

**Educational Leadership Program**

**EDLE 5600 Race, Class, and  
Gender Issues in Education**



***Monday, August 27 – Friday, October 19***

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**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

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**COURSE DESCRIPTION**

This course provides a firm foundation of knowledge and insight on race, class, and gender issues in our society. This foundation also includes discussions on LGBTQ issues and education of a diverse student population. The theoretical base of EDLE 5600 draws upon research from all behavioral sciences. The intent of every class module is to challenge students to think and talk about issues that each must consider as citizens and educators in a multicultural society. It is hoped that students will leave the course with a clarity of understanding of human differences and the role they play in interpersonal and intergroup relations.

## Purpose of the Course

This course is designed to promote the development of culturally proficient teachers and school and district leaders who have the knowledge and ability to promote the success of a diverse student population.

## Student Outcomes

### At the end of this course, you will be able to do the following:

- Identify, describe, and give examples of the complex relationship among cultural norms and standards, individual attitudes and behaviors, and institutional policies and procedures

### Specifically, you will be able to identify, describe, and discuss:

- The influence of *cultural norms* and standards and how these norms and standards are reinforced by individual attitudes and behaviors, as well as institutional policies and procedures
- The influence of *individual* attitudes and behaviors and how these attitudes and behaviors are reinforced by cultural norms and standards, as well as by institutional policies and procedures
- The influence of *institutional* policies and procedures and how these policies and procedures are reinforced by cultural norms and standards, as well as individual attitudes and beliefs

The student outcomes for this course are based on national standards, Professional Standards for Educational Administration, and state standards, the Texas Domains and Competencies for Educational Leaders. The Domains and Competencies specifically identify skills and knowledge that an entry-level principal should possess.

You can find the six Domains and eleven Competencies required for Principal Preparation Programs in Texas by looking the *Start Here* section of this course on the page *Advising and Standards*. The Domains and Competencies guide all of the courses in our Educational Leadership Program and the Texas Examination of Educator Standards (TExES).

## Domain and Competency Addressed in this Course

This course addresses a number of the Texas Domains and Competencies, but the one most important for this class is **DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY Competency 11: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

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

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

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

## Required Books

- Koppelman, K. L. (2014) *Understanding human differences: Multicultural education for a diverse America* (5th ed.). Boston, MA: Pearson.
- Kozol, J. (1995) *Amazing grace: The lives of children and the conscience of a nation*. New York, NY: Crown Publishers, Inc.
- Meredith, D. (2013). *The color of lies*. New York, NY: Wild Women's Publishing.
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## INSTRUCTIONAL DELIVERY AND EXPECTATIONS

EDLE 5600 as a 100% online course is delivered through the University of North Texas' Canvas learning management system. This course requires a strong commitment to reading the material, completing all assignments, and participating in all discussions throughout each week. Begin each week's assignment and discussions as early in the week as possible. All students are expected to participate throughout each week and on different days for each collaborative assignment and discussion. I will not respond to each individual postings, but instead will help guide the class through comments and questions.

### Assignments

All assignments are to be completed no later than 11:59 pm on the evening of the due date. Points will be deducted from late assignments. No work will be accepted after the last day of the course. Make up work will not be provided. Activities for grades include written assignments, surveys, discussions, journal entries, and quizzes. See details on the pages that follow for *Grading* and the *Weekly Calendar of Assignments*.

Pay very careful attention to the rubrics for all discussions and written assignments.

