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

COURSE INFORMATION

EDLE 5390: Campus-Level School Law
Spring 2019 8-week Session
Fully Online Course – AOP Program
This course is being taught in CANVAS

TEACHING PHILOSOPHY

This course requires a strong commitment to reading the material prior to participation in discussions, activities, and group projects. It is important to begin each reading assignment as early as possible during each weekly module. You will need to participate frequently and actively in the discussions of each module. The professor will not respond to each individual discussion post or response, rather, the instructor will help guide your learning through comments and questions to you individually or to the group.

REQUIRED TEXTS


COURSE DESCRIPTION

This course provides an introduction to important constitutional, statutory, administrative, and judicial law issues as they pertain to everyday operation of schools. School leaders will learn the legal framework within which education takes place, and how that framework structures the decisions made by campus leaders. Primary emphasis is placed on legal issues facing building-level leaders, with the goal of helping to recognize potential legal problems that might arise in the school and the need to take appropriate action or seek legal advice.

- This course is completely online, with no face-to-face classroom meetings.
- Most class sessions will be devoted to discussing assigned readings.
- PowerPoint presentations will summarize the material and examine new developments.
- Law Review and Notes will provide additional guidance in reviewing the material and will provide weekly assignments that students will complete.
- References to outside readings will highlight current issues presented by experts in the field.
- Individual presentations by lawyers and administrators will be featured each week.

COURSE LEARNING OBJECTIVES

After completing this course, you will be able to:
1. Understand the federal and state legal structure within which schools operate.
2. Identify key education-related provisions of the U.S. Constitution and federal statutes, state constitution and statutes, and administrative regulations.
3. Define and describe the key court rulings that establish school law parameters at the campus level.
4. Analyze how board policies and administrative regulations/directives translate the law into on-the-job requirements.
5. Acquire on-line resources to remain current in changes in the law.
6. Develop a basic legal terminology to decipher materials and participate in law-related discussions.

TEXAS PRINCIPAL COMPETENCIES

Texas Principal Standards

In August 2016, the Texas legislature adopted new Principal Standards, and these new standards are requirements for the evaluation of practicing principals and are to guide principal preparation programs. See a link to these standards in the Advising page of the Start Here module.
Texas Principal as Instructional Leader Domains and Competencies

To achieve Texas Principal as Instructional Leader Certification, you will need to pass the Texas Examination of Educator Standards (TExES) for Principals. This test is aligned with the Principal standards mentioned above and the six Domains and 11 Competencies that guide Principal Preparation Programs. This course, Campus Level Educational Law, focuses mostly on Domain V, Competency 010 and Domain VII, Competency 011. Each of the competencies has descriptive statements. The competencies and accompanying descriptive statements provide the Learning Outcomes of the Course. You can see a complete list of the Domains and Competencies in the Start Here section of the course in the page Advising, Program Information, and Standards.

DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment

B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan

C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants

E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)

F. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

**DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY**

**Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)

B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

This course also addresses parts of other competencies. You can find a list of all 11 Texas Principal Competencies (TPC) by going to this link and looking at the domains and competencies on pages 10-16. [http://www.tx.nesinc.com/content/docs/268PrepManual.pdf](http://www.tx.nesinc.com/content/docs/268PrepManual.pdf)

This course also addresses standards of national accrediting agencies for Educational Leadership programs. See link to these standards in the Start Here module.
Professional Standards for Educational Leaders 2015, adopted by the National Policy Board for Educational Administration (NPBEA) December 2015
https://ccsso.org/sites/default/files/2017-10/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

Our Educational Leadership program promotes mastery of the ten Educational Leadership Policy Standards. The above link will provide access to the full listing of the 10 Professional Standards for Educational Leaders (2015). In this course, we will consider the Professional Standards listed below from Standard(s) 9.

**Standard 9. Operations and Management**

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

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers’ and other staff members’ work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k) Develop and administer systems for fair and equitable management of conflict among
students, faculty and staff, leaders, families, and community.

i) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

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**COURSE ASSESSMENT AND GRADING**

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<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Question Assignments, Weeks 2-6</td>
<td>40 %</td>
<td>5 assignments at 80 pts each</td>
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<tr>
<td>Group Project, Week 7</td>
<td>15 %</td>
<td>150</td>
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<tr>
<td>Class Discussions, Weeks 3-6</td>
<td>25 %</td>
<td>4 discussions at 50 pts each</td>
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<tr>
<td>Group Leadership week</td>
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<tr>
<td>Presentation, Week 7</td>
<td>25 %</td>
<td>1 presentation at 10 pts</td>
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<tr>
<td>Final, Week 8</td>
<td>20 %</td>
<td>200</td>
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<tr>
<td><strong>100%</strong></td>
<td><strong>TOTAL 1000</strong></td>
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**COURSE REQUIREMENTS**

*Reading assignments:* You are expected to read all assigned readings every week.

