Teacher Education and Administration  
EDLE 5620: Administration and Leadership for Student Educational Services

Class Dates: August 29 – October 21, 2016
Delivery method: Fully online
Instructor: R. Jefferson George, PhD, Instructor
Office Hours: By appointment or online using GoToMeeting for a virtual appointment. Physical office hours are Tuesday and Thursday 2:00 pm to 4:00 pm
UNT, Denton, Matthews Hall, Room 218 M Office: 940-565-2836

Please use Course Messages in the course for normal course communication and use email as needed to arrange online meeting time.

Preferred contact method:
Use the Ask Questions Here discussion forum.
Use Messages for in-course email.
For private topics not appropriate for public view, email me at royce.george@unt.edu.

EDUCATIONAL LEADERSHIP PROGRAM

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

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

COURSE DESCRIPTION

This course is designed to investigate the values, theoretical bases, best practices, and challenges for leaders who administer student educational services at the school or district level. It provides a review of federal laws, rules, regulations, and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. An emphasis is placed on students who are educationally disadvantaged because of poverty, language differences, disabilities, interest, and academic performance or lack thereof.
Although unlikely, the syllabus may be modified to meet the emerging needs of the class.

COURSE OBJECTIVES

You will:

- Develop understanding of the legislative history, funding, educational philosophy, and design of a broad spectrum of programs.
- Investigate leaders’ roles in the design and implementation of special programs, i.e. intervention programs such as Response to Intervention (RtI), Special Education, Section 504, bilingual, early childhood, career readiness education, No Child Left Behind, alternative education, and gifted and talented.
- Explore attitudes, beliefs, and misconceptions which result in deficit thinking or low expectations with respect to the design and delivery of instructional programs.

PRE-REQUISITES

EDLE 5300, EDLE 5330, EDLE 5390, EDLE 5400

REQUIRED TEXTS AND RESOURCES

Dubuque, Iowa: Kendall/Hunt.


Peer-reviewed journal articles with topics listed under class session.

Texas Principal Competencies

Our educational leadership program promotes mastery of the nine Texas Principal competencies. These are the competencies identified by our state as essential for school leadership. These competencies are closely aligned with national competencies for educator preparation programs (ISLLC and ELCC).

State Board of Educator Certification (SBEC) Standards for the Principal Certificate:

The following standards are covered in this course:

Learner-Centered Values and Ethics of Leadership (1, 4, 5)
Learner-Centered Leadership and Campus Culture (1, 2, 3, 4, 5, 10)
Learner-Centered Human Resources Leadership & Management (1, 2)
Learner-Centered Communications and Community Relations (1, 2, 8)
Learner-Centered Organizational Leadership and Management (2, 3, 6)
Learner-Centered Curriculum Planning and Development (1, 2, 3)
Learner-Centered Instructional Leadership and Management (1, 2, 3, 6)
Professional Standards for Educational Leadership

The Professional Standards for Educational Leadership replaced the ISLLC Standards used to guide the field of Educational Leadership. A complete list of the Professional Standards is below—the standards emphasized in this class are marked with an asterisk. For the full and detailed explanation of the Professional Standards, please follow this link: Professional Standards for Educational Leadership 2015.

*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.
HOW OUR COURSE IS ORGANIZED

• The Course Menu contains links to the calendar and all content in this course.
• The course menu is on the **left side** of this window.
• This **Start Here** section holds all course overviews and syllabus info.
• Notice the course is divided **by week**, so you always know where to find information about each week's assignments and discussions.

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 *Ask Questions Here* forum in Discussions from the course menu.
• **Use the Messages feature** from the course menu in Blackboard for all private electronic communications with your professor. If for some reason you are unable to use Bb Learn Messages, contact your instructor via email.

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

ASSIGNMENTS

**Overview**

Connecting research and practice is vital to your success as an educational leader. It is not enough to read about and discuss best practices; we must consider how to implement research based best practices at our respective schools/districts in order to maximize the teaching and learning for all students in general, and special populations in particular. The following assignments are designed to develop such understanding.

**Feedback**

In accordance with research-based best practices, and what is expected of educators out in the field, I will provide detailed feedback on the two major assignments (Collaborative Project and Program Narrative and Analysis). Deadlines for feedback on **polished** drafts are noted in the course schedule (p. 5). The idea behind giving feedback to you is . . . your success is my success. Such practice allows you to master content and it is hoped that you will offer your students feedback to enhance their educational experience and success.
Assignments

1) **Discussions (8 weeks x 5 points = 40 points)**

Under each week, chapter discussion questions will be posted to be accessed through Discussion Board on Blackboard Learn (far left column). Questions will come from the weekly readings. Responses should be relevant to readings from the textbook and the peer-reviewed journal articles which you will be required to select through UNT’s electronic resource library. For help with accessing articles from the electronic library, you may contact the college of education librarian, Jo Monahan, at jo.monahan@unt.edu. You will be required to answer the question(s) for each week and respond to at least one colleague for each question. It is highly recommended that you construct your response on a word document and then cut and paste into discussion board. This will help to eliminate errors in grammar, spelling, and punctuation.