### Late Assignments

All assignments are due on Sunday by 11:59 pm, except in Week 8, which ends on Friday. Written assignments carry a value of 20 points. Assignments that are submitted late will lose points. One point will be deducted from the total points for each day the assignment is late. Therefore, an assignment submitted on Monday will lose 1 point. An assignment submitted on Tuesday will lose 2 points. An assignment submitted on Wednesday will lose 3 points. An assignment submitted on Thursday will lose 4 points. An assignment submitted on Friday will lose 5 points. An assignment submitted on Saturday will lose 6 points. An assignment submitted late on the following Sunday will lose 7 points. If there are issues with content and writing, points will be deducted from the remaining points. On the 8<sup>th</sup> through the 14<sup>th</sup> day late, assignments will be assessed at one-half the value of the assignment. No assignment will be accepted from the 15<sup>th</sup> day onward. If there are extenuating circumstances, contact me for permission to submit an assignment after the 14<sup>th</sup> day.

## Access and Login Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. Access the course at <https://canvas.unt.edu>.

You will need your EUID and password to log in to the course. If you don't know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

## How to Proceed Each Week for Class Activities

- Begin participating in the weekly discussions each Monday morning and make initial postings no later than Wednesday of each week (no later than Friday in Week 1), and ideally log in no less than every other day.
- Check for *Announcements* and for email in your Canvas *Inbox* regarding the course.
- Complete all assignments no later than 11:59 p.m. on their due dates, which is typically Sunday of each week, except Week 8, which ends on Friday, October 19.

## Communications

Review this information about the communication tools in the course and how they will be used:

- Inbox — Check for messages I send, both individual and collective, on a daily basis. All announcements for the Program, University, and College are sent to your UNT *EagleConnect* email account. See information about [how to receive course notifications at a different email address](#).
- Questions — For all course-related questions, please read this syllabus carefully before seeking assistance. Ask questions in the discussion *Ask Questions Here*. For private questions, use your Canvas *Inbox* on the far left global menu. You can expect a response from me within 24-hours of sending a message.
- Announcements — Please read all *Announcements* for updated information and changes. You will see them at the top of the *Home* page each time you log in, in addition to receiving them in email.
- Office hours — You may make an appointment to conference with me via the *Conferencing* feature in the course, or other mutually agreeable method.

Please extend to the receiver of your messages the same courtesy you would expect when communicating. Please read and consider the content of the message before responding. Profanity and insults will not be tolerated.

## Course Evaluation

Toward the end of the term, you will be asked to complete the UNT SPOT — *Student Perceptions of Teaching* evaluation. The University will email you via your UNT *EagleConnect* email account with a link to the form. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment anonymously 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 and the course design. I appreciate your time and effort in completing the Course Evaluation.

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## TECHNICAL INFO AND OTHER SUPPORT SERVICES

### Minimum Technical Skills Needed

Navigating and using basic tools of Canvas  
Using email via the Canvas *Inbox* and attaching documents  
Creating, saving, and submitting files in DOC and PDF formats  
Copying and pasting  
Creating and posting videos

### Canvas Information

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

*Library* — Go to the library site or [ask a question](#)

### UNT Student Helpdesk

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

Email: <a href="mailto:helpdesk@unt.edu">helpdesk@unt.edu</a>	<b>Support Hours</b>	
Phone: 940.565-2324	Monday-Thursday	8am-midnight
Site: <a href="#">UIT Help desk</a>	Friday	8am-8pm
<a href="#">Report an Issue</a>	Saturday	8am-5pm

## 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.
- 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, 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.

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## SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the student for the class.

- It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor.
- It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action.
- All assignments should be written in scholarly and grammatically correct language.
- Cite all sources of information using [APA Manual 6<sup>th</sup> edition](#).
- Please review the rubric for each assignment prior to submission.
- Every effort should be made to connect comments to course materials.
- Conversational language within each discussion is permissible but should also be grammatically correct.

