available on the TEA and Region 10 websites (see below):

https://www.region10.org/r10website/assets/File/Texas%20Principal%20Standards%20Handout%2030415.pdf

2015 Professional Standards for Educational Leaders

Our Educational Leadership program also promotes mastery of national standards, specifically the 10 Professional Standards for Educational Leaders. This class specifically addresses Standard 4: Curriculum, Instruction, and Assessment.

- Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic
success and well-being of each student.

- **Standard 2. Ethics and Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

- **Standard 3. Equity and Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

- **Standard 4. Curriculum, Instruction, and Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

- **Standard 5. Community of Care and Support for Students** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

- **Standard 6. Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

- **Standard 7. Professional Community for Teachers and Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

- **Standard 8. Meaningful Engagement of Families and Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

- **Standard 9. Operations and Management** Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

- **Standard 10. School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

The standards are available via the link below:


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### Course Schedule and Learning Outcomes

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Resources and Activities</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rethinking Curriculum for the 21st Century</td>
<td><strong>Activities</strong>&lt;br&gt;Discussion: Building Community&lt;br&gt;Discussion Week 1&lt;br&gt;Assignment Week 1&lt;br&gt;Reflection Journal Week 1&lt;br&gt;&lt;br&gt;<strong>Readings and Resources</strong>&lt;br&gt;The Standards for Principal Evaluation and the Texas Principal Competencies&lt;br&gt;Chapters 1 and 13 in <em>Curriculum 21</em></td>
<td><strong>As a result of your participation in this week’s lesson, you will be able to do the following:</strong>&lt;br&gt;1. Identify critical issues and opportunities in curriculum leadership.&lt;br&gt;2. Apply these issues to your own experiences and share some of your own areas of expertise in curriculum leadership.&lt;br&gt;3. Identify the expectations of Principal Competency 4, the main Principal Competency addressed in this course.</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Activities</td>
<td>Readings and Resources</td>
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</tbody>
</table>
| 2    | Multicultural and Global Perspectives | **Activities**  
Discussion Week 2  
Assignment Week 2  
Reflection Journal Week 2  
**Readings and Resources**  
Chapter 6 in *Curriculum 21*  
Video: *The Danger of a Single Story*  
Article "Multiculturalism; Beyond Food, Festivals, and Folklore"  
Web link to the Dallas Fort Worth Community Alliance  
Articles on Multicultural Curriculum Reform  
“Understanding Curriculum Transformation Q and A. with Paul C. Gorski”  
“Steps toward Multicultural Transformation”  
“Key Characteristics of Multicultural Curriculum”  
Other resources on Curriculum Reform web site  
Survey “The Attitudes toward Multiculturalism” | 4. Identify sources for curriculum and analyze influences on curriculum implemented in schools.  
5. Identify Habits of Mind.  
**As a result of your participation in this week's lesson, you will be able to do the following:**  
1. Analyze your own attitudes and knowledge concerning multicultural perspectives.  
2. Explain the influence of a single perspective on curriculum.  
3. Analyze your own school community and the surrounding communities to determine resources that can help you and others in your school develop multicultural and international perspectives.  
4. Apply concepts from this week's lesson to explain how curriculum can help prepare students for multicultural perspectives and skills for the future.  
5. Identify and Apply the Habits of Mind. |
| 3    | Upgrading the Curriculum and Content | **Activities**  
Discussion Week  
Reflection Journal Week 3  
Data Activity  
**Readings and Resources**  
Chapters 2 and 3 in *Curriculum 21*  
Video presentation by Phil Schlechty  
Read handouts, articles, and websites:  
Working on the Work  
Backward Design  
Universal Design for Learning  
What is Integrated Curriculum?  
Project Based Learning and Problem Based Learning  
Why Project Based Learning?  
Curriculum Evaluation  
Curriculum 21 Resources | 6. Apply the Habits of Mind. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Readings and Resources</th>
<th>As a result of your participation in this week's lesson, you will be able to do the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>New School Versions</strong>&lt;br&gt;Discussion Week 4  Assignment Week 4  Reflection Journal Week 4</td>
<td><strong>Readings and Resources</strong>&lt;br&gt;Chapters 4 and 5 in <em>Curriculum 21</em>&lt;br&gt;The main page and videos about Big Picture Learning Article, “Designing Schools for 21st Century Learners” Site for Designshares and website. Go to the section “Recent Articles” and read at least one of the articles.</td>
