

UNT DALLAS University of North Texas at Dallas
Spring 2013 - SYLLABUS

EDAD 5680: Administration of the K-12 Curriculum 3Hrs			
Department of	Education & Human Sciences	Division of	Educational Administration
Instructor Name:	L. Kay Forsythe, Ph.D.		
Office Location:	Building 1 Office 201C		
Office Phone:	972-338-1336		
Email Address:	kay.forsythe@unt.edu		
Office Hours:	Tuesday 2pm - 5pm; Wednesday 1pm - 4pm; Thursday 2pm - 5pm; and by appointment		
Virtual Office Hours:	<i>Emails/texts received by 4 PM will receive a response by Noon the following day. Phone calls/texts to 515-835-1860 (mobile) are welcome between 7AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>		
Classroom Location:	UNT-Dallas DAL1 Room 312		
Class Meeting Days & Times:	Thursdays 5:30pm - 8:20pm		
Course Catalog Description:	Examines the interaction among curriculum, instruction and assessment at site, district and national levels. Theoretical knowledge as well as site and district based curricular projects are included. The student develops an understanding of the critical importance of research based yet practical curriculum alignment and coordinated planning in school reform and improvement.		
Prerequisites:	EDAD 5300, EDAD 5330, EDAD 5390 and EDAD 5400.		
Co-requisites:			
Required Text:	Sorenson, R.D., Goldsmith, L.M., Mendez, Z.Y., & Maxwell, K.T. (2011). <i>The principal's guide to curriculum leadership</i> . Thousand Oaks, CA: Corwin Press.		
Recommended Text and References:	<p>American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association (6th Ed.)</i>. Washington, D.C.: Author.</p> <p>Waters, T., Marzano, R. J. & McNulty, B. (2003). <i>Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement</i>. Retrieved from http://www.mcrel.org/PDF/LeadershipOrganizationDevelopment/5031RR_BalancedLeadership.pdf</p> <p>Jacobs, H.H. (Ed.) (2010). <i>Curriculum 21: Essential education for a changing world</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Zemelman, S., Daniels, H., & Hyde, A. (2005). <i>Best practice: Today's standards for teaching and learning in America's schools</i>. Portsmouth, NH: Heineman.</p> <p>Other materials provided by instructor.</p>		

Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: <u>Location:</u> 7300 Houston School Road, Dallas, TX 75241 Building 1 (north side of campus) / First Floor <u>Phone:</u> 972-780-3652 <u>Fax:</u> 972-780-3689 <u>Email:</u> 1012mgr@fheq.follett.com <u>Website:</u> untdallas.bkstr.com</p> <p>Texas Education Agency Website http://www.tea.state.tx.us/ ; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (Student subscriptions are effective for 7 years from date of purchase) Blackboard Learn https://learn.unt.edu</p>
--------------------------------------	--

Course Goals or Overview:

- The goals of this course provide the student an opportunity to...
1. Develop an understanding of curriculum philosophies and theory;
 2. Analyze curriculum development modes;
 3. Study effective instruction and closing achievement gaps as pertaining to diverse groups of students;
 4. Examine the process of curriculum alignment at the school and district levels;
 5. Recognize and utilize TEKS in planning and implementation of quality curriculum;
 6. Link standards and instruction with performance-based assessments;
 7. Examine curriculum integration, interdisciplinary curriculum, and monitoring issues; examine the Curriculum Management Audit process; and
 8. Determine roles and responsibilities in curriculum management.

Learning Objectives/Outcomes At the conclusion of this course, the student will be able to...

1	Analyze current curriculum or instructional issues and trends that impact the curriculum in American PK-12 schools. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
2	Define and demonstrate examples of the following key terms applicable in the design and delivery of school curricula: curriculum, core curriculum, integrated/interdisciplinary curriculum, thematic curriculum, alignment, balance, assessment, formative assessment, performance-based assessment, needs assessment, evaluation, standards, benchmarks, spiral curriculum, hidden curriculum, curriculum validation, curriculum mapping, standardized and criterion-referenced tests. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i>
3	Compare and contrast the role of various assessments (standardized, criterion, formative, alternative) in evaluation of student progress and school programs. <i>[Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</i>
4	Coordinate and monitor the role and responsibilities of the curriculum leader in the design/development of the curriculum and implementation of rules and regulations that guide curriculum decisions. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
5	Interpret the Curriculum Management Audit process using a subject area or program area. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i>
6	Explain and implement a process of professional development in instructional strategies that are aligned to the district curriculum. <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005;</i>

	<i>Competency 006; Competency 007; Competency 008]</i>
7	Compare and contrast the educational philosophies and school organizations that give structure to programming in the early childhood/elementary, middle, and secondary school curriculum and co-curriculum. <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</i>

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

The activities and assessments in this course are designed to align with and support the candidates' development of the following competencies and skills:

Domain I: School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision
- Facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Use effective conflict management and group consensus building skills.
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Model and promote the continuous and appropriate development of all learners in the campus community

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a

campus culture that are conducive to student learning and staff professional growth.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- Use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals
- Facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- Acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts
- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.