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## GRADING

### Course Activity Point Values

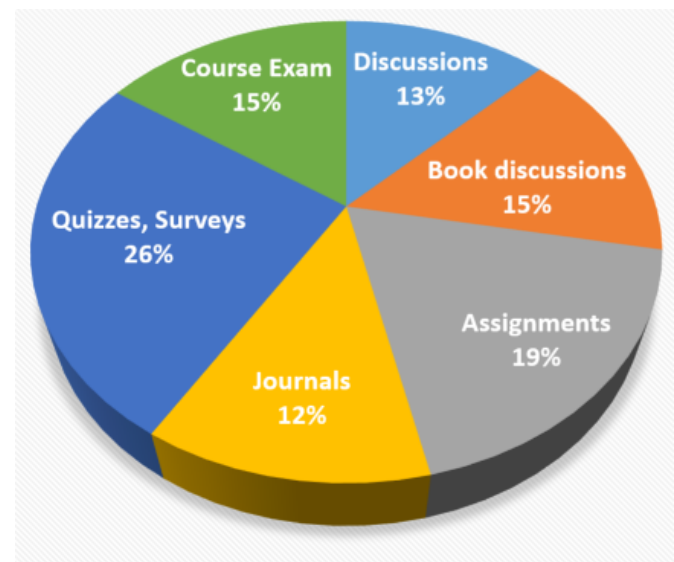
Activity	Points Each	Total Points
Get Acquainted Discussion	10	10
Discussions: Weeks 1, 2, 4, 5, 6, 8	12	72
Book Discussions: Amazing Grace, The Color of Lies	50	100
Assignments: Weeks 1, 2, 3, 4, 6, 7	20	120

Weekly Journals	10	80
Syllabus Quiz	10	10
Clarification Exercise	13	13
Survey: Testing Knowledge	10	10
Chapter Quizzes x 9	15	135
Course Exam	100	100
<b>Total</b>		<b>650</b>

## Grades

My grade center indicates there are a total of 650 possible points. Grades will be determined consistent with the scale provided below.

Total Percentage	Total Points	Letter Grade
90-100%	585 - 650	A
80-90%	520 - 584	B
70-80%	455-519	C
Below 70%	390 - 454	F



## WEEKLY CALENDAR OF ASSIGNMENTS

Assignment	Points	Submission Location	Due Date
<b>Module One: Clarifying Beliefs, Values, and Language</b>			
Module One Student Outcomes Upon Completion you should be able to: <ul style="list-style-type: none"> <li>Define and differentiate between attitudes, beliefs, and values</li> <li>Describe and evaluate the methods through which values are taught</li> <li>Recognize the impact of attitudes, beliefs, and values on individual behavior</li> </ul>			

Syllabus Quiz	10	Assignments: Quizzes	Week 1
Begin reading <i>Amazing Grace</i> Read Chapter 1 in the required text Read the article, <i>Leading with the hearts and minds</i>			Week 1
Answer the 3 Critical Thinking Questions on the article Interview Your Principal Regarding Personal Values	20	Assignments	Week 1
Discussion – Beliefs and Values about Neighborhoods	12	Assignments: Discussions	Week 1
Discussion – Get Acquainted	10	Assignments: Discussions	Week 1
Journal Entry - A Biased Judgment	10	Assignments: Journals	Week 1
Chapter Quiz	15	Assignments: Quizzes	Week 1
<b>Assignment</b>	<b>Points</b>	<b>Submission Location</b>	<b>Due Date</b>
<b>Module Two: Understanding Prejudice and Its Causes</b>			
Module Two Student Outcomes Upon completion of the learning activities for this week, you should be able to:			
<ul style="list-style-type: none"> <li>• Define prejudice</li> <li>• Discuss the consequences and causes of prejudice</li> <li>• Analyze the ways in which prejudice is perpetuated</li> </ul>			
Read Chapter 2 in the required text Read 2 articles on Speaking Up Read Case Entitled <i>A New Student and A Lesson in Geography</i> Finish reading <i>Amazing Grace</i>			Week 2
Speaking Up Critical Thinking Questions	20	Assignments	Week 2
Clarification Exercise	13	Assignments: Quizzes	Week 2
Discussion – A New Student & A Lesson in Geography	12	Assignments: Discussions	Week 2
Journal Entry – Prejudices you possess	10	Assignments: Journal	Week 2
Chapter Quiz	15	Assignments: Quizzes	Week 2
<b>Assignment</b>	<b>Points</b>	<b>Submission Location</b>	<b>Due Date</b>
<b>Module Three: Cultural, Individual, and Institutional Racism</b>			
Module Three Student Outcomes: Upon completion of the learning activities for this week, you should be able to:			
<ul style="list-style-type: none"> <li>• Describe how oppressions currently experienced by members of diverse groups</li> <li>• Identify practices of overt and covert institutional racism</li> <li>• Analyze and evaluate the consequences of ongoing individual racial prejudice</li> </ul>			
Read Chapter 8 in the required text Read article on racism and white privilege Read <i>Juliette Hampton Morgan: A White Woman Who Understood</i>			Week 3
Answer the critical thinking questions on the articles	20	Assignments	Week 3