<td>1. Explain the relationship of curriculum to schedules, grouping patterns, school organization, and school building design. 2. Evaluate long-term and short term schedules to determine the best support for specific learners. 3. Evaluate various ways of grouping learners to assist them in learning experiences. 4. Determine the best ways to configure faculty to best serve students and assist one another. 5. Evaluate ways that both physical and virtual space can be created and used to support student learning. 6. Identify socio-technology trends that will affect learning in the future. 7. Discuss how schools described in this course can prepare students for college and career success. 8. Apply the Habits of Mind.</td>
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<tr>
<td>5</td>
<td><strong>Principal Competencies; Technology Uses: Powering Up or Powering Down</strong>&lt;br&gt;Discussion Week 5  Data Activity  Reflection Journal Week 5  Practice Questions from the TExES Preparation Manual</td>
<td><strong>Readings and Resources</strong>&lt;br&gt;Chapter 9 in <em>Curriculum 21</em>&lt;br&gt;Pages 53-93 in TExES Principal (068) Secrets Study Guide</td>
<td>1. Identify ways to use technology to help students have a role in the success of the class. 2. Use knowledge and skills associated with the principal's role in the following domains: 1. School-Community Leadership 2. Instructional Leadership 3. Administrative Leadership 3. Demonstrate Instructional Leadership skills, specifically Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment and promote the use of varied assessments to measure student performance. 4. Apply the Habits of Mind.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Media Literacy, Digital Portfolios, and Curriculum</strong>&lt;br&gt;Discussion Week 6  Reflection Journal week 6  Digital Portfolio Assignment (Due in Week 7)</td>
<td></td>
<td>1. Explain the relationship of curriculum to schedules, grouping patterns, school organization, and school building design. 2. Evaluate long-term and short term schedules to determine the best support for specific learners. 3. Evaluate various ways of grouping learners to assist them in learning experiences. 4. Determine the best ways to configure faculty to best serve students and assist one another. 5. Evaluate ways that both physical and virtual space can be created and used to support student learning. 6. Identify socio-technology trends that will affect learning in the future. 7. Discuss how schools described in this course can prepare students for college and career success. 8. Apply the Habits of Mind.</td>
</tr>
</tbody>
</table>
| Maps | **Readings and Resources** | 1. Describe Media Literacy and the development of Media Literacy in Digital Natives  
2. Explain terms that relate to using technology in the 21st century.  
3. Understand the importance of critical thinking in media literacy.  
4. Use a Curriculum Map for organizing curriculum material and supporting critical thinking.  
5. Describe and explain the uses of a digital portfolio.  
6. Create a professional digital portfolio  
7. Apply the Habits of Mind. |
|---|---|---|
| 7 | **Creating Learning Connections with Digital Strategies** | As a result of your participation in this week's lesson, you will be able to do the following:  
1. Learn how to build capacity for critical thinking by using technology in the classroom.  
2. Understand the impact of student relationships and connections in learning.  
3. Describe Web 2.0 tools for collaborative learning.  
4. Analyze the question before deciding on an answer.  
5. Apply the Habits of Mind.  
| **Activities** | Discussion Week 7  
Data Activity  
Reflection Journal Week 7  
Digital Portfolio due |  
**Readings and Resources** | Chapter 12 in *Curriculum 21* |
|---|---|---|---|
| 8 | **Making Learning Irresistible and Evaluating Technological Innovations** | As a result of your participation in this week’s lesson, you will be able to do the following:  
1. Identify Innovative strategies that engage 21st century learners.  
2. Differentiate between technology that serves the instructional setting in new ways and technology that just requires students to do the same things they have always done, but now with computers.  
3. Identify an index to evaluate the use of technology to improve learning, including technology, effective pedagogy, and the potential for whole system change.  
4. Apply the Habits of Mind to Future Learning  
| **Activities** | Discussion Week 8  
Read portfolios of the other students in this week’s discussion and discuss in terms of the Index from Fullan and Donnelly and the ideas from chapter 7.  
Reflection Journal Week 8 | **Readings and Resources** | Chapter 7 in *Curriculum 21*.  
*Alive in the Digital Swamp* (Fullan & Donnelly). |
Course Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Discussions: Weeks 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>6</td>
<td>48</td>
<td>16.0%</td>
</tr>
<tr>
<td>2. Assignments: Scenario Response Papers: Weeks 2 and 4</td>
<td>30</td>
<td>60</td>
<td>20.0%</td>
</tr>
<tr>
<td>3. Digital Portfolio: Week 7</td>
<td>52</td>
<td>52</td>
<td>17.3%</td>
</tr>
<tr>
<td>4. Data Analysis Activities: Weeks 3, 5, and 7</td>
<td>20</td>
<td>60</td>
<td>20.0%</td>
</tr>
<tr>
<td>5. Weekly Reflection Journal: Weeks 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>10</td>
<td>80</td>
<td>26.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>300</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Percentage ranges:** 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F