2) **Collaborative Project (20 points)**

In collaboration with an assigned group of approximately 4 students, you will create a collaborative content page on Leadership and Equitable Schooling in the context of one program (Special Education, Bilingual Education, Enrichment/Intervention or a program of choice with my approval). This will be written from a leadership perspective. Considerations may include, but are not limited to: leadership oversight, access and equity, quality teaching, relationship building, parent involvement, and professional development. This project may be completed in Word or Google docs (etc.). Then you will need to submit the document as a PDF in the assignment link for your grade and in a Discussion Thread to get feedback from your peers.

3) **Program Narrative and Analysis (40 points)**

You will compile data relevant to the design and implementation of one special program in a district and/or school. Using APA guidelines (6th edition) present a narrative of the program to include: history, budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the school and district level. The data you compile on the special program should be compared to practices identified as most promising in the class readings and 5 additional readings which you will access through UNT’s electronic resources. These readings must be peer-reviewed journal articles. As a whole, this assignment will provide tools for how an educational leader creates the best conditions for students who are educationally disadvantaged due to poverty, language differences, disabilities, interest, and academic performance or lack thereof. Estimated length of paper is 7-10 pages with the end goal of capturing the essence of the content in the most succinct way.

**Grades**

- A = 90-100% of total points
- B = 80-90% of total points
- C = 70-80% of total points (only [1] C is allowed in the program; a 3.0 GPA must be maintained)

*Below 70% is unacceptable for a passing course grade.*
## COURSE SCHEDULE

**Note:** The weekly agenda begins on Monday and concludes Midnight Sunday, except Week 8, which concludes midnight Thursday for discussion and midnight Friday for final paper.

Initial answers to discussion questions are due no later than **Wednesday midnight** of each week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Read Chapters 1 and 2 about the legislative history and current issues regarding Special Education and Section 504 of the Rehabilitation Act of 1973. Access UNT’s <a href="#">library electronic sources</a>, choose and read relevant peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Introduce yourself; answer discussion questions for Week 1; begin Collaborative Project; begin Program Narrative and Analysis</td>
</tr>
<tr>
<td>2</td>
<td>Read Chapters 3 and 4 about Title 1/No Child Left Behind and Ensuring Success for Migrant Students, respectively. Do some fact-finding on the ESSA (the latest reauthorization) and how it differs from No Child Left Behind (NCLB). Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions for Week 2; Continue work on Collaborative project and Program Narrative and Analysis</td>
</tr>
<tr>
<td>3</td>
<td>Read Chapters 5 and 6 about Academic Preparation, Enhancement, and Intervention Programs as well as Career Readiness Education. Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions; continue work on Collaborative Project and Program Narrative and Analysis. Submit polished drafts of Collaborative Projects by Friday noon for feedback.</td>
</tr>
<tr>
<td>4</td>
<td>Read Chapters 7 and 8 about Achieving Equity through Enrichment: Bilingual Education and Early Childhood/Early Childhood Special Education. Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions; continue to work on Collaborative Project and Program Narrative and Analysis. Finalize and submit Collaborative Project by Sunday midnight.</td>
</tr>
<tr>
<td>5</td>
<td>Read Chapters 9 and 10 about Programs for Gifted and Talented Students and Counseling. Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions Week 5; continue to work on Program Narrative and Analysis.</td>
</tr>
<tr>
<td>6</td>
<td>Read Chapters 11 and 15 about Alternative Education Programs and Response to Intervention. Continue to access UNT’s <a href="#">library electronic resources</a>, choose, and read peer-reviewed journal articles in preparation for your Program Narrative and Analysis Paper due week 8.</td>
<td>Answer discussion questions for Week 6; continue to work on Program Narrative and Analysis. Feedback will be given on polished drafts of Program Narrative and Analysis if submitted by Friday noon of week 7.</td>
</tr>
<tr>
<td>Week</td>
<td>Assignment</td>
<td>Due Date and Instructions</td>
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<tr>
<td>7</td>
<td>Read Chapters 12 and 13 about Teacher Leaders and Accessing Central Office Resources</td>
<td>Answer discussion questions for Week 7; continue work on Program Narrative and Analysis. Turn in polished draft of Program Narrative and Analysis by Friday noon for feedback.</td>
</tr>
<tr>
<td>8</td>
<td>Read Chapter 14 on Student Activities</td>
<td>Answer discussion question for Week 8; complete and submit Program Narrative and Analysis Paper by Friday midnight. Provide your reflection on the course in Discussion #9 by Thursday midnight.</td>
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**RUBRICS**