Participate in the Discussion of Amazing Grace	30	Assignments: Discussions	Week 3
Journal Entry — Experiences with someone different	10	Assignments: Journal	Week 3
Chapter Quiz	15	Assignments: Quizzes	Week 3
<b>Assignment</b>	<b>Points</b>	<b>Submission Location</b>	<b>Due Date</b>
<b>Module Four: Income Disparities in the United States</b>			
<p>Module Four Student Outcomes: Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Identify ways in which American cultural values have had a historically negative influence on individual perceptions of poor people</li> <li>Describe how the Great Depression and demands for federal involvement have affected the ways in which we address problems of poverty</li> <li>Analyze and explain how institutions contribute to the exploitation of the poor</li> <li>Evaluate your own attitudes and examine myths regarding individuals who receive some government assistance</li> </ul>			
Read Chapter 9 in the required text Read <i>Understanding &amp; Working with Students &amp; Adults from Poverty</i>			Week 4
Answer the critical thinking questions based on the article	20	Assignments	Week 4
Discussion – Chocolate Bar Fundraiser	12	Assignments: Discussions	Week 4
Journal Entry – Personal biases on poor students	10	Assignments: Journal	Week 4
Chapter Quiz	15	Assignments: Quizzes	Week 4
<b>Assignment</b>	<b>Points</b>	<b>Submission Location</b>	<b>Due Date</b>
<b>Module Five: Cultural, Individual, and Institutional Sexism</b>			
<p>Module Five Student Outcomes Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Recognize and analyze the sexist messages inherent in everyday words and phrases</li> <li>Suggest nonsexist alternatives to language that has historically promoted sexist cultural attitudes</li> <li>Describe the nature of violence against women in the United States</li> <li>Identify institutional sexual inequities</li> </ul>			
Read Chapter 10 in the required text Begin reading <i>The Color of Lies</i> Read the 2 articles on accountable language & sexism			Week 5
Complete <i>Analyzing Sexist Language</i> exercise	15	Assignments	Week 5
Discussion - accountable language & sexism	12	Assignments: Discussions	Week 5
Journal Entry – treatment of women in the U.S.	10	Assignments: Journal	Week 5
Chapter Quiz	15	Assignments: Quizzes	Week 5