We’ll look at constitutional issues, as well as state law concerns, and observe how school board policy addresses these factors.

- You may feel uncomfortable at first when reading the chapters. This concern arises because you are also learning a new vocabulary. Typically, you’ll begin feeling comfortable with the subject matter by the third week.

- Read and reread chapters and articles. You will find that the additional reading helps identify material you missed the first time.

- The assignments will be varied and directed to help you understand the material and apply it to real situations.

- You’ll engage in research and apply it to case studies, working with various members of the class. Remember, leadership is a team role and one that you will have support and
Class participation: The format of this class requires active and consistent participation. You will be graded on the level of your participation and on your contributions to class discussions.

Final exam: There will be a final exam during the last week of this course.

COURSE SCHEDULE

The course officially begins on Tuesday of Week 1 and concludes on Friday of Week 8. There are eight weeks in the course. You will find the items for each week (readings, assignments, discussions, etc.) in the course menu on the left side of the course menu.

Due dates for assignments are normally on Sunday night. Your initial discussion postings are due by Wednesday night and conversations end by Sunday night of each week.

Listed below are the areas of focus for each week. The item details will appear within each of the Weekly Assignments from the course menu.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topics</th>
<th>Readings</th>
<th>Discussions</th>
<th>Assignments</th>
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</table>
| 3  | Discrimination Attendance Instructional Issues | Chap. 2 – *Educator’s Guide*  
Russo (2017)  
Dayton & Dupre (2005)  
Lungwitz (2012)  
Kallio and Geisel (2017)  
Week 3 Law Review and Notes and PPT | Class Discussion Religion in Schools | In Progress  
Continue Group Project  
Submit  
Weekly Questions |
| 4  | Student Rights | Chap. 6 – *Educator’s Guide*  
Daniel & McCormick (2009)  
Russo et al (2011)  
Gooden (2017)  
Turner (2012)  
Torres & Stefkovich (2009)  
Week 4 Law Review and Notes | Class Discussion Bullying and Cyberbullying | In Progress  
Group Project  
Submit  
Weekly Questions |
| 5  | Students with Disabilities | Chap. 3 – *Educator’s Guide*  
Crockett (2017)  
de Bettencourt (2002)  
Osborne (2017)  
Watson (2009)  
Paige (2013)  
Week 5 Notes and PPT | Class Discussion Freedom of Expression | In Progress  
Group Project  
Submit  
Weekly Questions |
| 6  | Defamation Student Records Liability | Chap. 9 & 10 – *Educator’s Guide*  
Eichelbaum (no date)  
Gilbert (2009)  
Week 6 Notes | Class Discussion Sexual Harassment | In Progress  
Group Project  
Submit  
Weekly Questions |
| 7  | Teacher Rights | Chapters 4,5,6 – *Educator’s Guide*  
Bathon & Brady (2010)  
Frels (2013)  
Kallio & Geisel (2011)  
Green (2011)  
Alexander (2017) | Class Discussion Leadership PowerPoint (only one group member will submit) | Submit  
Group Project |
| 8  | Final | | | Submit  
Final exam |
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, Canvas. To get started with the course, please go to: https://canvas.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.

How Students Should Proceed Each Week For Class Activities

Read the Start Here section from the course menu, then continue on to Week 1. All assignments, resources, and links to other areas and sites are contained within each week’s folder, each of which are linked from the course menu. Students should access the Canvas course daily for announcements and assignments required for the course.

Communications

Information about the communication tools in the course and how they will be used:

- For all course-related questions, please read this syllabus carefully before seeking assistance.
- For assignment clarification questions, see the link for the Ask Questions Here discussion on the course Home page.
- Use the Inbox tool from the global menu on the far left for all private communications with your professor.

You can expect a response from your instructor within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.

Announcements

Please check the course Announcements at the top of the course Home page each day for updated information and changes.

Collaborative Discussions

See Discussions from the course menu to check the appropriate weekly forum for assigned postings, to review the postings of classmates, and to make postings of your own.

Please extend the receiver of your message the same courtesy you would expect when communicating. Please read and consider the content of the message before responding.
TECHNICAL INFO AND OTHER SUPPORT SERVICES

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
Creating videos

Canvas Information
• Info on using Canvas
  Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide
• Computer specs https://community.canvaslms.com/docs/DOC-10721
  Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

Student Technical Support
After logging into your Canvas course, 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

UNT Student Helpdesk
Make a note of this information now in case of a situation where you can't login to the course.