**Discussion Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge, understanding, and relevance of content to the profession. Enhances classmates’ knowledge and understanding in a thoughtful and relevant manner. (3 points)</td>
<td>Posts and responses show little evidence of knowledge, understanding, or relevance of content. Posts don’t attempt to encourage responses and reflections from classmates, or responses don’t take the discussions deeper.</td>
<td>Posts and responses show evidence of knowledge, understanding, and relevance of content. Posts attempt to elicit responses and reflections from other learners, and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts and responses show evidence of knowledge, understanding, and relevance of content, and include additional information to enhance learning. Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
</tr>
<tr>
<td>Posts at desired intervals and in appropriate quantities (2 points)</td>
<td>Does not submit at least one post early in the week and/or does not submit at least two responses to classmates on different days during the week.</td>
<td>Submits at least one post early in the week and submits at least two responses to classmates on different days during the week.</td>
<td>Submits two or more thoughtful posts early in the week and more than two responses to classmates on different days throughout the week.</td>
</tr>
</tbody>
</table>
Collaborative Project Rubric

This class will use Collaborative to foster collaborative investigation on the role of educational leaders in fostering equity and access for special populations. Collectively, you will create a Collaborativepedia on a selected topic (Special Education, Bilingual Education, Enrichment/Intervention, or a topic of choice approved by instructor).

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
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<tbody>
<tr>
<td>CONTENT (5 points)</td>
<td>Does not provide any original ideas and lacks objectivity. Provides little to no understanding of topic and fails to explain ideas clearly. Lacks supporting evidence.</td>
<td>Provides original ideas with a minimum of personal bias. It provides moderate amount of insight and understanding. Explains most ideas clearly and concisely with supporting evidence.</td>
<td>Provides a fresh and balanced perspective on the topic. It is comprehensive, reflective, and explains ideas clearly. Presents information in an appealing and appropriate manner for the intended audience.</td>
</tr>
<tr>
<td>ORGANIZATION/TEXT LAYOUT (5 points)</td>
<td>Fails to provide consistent organizational structure. Makes no use of headings, fonts, bullet points, and white space to enhance visual appeal and readability.</td>
<td>Uses an organizational structure which groups some but not all, related information, defines specialized vocabulary and/or provides a table of contents. Makes occasional use of headings, fonts, bullet points, white space to enhance visual appeal.</td>
<td>Uses a consistent organizational structure that includes grouping related information, defined specialized vocabulary and/or provides a table of contents. Makes frequent and effective use of headings, fonts, bullet points, and white space to enhance content for appeal and increased readability.</td>
</tr>
<tr>
<td>GRAPHICS AND MULTIMEDIA, CITATION, AND WRITING MECHANICS (5 points)</td>
<td>Does not include any links, or links selected are of poor quality. Connects to outdated sources or uses low quality graphics which do not enhance content. Numerous errors in grammar, spelling, which are distracting and require major revisions. Does not cite any sources.</td>
<td>Includes links to websites or documents, but not all links enhance the information presented. Selects graphics or multimedia which are mostly quality and enhance and clarify content. Most sources are cited accurately and support the credibility and authority of information. Edits text with minor editing required.</td>
<td>Includes links to websites or documents that enhance the information presented. Selects high quality graphics and multimedia to enhance content. Acknowledges all image and multimedia with captions or annotations. Accurately cites all sources of information using APA style. Edits text with no errors in grammar, punctuation, and spelling.</td>
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</table>
### Special Program Narrative and Analysis Rubric

<table>
<thead>
<tr>
<th>Section/Points</th>
<th>Requirements</th>
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<tbody>
<tr>
<td><strong>Format and Grammar</strong></td>
<td>Paper follows guidelines established in the APA Style Manual (6th ed.). All required sections are included and paper is free of grammar, punctuation, and spelling errors.</td>
</tr>
</tbody>
</table>
| **Content**          | **District Content**: Brief background of district/school, community, mission, and vision  
                        Special Program Content:  history, budget, student population, staffing, curriculum and instruction, coordination, monitoring and evaluation at the district level and any data that can be gathered about the population through Texas’ data system.  
                        Delineate areas of strengths and challenges for a special program within the context of course readings and peer-reviewed journal articles.  
                        When analyzing and/or evaluating the program, claims must not include any subjectivity. All statements made about the program should be objective, and substantiated by evidence. Analysis should be based on research gleaned from the text and/or peer-reviewed journal articles. |
| **References**       | Provide research citations for key elements of evidence and facts which support issues. Articulate relevance of peer-reviewed journal article with respect to the special program as opposed to simply summarizing results of the literature.  
                        **Note**: Students must select at least five peer-reviewed journal articles that relate to the special program.                                                                 |
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 Blackboard Learn
http://www.unt.edu/helpdesk/bblearn/