Domain III: Administrative Leadership

Competency 009: The principal know how to apply principles of leadership and management t the campus physical plan and support system to ensure a safe and effective learning environment.

- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and through email notification.

TOPICS	TIMELINE
Course Overview; Curriculum Leadership Defined: The Learning Triangle; Current Issues in Curriculum (Sorenson et al - Chapter 1) <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i> [Topic selection for Annotated Bibliography; Best Practices Topic and session dates; and Case Study Facilitation]	January 17, 2013
The Role of the Principal as Curriculum Leader: Leadership Standards (Sorenson etal - Chapter 2) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008; Competency 009]</i> [Case Study: Stand and Deliver p. 18]	January 24, 2013

The Role of the Principal as Curriculum Leader: Principal Expectations (Sorenson etal - Chapter 3) <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 004; Competency 006; Competency 007]</i> [Case Study: De Ja Vu All Over Again p. 50]	January 31, 2013
The Role of the Principal in Curriculum Change and Innovation (Sorenson etal - Chapter 4; <i>Waters etal - Balanced Leadership Executive Summary</i>) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]</i> [Case Study: Who's the Turkey p. 80]	February 7, 2013
Curriculum Design and Development (Sorenson etal - Chapter 5) <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> [Case Study: It's a Real Puzzle p. 101]	February 14, 2013
Curriculum Frameworks (Sorenson etal - Chapter 5; Wiggins & McTighe - <i>Understanding by Design</i>) <i>[Aligns with Texas Principal Certificate Standards: Competency 004; Competency 005; Competency 006; Competency 007]</i> [Case Study: Who Decides... p. 125]	February 21, 2013
Building Relationships with Teachers/Professional Learning Communities (Sorenson etal - Chapter 6; DuFour etal - <i>Whatever It Takes</i>) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]</i> [Case Study: A Clash Concerning the Arts - Blackboard; AEIS/AYP Analysis Due in Blackboard]	February 28, 2013
Curriculum and Instruction: Differentiation and RtI (Tomlinson - <i>Leadership for Differentiating Schools and Classrooms</i> ; Fisher & Fry - <i>Enhancing RtI</i>) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i> [Case Study: Zachary School p. 151; AEIS/AYP Analysis Discussion due in Blackboard]	March 7, 2013
SPRING BREAK - No Class	March 14, 2013
Curriculum and Instruction - Cognitive Complexity (Anderson & Kratwohl etal - <i>A Taxonomy for Learning, Teaching, and Assessing</i>) <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 004; Competency 005; Competency 006; Competency 007]</i> [Annotated Bibliography Due]	March 21, 2013
Curriculum and Instruction: Integrating the Curriculum (Sorenson etal - Chapter 7) <i>[Aligns with Texas Principal Certificate Standards: Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]</i> [Case Study: Macbeth - Blackboard; Issue/Topics Presentations]	March 28, 2013
Professional Development and Curriculum Leadership (Sorenson etal - Chapter 8). <i>[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 006; Competency 007]</i> [Case Study: Well, it's the state mandated Curriculum- p. 189; Issue/Topics Presentations]	April 4, 2013
Professional Development and the Instructional Core (Sorenson etal - Chapter 8; City, Elmore, Fiarman, & Titel - <i>The Instructional Core</i>). <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007; Competency 008]</i> [Case Study: Professional Learning at Sandy Shores School - p. 208; Issue/Topics Presentations]	April 11, 2013
Leadership and Legislated Learning (Sorenson etal - Chapter 9) <i>[Aligns with Texas Principal Certificate Standards: Competency 002; Competency 003; Competency 004; Competency 005; Competency 007]</i> [Issue/Topics Presentations]	April 18, 2013
Curriculum Leadership in the Digital Age (Sorenson etal - Chapter 10; Trilling & Fadel - Chapters 1 & 4) <i>[Aligns with Texas Principal Certificate Standards: Competency</i>	April 25, 2013

004; Competency 005; Competency 006; Competency 008] [Case Study: It's All State Mandated Anyway! P. 227; Issue/Topics Presentations]	
The Future for Curriculum Leadership: Bringing it all together (Sorenson et al - Epilogue) [Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007] [Case Study: My School and the NETS-A p. 264]	May 2, 2013
FINAL WEEK	May 9, 2013

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Summaries and Papers -

- **Annotated Bibliography** - Students will select and research one content area, an instructional trend/strategy, and technology integration. Selection will be coordinated by the instructor to ensure adequate coverage of various subject areas, etc. When reading/researching these topics, the students will review three research/literature/online articles and/or book chapters for the selected subject area, three research/literature/online articles and/or book chapters for the instructional trend/strategy and two article/literature/online and/or book chapters for technology integration (**8 articles** total).