**Point ranges:** 270-300=A; 240-269=B; 210-239=C; 180-209=D; 0-179 =F

1. **Weekly Discussions:** Select Discussions on the course menu to read about requirements for discussions. Each week has at least one discussion.

We will have eight graded discussions during this course, in addition to the Building Community discussion in Week 1. See the instructions by selecting Discussions on the course menu. Select the link to the guidelines, and you will see a Discussion Rubric. You can also see the rubric in the Start Here section.

The discussion forums are related to the textbook readings and other 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, required number of postings, timeliness of your contributions, and a detailed analysis of linking together theory to application.

One major piece of advice for the discussions... **Do not wait until the end of the discussion to participate. You must do your original postings by Wednesday of each week and complete all postings by Sunday of that same week.**

2. **Scenario Response Papers: Weeks 2 and 4**

All of the readings, activities, and discussions throughout the weekly lessons will give you information and ideas to apply to your responses to these scenarios.
The response to each scenario should be approximately two to three pages, double-spaced. Each answer should use resources studied in class and your own research.

You must demonstrate your ability to attribute sources and develop a reference list. You must include a title page, the paper, and a reference list. Use American Psychological Association (APA) style. Use this APA resource [https://owl.english.purdue.edu/owl/resource/560/05/] linked to the description of the Scenario Response Assignment.

When you complete the assignment, submit it using the Turnitin assignment and create an originality report. After you look at that to see if you have attributed sources correctly, you can revise, if necessary, and submit it again.

The assignment will be evaluated based on your application of specific learning from the course to the scenarios and the quality of your own research into the topics addressed in the scenarios. You will also need to adhere to the highest standards of written communication and academic integrity. You can see a Rubric in weeks 2 and 4 and in the Start Here section of the course.

3. Digital Portfolio: Week 7

For this assignment, you will create a professional digital portfolio of your learning journey during the past year. Tell a brief, but succinct story of your journey and include the process to simulate a formative and summative assessment. Consider your vision and purpose (beyond creating your portfolio for class) in creating your digital portfolio. Who is your intended audience? How will you know if you reached your audience? What technology will you use and how will you address the issues of logistics. Finally, were you able to create the feeling within the portfolio that fits the culture of your classroom, school, personality, and audience?

Include a short reflection with your digital portfolio addressing the questions you considered when creating your portfolio.

Create a PDF of your reflection and digital portfolio to submit using the Assignment link in the left course menu, titled Week 6 and 7 Digital Portfolio. If you create your digital portfolio as a presentation, include a PDF. If you create your digital portfolio as a website, include the link in your reflection document.

Upload your digital portfolio (as a presentation or a link) in the Week 8 Discussion to receive feedback from your classmates (you will need to create a thread to upload your portfolio).

4. Data Analysis Activities: Weeks 3, 5, and 7

These three assignments will help you analyze student performance data for State of Texas Assessments of Academic Readiness (STAAR). The data you will need is provided as part of the activity. You can read about these assignments in Weeks 3, 5, and 7 and by going to the link on the course menu, Data Analysis Activities.