  Email: helpdesk@unt.edu
  Support Hours
  Phone: 940.565-2324
  Monday-Thursday 8am-midnight
  Site: UIT Help desk
  Friday 8am-8pm
  Report an Issue
  Saturday 9am-5pm
  Sunday noon-midnight

Technical Emergencies and Advice for Taking Online Exams and Quizzes
• 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.
• When possible, compose text offline and copy/paste your answer into the quiz. Canvas will save your exam after each answer.
• Should you encounter technical problems affecting your ability to access or complete a task, 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, they 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.
UNIVERSITY AND TEACHER EDUCATION DEPARTMENTAL POLICY STATEMENTS AND INFORMATION

Changes in Principal Certification

068 TExES
If you have taken and passed the 068 TExES Exam, and you will be finished with requirements for principal certification, including the internship, by August 31, 2019, you will earn the Texas Principal Certificate. The last date to take that test was December 31, 2018. If you have taken the 068 and did not pass it, you can take it though the spring and summer.

268 TExES
If you have not taken the 068 test, you will take the 268 test and your certificate will be called Principal as Instructional Leader. The first administration of that test will be in the summer of 2019. If you finish everything, including the internship by August 31, 2019, you will have all testing requirements completed for the Principal as Instructional Leader certification and will not need to submit the PASL tasks. If you do not finish by that date, see below.

Performance Assessments for School Leaders (PASL)
If you are still working on your program including the internship in the fall of 2019, you will also need to submit artifacts demonstrating your completion of three performance assessments. You can read about these assessments in the Start Here Module on the Advising, Program Information and Standards page. You should start working on these tasks before you begin your internship.

Grades
You can see your grades by going to the Grades link on the course menu. After a grade is posted, you can view your rubric results for your assignment, and can also view comments entered by your instructor on the rubric. We recommend you see the course Start Here for links to detailed instructions and video demonstrations for full understanding of Grades.

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 or serious necessity for an incomplete 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 this form by contacting Marilyn Deuble at marilyn.deuble@unt.edu.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor. Read the Netiquette Guidelines in the How We Communicate section in the Start Here module.
Scholarly Expectations and Academic Integrity
Work submitted for credit must be original work created by the scholar uniquely for this class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the undergraduate level. Read the information about the University Policy Statements on Ethics and on Academic Integrity later in this syllabus.

Eagle Connect Email
You must check your UNT Eagle Connect email regularly. All official correspondence between UNT and students is conducted via Eagle Connect, and it is every student's responsibility to read Eagle Connect Email regularly. Our Educational Leadership Program also sends reminders about deadlines, etc. through Eagle Connect. If you are not checking this email, you may miss important information.

Course Evaluation
Toward the end of the semester, you will receive a link in your UNT Eagle Connect email for the course evaluation. You can also complete the survey at https://my.unt.edu by logging in and selecting SPOT. The Student Perceptions of Teaching (SPOT) is expected for all students of organized classes at UNT. This evaluation provides 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.

Degree/Certification Plans
Be sure to do a degree/certification plan during this course if you have not already completed one. You can find one on the Advising, Program Information, and Standards page in the Start Here module. Just fill out the top of the form and send it to Marilyn.deuble@unt.edu. Do not fill in the courses you have taken or the ones you plan to take. We will fill those in as you take the courses. At the top of the form, check off Master's Degree and Principal as Instructional Leader certification if you are seeking both. Keep a copy of the plan and fill in the courses for yourself as you take them. Not having a degree/certification plan on file can slow down your graduation or certification processes.

If you have a teaching certificate and at least two years of teaching experience (or will have by the end of this program), and you live in Texas so you can do an internship in a Texas school, it would be good to go ahead and apply for the Principal as Instructional Leader certificate, as well as the Master's Degree. Even if you are not planning to be a principal, many administrative jobs require the principal certificate.

Principal as Instructional Leader Certification and the Internship
Many students in the Educational Leadership Program also want to get a Texas Principal as instructional Leader Certificate. VERY IMPORTANT: To get a certificate, you have to have a master's degree; complete a principal's preparation program, including an internship; submit a service record showing at least two years of teaching experience as the teacher of record in an accredited EC-12 school; and have a valid Standard Teaching Certificate. Substitute
teaching, student teaching, or teaching at the college level will not count toward those two years. You can get your Master’s in Educational Leadership without the teaching certificate and the years of experience, but you will not be able to earn the Texas certification. Also, your internship has to be completed in a Texas school. UNT does not offer certification for any other states.

The deadline to apply for the internship is, for the spring, October 1; for the summer, February 1, and, for the fall, March 1. You will find a link to the application in the Start Here module on the page Advising, Program Information, and Standards and by going to the forms tab on our website https://edmastersonline.unt.edu/

The internship is a regular 16-week course. Since you may be taking only one course during that semester, you may not be eligible for financial aid during that semester. If the schedule allows you to take a course during the internship semester, you should only take one extra course along with your internship. The internship is very time-consuming.