Computer and Internet Literacy

Internet Access with compatible web browser

System and browser requirements

Computer and Internet Literacy

Plug-ins and download instructions for accessing course materials and resources

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.

Review the Blackboard Learn Student Orientation
Students should review the orientation to learn how to navigate the course and use tools. Locate the Blackboard Learn Student Orientation at the bottom of the list of registered courses after logging in.

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 Blackboard daily for announcements and assignments required for the course.

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

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

http://www.unt.edu/helpdesk/hours.htm
Monday-Thursday  8am-midnight
Friday         8am-8pm
Saturday      9am-5pm
Sunday      noon-midnight

Technical Emergencies and Advice for Taking Online Exams

- Be mindful of the regular weekly maintenance schedule (11pm Saturdays to 2am Sundays) when planning to begin your exams.
- Avoid using a wireless connection for exams unless you're certain of its reliability.
- Take exams using a supported web browser on a desktop or laptop rather than using an iPad. If using an iPad, we recommend the Chrome browser.
- Contact the UIT Helpdesk for assistance should you encounter technical problems affecting your ability to access or complete a test.
- Log back in immediately and continue. Save your answers often, every few minutes. If you experience any issues while taking the exam, you must contact the Students Helpdesk immediately so your issue is documented with a helpdesk ticket number.
- If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with a ticket number that you can provide to your instructor as verification.
- When staff is unavailable, report an Issue online.

Student Support Services

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

- Learn how to forward your EagleConnect mail to a personal email address.
- UNT Computing and Information Technology Center:
  http://citc.unt.edu/services-solutions/students
- Change or update your AMS password (used to log into online courses)
  https://ams.unt.edu/
- UNT Portal
  http://my.unt.edu
- UNT Library Information for Off-Campus Users:
  http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users
- UNT Computing and Information Technology Center:
  http://citc.unt.edu/services-solutions/students
- On-campus computer Labs and hours:
  http://www.gacl.unt.edu/
COURSE POLICIES

Assignment Policy
Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word format and submitted by using the “Submit” button at the end of each assignment.

Late Work
Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor when late submissions are anticipated.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

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 professor.

Incompletes
If a student wishes to request a grade of “incomplete,” the student must:
- Submit the request in writing as soon as possible during the semester.
- Submit the request to the instructor at the instructor’s address above.
- Discuss the request with the instructor immediately by phone or email.

No requests will be considered later than one week prior to the final exam, unless a serious interruptive event occurs within that time period. It is within the instructor’s sole discretion to grant such a request. Please see the “grading system” section of the current UNT undergraduate or graduate catalog for details. Students who receive an “incomplete” must complete the course not later than one calendar year thereafter to avoid automatically receiving a failing grade.

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: http://copyright.unt.edu/content/unt-copyright-policies.

Attendance Policy
Students who attend classes regularly typically experience greater success than those students who do not attend regularly. Students must be present and fully engaged in each mandatory exercise to receive credit. Information about the University of Texas’ Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5
Administrative Withdrawal
Students may add this course or withdraw in accordance with the University’s policy currently in effect.

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 students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: vista@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UNT AND DEPARTMENT POLICIES

Student Conduct and Discipline
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy
Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidences involving major violations. You will find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

Information on the services provided by the ODA as well as application procedures is available at http://www.unt.edu/oda/index.html. You may also contact them by phone at 940.565.4323. Information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Student Behavior in the Classroom
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 may refer the student to the Center for Student
Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**Important Notice for F-1 Students taking Distance Education Courses:**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at [http://ecfr.gpoaccess.gov](http://ecfr.gpoaccess.gov). The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: [http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT](http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT)

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 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 Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.
RESOURCES


Texas Association of School Administrators (TASA): http://www.tasanet.org/

Texas Education Agency (TEA): http://www.tea.state.tx.us/

University of North Texas Library (peer-reviewed journal articles): http://www.library.unt.edu/


BIBLIOGRAPHY


The Syllabus may be changed or modified by the instructor as needed.