Assignment	Points	Submission Location	Due Date
<b>Module Six: Immigration and Language Diversity</b>			
<p>Module Six Student Outcomes</p> <p>Upon Completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Identify the historic attempts that have been made to curb immigration to America</li> <li>Describe the quasi-science of eugenics used to justify anti-immigration efforts through the early 20<sup>th</sup> century</li> <li>Describe the reform of immigration laws in 1965, which led to a dramatic increase in ethnic diversity</li> <li>Discuss and illustrate the issues stemming from increased cultural and linguistic diversity</li> </ul>			
Finish reading <i>The Color of Lies</i> Read Chapter 4 in the required text Read <i>Injustice on Our Plates</i> Read <i>Language, Diversity and Learning</i> Read <i>English Only</i>			Week 6
Answer the critical thinking questions for Injustice on Our Plates	10	Assignments	Week 6
Answer the critical thinking questions for Language, Diversity and Learning	10	Assignment Area	Week 6
Discussion – English Only	12	Assignments: Discussions	Week 6
Journal Entry – Sara’s profile	10	Assignments: Journal	Week 6
Chapter Quiz	15	Assignments: Quizzes	Week 6
Assignment	Points	Submission Location	Due Date
<b>Module Seven: The Transformation of LGBTQ issues from Deviant to Different</b>			
<p>Module Seven Outcomes</p> <p>Upon Completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Describe the historical influences shaping European and American LGBTQ bias</li> <li>Describe the myths that have emerged as a result of European and American LGBTQ bias</li> <li>Identify examples of institutional discrimination against LGBTQs</li> </ul>			
Read Chapter 11 in the required text Read the articles listed below: <ul style="list-style-type: none"> <li>5 Steps to Safe Schools that Support LGBTQ Students</li> <li>Common Road Blocks to Safe Schools for LGBTQ Students</li> <li>Bathroom Rules to Keep Students Safe.</li> </ul>			
Write a Two-Page Reflection Paper On The Three Articles	20	Assignments	Week 7
Complete Testing Your Knowledge about LGBTQ	10		
Participate In a Discussion of <i>The Color of Lies</i>	30	Assignments: Discussions	Week 7
Journal Entry – Gay Rights	10	Assignments: Journal	Week 7
Chapter Quiz	15	Assignments: Quizzes	Week 7

Assignment	Points	Submission Location	Due Date
<b>Module Eight: Educating a Diverse Student Population</b>			
<p>Module Eight Student Outcomes</p> <p>Upon completion of the learning activities for this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Provide the philosophy and practices of school multicultural education curriculum</li> <li>• Describe the tenets of an American traditional educational philosophy known as "essentialism"</li> <li>• Identify changes necessary to create schools and classrooms where policies, practices, curriculum, and instruction reflect the purposes and goals of multicultural education</li> <li>• Evaluate the reasons why educators need to pursue multicultural education as an educational reform effort</li> </ul>			
Read Chapter 13 in the required text Read 2 articles: <ul style="list-style-type: none"> <li>• <i>Diversity within Unity</i></li> <li>• <i>King Middle School</i></li> </ul> Read the case study, <i>Computers &amp; Culturally Diverse Learners</i>			
Discussion – Computers & Culturally Diverse Learners	12	Assignments: Discussions	Week 8
Journal – Insights and utility regarding the 2 articles	10	Assignments: Journal	Week 8
Chapter Quiz	15	Assignments: Quizzes	Week 8
Complete the course exam	100	Assignments: Quizzes	Week 8

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## Book Discussions

### Amazing Grace

Activity	Due Date
Begin reading Amazing Grace.	Week 1
Finish reading Amazing Grace. Submit responses to questions.	Week 2
Participate in the discussion of Amazing Grace.	Week 3

### The Color of Lies

Activity	Due Date
Begin reading The Color of Lies.	Week 5
Finish reading The Color of Lies. Submit responses to questions.	Week 6
Participate in the discussion of The Color of Lies.	Week 7

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## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

### **The Educator as Agent of Engaged Learning**

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to administrator certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Principal Competencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner-centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value active, meaningful, and continuous learning.

### **Key Elements of the Conceptual Framework**

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making curriculum meaningful.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

## Educational Leadership Program

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

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

Each UNT student has an email account in EagleConnect, the UNT email system, and you should check that often or arrange to have it forwarded to an address you check often. You will receive many important announcements, deadline information, etc. through the EagleConnect email system. Your course *Inbox* functions using your UNT email address — see [how to receive course notifications at a different email address](#).

## Degree and/or Certification Plans

If you have not already completed a [Master's Degree and/or Cert Plan](#), please complete one now.