Most students do the internship while they are working full time as a teacher. You will develop a plan with your supervising administrator about duties to be performed in the internship. Students do 160 hours of administrative duties during the internship. Sometimes, you may perform administrative duties in semesters before you do the internship. This is a usually a good opportunity for you, but we cannot count those hours because we are required to count only hours when you are in an internship supervised by a university faculty member. This is a strict requirement from the state. If you plan to do your internship in the summer, we allow you to start collecting hours once you have done the internship orientation, about one week before the Internship starts.

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

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

You should take the TExES during your internship. If you are not doing your internship immediately after finishing your degree, you should go ahead and take your test. If you are not going to do the internship right after you finish the master’s, be sure that you do not wait very long because our program requires you to complete it within a year of finishing the degree. Read more about the internship by going to the Internship tab on our website https://edmastersonline.unt.edu/

Graduation
You might not be ready for graduation yet, but, each semester, the deadline to apply is early in the semester. It is your responsibility to apply for graduation. You have to apply even if you are not going to participate in the ceremony. Be sure you have a degree plan on file before you apply for graduation. The deadlines for each semester are very early in the semester. The
Educational Leadership Program office may send out reminders, **but it is your responsibility to adhere to the deadlines for graduation application.** If you are planning to graduate in May, the graduation application window has been open since October and it will close on March 8. There is a link to information about applying for graduation in the *Start Here* section of this course. You can find the application by going to [https://tsgs.unt.edu/new-current-students/graduation-information](https://tsgs.unt.edu/new-current-students/graduation-information) and selecting Graduation.

**Foliotek — ePortfolio Application**
Foliotek is a free to you software data management system (MMS) used in some EDLE classes to assess your knowledge, skills, and dispositions relevant to program standards and objectives. You will use your Foliotek account when you are in the Internship, EDLE 5500, in Administration of the EC-12 Curriculum, 5680, and in some other classes. In addition, you can use the ePortfolio as a repository for assignments that you might want to use for some performance tasks you will submit during the internship to TEA as part of the TExES. **You do not have any required assignments to submit to Foliotek in this class,** but you should register for Foliotek so that you will already be enrolled by the time you need it. Registration codes and tutorials can be found on this site: [https://www.coe.unt.edu/office-educator-preparation/foliotek](https://www.coe.unt.edu/office-educator-preparation/foliotek).

**Progress in Class or Dropping a Class**
You must be sure to keep up with the pace of the class. If you are having difficulties with assignments or the pace of the class, please keep in touch with your instructor through the course *Inbox* on the far-left global menu. If you think you might need to drop the class, be sure you keep track of the last dates you can drop and receive a W (Withdrawn) You can find these dates on the UNT website ([registrar's office](https://www.unt.edu/registration/)). 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. You should notify your instructor, but notifying your instructor or our Educational Leadership office does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar’s office or contacting the office of the Dean of Students through [deanofstudents@unt.edu](mailto:deanofstudents@unt.edu).

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

**Grading and Grade Reporting**
Grading rubrics for all activities for a grade can be found as part of each discussion and 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 teacher or other colleague. 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 offers one-on-one consultation to assist students with their writing assignments. To schedule a live, virtual online tutoring appointment, see https://writingcenter.unt.edu/online-tutoring?cta=section-highlight or call 940-565-2563.

Copyright Notice
Some or all of the materials on this course website may be protected by copyright. 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: https://clear.unt.edu/teaching-resources/copyright-guide.

UNT Career Connect
All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

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. Barbara Pazey 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.

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).

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.

TExES Test Preparation
During the spring of 2019, the practice exams described below are not scheduled for the new TExES 268 test for Principal as Instructional leader through the TExES Advising office, but our program will emphasize some review strategies. To meet state requirements for providing six hours of test preparation for teacher certification candidates, 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). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (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 (e.g., Study Guides for the TExES) are available at Pearson: [http://www.tx.nesinc.com/Home.aspx](http://www.tx.nesinc.com/Home.aspx)

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](https://success.unt.edu). The site contains multiple student resource links and short videos with student messages.
Food/Housing Insecurity
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect his/her performance in the course, is urged to contact the Dean of Students, Suite 409 at the University Union (or by calling 940-565-2648). The UNT Food Pantry is a useful resource for students who may need it. Please visit the website for more details, or feel free to come see me about this: https://deanofstudents.unt.edu/resources/food-pantry

Title IX Services
Sexual discrimination, harassment, & assault: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, stalking, etc. The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT’s Dean of Students’ website offers a range of resources to help support survivors, based on their needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.

University Mental Health Services
UNT recognizes that it is not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this, call 940-565-2333 and/or refer to the following website: https://speakout.unt.edu/content/mental-health-resources

DISTRIBUTED EDUCATION POLICY STATEMENTS
IMPORTANT NOTICE FOR F-1 STUDENTS

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation


The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through
distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

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

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 teacher 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 as Instructional Leader 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 the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

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.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.