If you submit a scenario response paper, data activity, or the Week 7 digital portfolio late, you
will lose one point for each day the assignment is late. Generally, the assignments and the presentation will close for good within a few days of the required date.

5. Reflection Journal: Weeks 1, 2, 3, 4, 5, 6, 7, 8

During each week of this class, you will participate in a Journaling Assignment. Journaling is a private conversation between you and your instructor as you climb the Metacognitive Staircase and reflect on your awareness and use of the Habits of Mind. Be sure you make an entry each week. Your instructor will respond to your entries in the Journal. You can read a fuller discussion of the Reflection Journal in Week 1.

INSTRUCTOR RESPONSIBILITY AND FEEDBACK

- My role is to guide, support, and assess your learning.
- I've carefully written each of the lessons to share my personal experience and knowledge, and I have inserted my personal voice into my writings as possible.
- I've designed the discussions for learner-to-learner interaction, using methods of peer learning and support. Research shows peer learning and support are superior to one-on-one with an instructor.
- I'll read each of your discussion postings and those of your classmates, but I won’t be responding to every one of them.
- I may contribute to discussions to clarify, encourage, and keep the interactions productive and collaborative.
- I’ll provide periodic announcements on important issues, reminders, or news.
- If you send me a course message, I will respond within 24 hours. In addition, I will grade and give feedback to all assignments, discussions, assessments, and other activities within 7 days of their submission. If circumstances that interfere with these time requirements, I will notify you through a course message or an announcement.

ADVISING INFORMATION

If you have not already submitted a degree/certification plan, submit that right away. You are supposed to submit that within your first semester, and you have to have it on file before you can take the TExES exam or the TExES practice Exam. You can find a copy of the degree plan in the folder on the course menu called Advising Information. Fill out the top part of the plan and write in the courses you have taken. Be sure to check off Principal certification, Master’s Degree, or both. Send the plan to Marilyn.deuble@unt.edu.

If you already have a master’s degree and are just getting principal certification, you may want to contact your advisor at linda.stromberg@unt.edu for certification plan information.

PRINCIPAL CERTIFICATION

To earn a Texas Principal’s certificate, a candidate has to have a master’s degree; complete a principal certification program (for UNT, seven classes, including the internship in a Texas school); have a Teaching Certificate; have at least 2 years as the teacher of record in an accredited PreK-12 school.
(substitute teaching, student teaching; and university teaching will not count for this requirement); and pass the TExES Principal Exam.

GRADUATION

The deadlines for application to graduate are very early. It is your responsibility to apply for graduation. You have to apply even if you are not going to go through the ceremony, and you can find the application by going to www.tsgs@unt.edu and selecting Graduation. The deadline to apply for December graduation was September 9.

PRINCIPAL INTERNSHIP

For the Texas Principal Certificate, you will need to do a one semester principal internship after you have taken all of the AOP classes. You have to apply in advance. The due dates to apply are October 1 for spring; February 1 for summer; and March 1 for fall. Send your internship application to Marilyn.deuble@unt.edu

GRADE OF INCOMPLETE

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, our AOP Student Services coordinator at marilyn.deuble@unt.edu.

PROGRESS IN CLASS/DROPPING A CLASS

If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course messages in the class. If you think you might need to drop the class, be sure you keep track of the last dates you can drop a class and receive a W (Withdrawn) instead of a WF (Withdrawn Failing). You can find these dates on the UNT website (registrar’s office). If, by dropping a class, you will not be enrolled in any classes during an 8 week period, you have to withdraw from the university. You can come back in later. To withdraw, you have to contact the Dean of Students, deanofstudents@unt.edu

If you are dropping a class, be sure you do that through the registrar. Just telling your instructor or the Educational Leadership office that you are dropping is not sufficient. Also, please be aware that dropping classes may affect financial aid. However, if you are going to drop or withdraw, be sure you do it as soon as you know that is what you plan to do. If you stay on the roll until the end, but have not submitted assignments, your instructor may have to give you a failing grade.