- The university requires you to have a plan on file within a few weeks of your enrollment in our program. If you have not done a plan, please submit right away. Complete the top part of the plan and send it to [marilyn.deuble@unt.edu](mailto:marilyn.deuble@unt.edu).
- Do not fill in the courses and when you have taken them or plan to take them. We will fill those in as you complete the program.
- At the top of the plan, check off master's degree and/or principal certification. **If you are a master's student, it is best to also check off principal certification if you have a standard teaching certificate and at least two years of experience as the teacher of record in an accredited EC-12 school (university teaching, student teaching, substitute teaching, etc. cannot count for this requirement).** You must also be able to do an internship in a Texas school. Do not check off principal certification if you cannot fulfill these criteria.
- A Principal's Certificate will benefit you because, even if you are not specifically interested in being a principal, a number of school district positions may call for administrative certification, and, in Texas, we have only two administrative certificates: Principal and Superintendent. You have to have the Principal's Certificate before you can earn a Superintendent's certificate.

If you already have a master's degree and are just seeking certification, you can see the courses you need to take because there is an asterisk beside the certification courses.

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

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

### **Assignment Policy**

Due dates for each assignment are posted in the instructions connected to each assignment. Assignments should be submitted in Word or PDF 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, which typically means a minimum of every other day and, during the first weeks, every day. The instructor will use the course tracking feature to monitor student activity. Students are also required to participate as assigned in all class activities such as research, readings, discussions, 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: <https://clear.unt.edu/teaching-resources/copyright-guide>.

## 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:* <https://policy.unt.edu/policy/06-039>

## Administrative Withdrawal

Students may add this course or withdraw in accordance with the University's policy currently in effect.

## Dropping a Class

We hope you do not have to drop a class, but, if you must, see the following links for deadlines and procedures about Dropping a class, Withdrawal from the University, and Incompletes. **Please read all of this information carefully. If you have to drop a class or withdraw, notify your instructor, but that does not take the place of notifying the registrar or the Dean of Students.**

See these links for [dropping a class](#) classes and [rules for dropping a class or classes](#). You will see information about Incompletes on the rules for dropping a class. However, these are the rules for our College of Education.

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

## Links to financial aid and scholarships

The application date for the College and Department scholarships is usually March 1. Check these links for information and contacts.

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

## SPOT Evaluation

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.

## Graduation

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

## Foliotek

UNT has an ePortfolio system called Foliotek. There is no cost for this system. *Foliotek is NOT required for this EDLE 5600 course, but you will have access to an ePortfolio where you can place work you may wish to save for assignments to be submitted later in the internship. You can read about Foliotek in the Start Here section of this course. You will use it in EDLE 5680 and 5700 that you will take in session 2 of this fall semester.*

## 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://policy.unt.edu/sites/default/files/06.003.pdf>

## ADA Policy

If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. In accordance with Section 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the University of North Texas will make reasonable adjustments in its policies and practices to ensure equal opportunity and access for qualified students, employees, and members of the public to applicable programs, services, activities and facilities. Requests for special accommodation or auxiliary aids should be made well in advance of need to the responsible university department or agency. Proof of disability may be required if the disability is not evident. The department or agency responsible for the program, activity, service or facility to which the individual requires access will work with the appropriate university vice president and/or federal or state agency to ensure that reasonable accommodations are made. Contact the Office of Disability Accommodation (ODA) at [940-565-4323](tel:940-565-4323) or at TTY [800-Relay TX](tel:800-Relay TX) for information on the services provided by the ODA, as well as application procedures at <https://disability.unt.edu/>.



## **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. The instructor 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 <http://policy.unt.edu/policy/07-012>.

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

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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 <https://www.ecfr.gov>. The specific portion concerning distance education courses is located at [Title 8, Chapter I, Subchapter G, Part 214](#).

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 online 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 online 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 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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.