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.

TECHNICAL REQUIREMENTS and 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 Bb Learn http://www.unt.edu/helpdesk/bblearn/
Browser requirements http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy http://clt.odu.edu/oso/index.php?src=pe_comp_lit
See short how-to videos at Blackboard Learn’s On Demand Learning Center for Students.

You have access to these resources:

- Locate the “UNT Helpdesk” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- If you’re new to online courses or unfamiliar with the learning management tools, go to the Blackboard Learn Student Orientation. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you for participating in the course.

UIT Help Desk http://www.unt.edu/helpdesk/index.htm

The University of North Texas provides Blackboard Learn technical support. The student help desk may be reached at:

Email helpdesk@unt.edu
Phone 940.565-2324
Hours Monday-Thursday 8am-midnight
       Friday  8am-8pm
       Saturday  9am-5p
       Sunday  8am-midnight

Policy on Server Unavailability or Other Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents you from completing a time sensitive assessment activity, I will extend the time windows and provide an appropriate accommodation based on the situation. You should immediately report any problems to me and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. We will work with you to resolve any issues at the earliest possible time.

As a student, you have access to Blackboard’s On Demand Learning Center for Students and Blackboard Help for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
Being a Successful Online Student
What Makes a Successful Online Student?
Self Evaluation for Potential Online Students
STUDENT ACADEMIC SUPPORT SERVICES

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

- **Academic Resource Center**
  Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

- **Center for Student Rights and Responsibilities**
  Provides Code of Student Conduct along with other useful links.

- **Office of Disability Accommodation**
  ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

- **Counseling and Testing Services**
  CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

- **UNT Libraries**
  Online library services.

- **Online Tutoring**
  Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor’s help.

- **The Learning Center Support Programs**
  Various program links provided to enhance the student experience.

- **Supplemental Instruction**
  Program for every student, not just for students who are struggling.

- **UNT Writing Lab**
  Offers free writing tutoring to all UNT students, undergraduate and graduate.

- **Succeed at UNT**
  How to be a successful student information.

UNT Portal: [http://my.unt.edu](http://my.unt.edu)
UNT Library Information for Off-Campus Users: [http://www.library.unt.edu/services/facilities-and-systems/campus-access](http://www.library.unt.edu/services/facilities-and-systems/campus-access)
UNT Computing and Information Technology Center: [http://citc.unt.edu/services-solutions/students](http://citc.unt.edu/services-solutions/students)
UNT Academic Resources for Students: [http://www.unt.edu/academics.htm](http://www.unt.edu/academics.htm)
Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)

**UNT and Departmental Policy Statements**

*Ethical Behavior and Code of Ethics*: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of
the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfiling 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).

**Submitting Work:** All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Principals are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague or staff. 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 (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit [https://ltc.unt.edu/labs/unt-writing-lab-home](https://ltc.unt.edu/labs/unt-writing-lab-home).

**Disabilities Accommodation:** “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.” Dr. Jemima 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 a class day, please notify your instructor as soon as possible.

**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.

**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. For some of the major assignments in this course, you will submit your assignment to the Turnitin website linked to our class.

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

**Eagle Connect:** All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

**SPOT:** The Student Perceptions of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TK20:** Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: [http://www.coe.unt.edu/tk20-campus-tools](http://www.coe.unt.edu/tk20-campus-tools). Announcements regarding TK20 will also be posted on this website. This class does not have a tk20 assignment, but the other class offered during this session, EDLE 5700, does have assignments that must be submitted to tk20.

**TExES Test Preparation.** The UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Educational Leadership Program, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: [http://www.coe.unt.edu/texes-advising-office/texes-exams](http://www.coe.unt.edu/texes-advising-office/texes-exams). If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TExES) are available at [www.texas.ets.org](http://www.texas.ets.org).
“Ready to Test” Criteria for Principal Certification Candidates. You will be cleared to take the TExES Principal Exam, when you are enrolled in the internship.

Copyright Notice: Some or all of the materials on this course site may be protected by copyright. You may use the materials for the duration of the course only, and may not re-use them for other purposes when the course completes. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu.

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 message

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.