After researching the topics above, students will prepare an annotated bibliography for each article and/or book chapter. Each annotated bibliography is to be a **half page** in length and typewritten (2 per page; 4 pages total for the assignment all in **ONE** document). The following information should be included for each bibliography: topic (content area, instructional trend or technology integration), the complete information regarding the source (**APA style**), a brief summary of the article and the student's name. Students will post copies of the annotated bibliographies for class members electronically in Blackboard Learn. A copy of the annotated bibliographies **PLUS** a copy of the articles and/or book chapters (or working electronic links) will be submitted to the instructor [hard copies of the articles/chapters will be returned to students]. Suggested topics and an example of an annotated bibliography are provided in this syllabus. **Due in Blackboard March 21.**

- **AEIS/AYP Analysis** - Each student will develop a critical analysis of the AEIS and AYP reports for their campus. Access the AEIS and AYP reports for your campus or your district and review the most recent data. Use the link in the Blackboard Module to "District/Campus report locator" to access a copy if you do not have another source. Write a one-page comparative analysis of these documents analyzing alignment with Texas Education Code Chapter 39 (posted in Blackboard). Basically, what do the data in the report suggest regarding campus level goals, curriculum analysis and professional development for the campus? Additionally, what is the purpose of these reports and how are they used to meet Chapter 39 requirements? Post your analysis in Blackboard; after submitting your analysis, select the 'publish controls' and publish your analysis so that it can be viewed by your classmates. **Due February 28 in Blackboard.** Review the analyses/reflections of your classmates and then go to the Discussion link in Blackboard. Respond to the questions and engage in response based on the comments of your classmates. Two or three postings in each discussion thread will be considered adequate. **Due March 7 in Blackboard.**

Class Presentations and Facilitation -

- **Best Practices in Teaching-** You and a partner will assume the role of campus leaders in charge of professional development for the faculty. You are assigned to facilitate the learning of the staff on a research-based strategy, technique, or approach. Your presentation should include the following components:

- **Written Report:** Detailed explanation of the strategy/technique/approach with citation (APA style formatting) to the sources used. Minimum 1 page and copies to be provided to the entire class (paper or electronic prior to session.)
- **Practical Classroom application:** Actively engage your audience using adult learning strategies. 30 - 45 minutes.
- **Include additional resources and examples:** Create a reference list in APA style to be shared with classmates. Articles from the annotated bibliography may also be included in this resource list.

The goal is **not** just to **explain** the strategy but, rather, to model the technique during your session by actively engaging the audience in the learning experience. This will provide participants with an understanding of **how to apply the research-based approach** in order to effectively deliver the curriculum or assess instruction. Partners and topics will be determined collaboratively with the instructor. Only one group will be permitted to present on a particular topic. Websites that might be helpful to research and select topics are available in Blackboard. Additionally, resource materials may be checked out from the instructor's professional library. **Due date to be determined by facilitation date; all written documentation is due when the facilitation session is scheduled.**

- **Case Study Facilitation** - Students will select from the case studies assigned in the course outline to facilitate with the class. [NOTE: students may elect to partner for co-facilitation of the case studies. In that case, the two co-facilitators will sign up for two of the case studies and the score will be the average of the two sessions.] Facilitators should ask classmates to prepare for the case study by notifying us at the previous class session regarding any reading or preparation expected beyond the assigned readings. Approach the case study as you would lead a Professional Learning Community session with a school faculty team. This is **NOT** a presentation but rather a facilitated adult learning experience. Facilitation is expected to engage the participants in active and meaningful interaction around the content of the case study and is intended to be an extension of the content presented in the previous class session and a transition to the topic of the class session in which the case study is presented. Students will be allowed up to 45 minutes for the case study activities. A brief outline/facilitation plan **MUST** be submitted to Blackboard at least 24 hours prior to the assigned case study session. A rubric for case study facilitation is provided in Blackboard. **Due date to be determined.**

Class Participation - Regular attendance and active participation in class discussions are essential to the successful achievement of the course objectives. Due to the participative instructional focus, make-up of classes missed is not feasible. Students will deduct 2 participation/discussion points for each class session missed.

Grading Matrix:

Instrument	Value (points or percentages)
Case Study Facilitation	10
AEIS/AYP Analysis	10
Best Practice Facilitation	40
Annotated Bibliography	24
Class Participation & Discussion	16
Total:	100

Grade Determination:

- A = 90 - 100 pts - Exceeds Expectations
- B = 80 - 89 pts - Proficient
- C = 70 - 79 pts - Emerging
- F = 69 pts or below - Unacceptable

Topics for Annotated Bibliography

1. Select specific articles to read regarding content areas:

Reading	Science
Math	Language Arts/English/Written Language
Social Studies	Career/Vocational Studies (CTE)
Physical Education/Kinesiology	Fine Arts
Modern/Foreign Language	Bilingual Education
Geography	Health

2. Select specific articles to read regarding current instructional trends or strategies from the suggested listing or other approved topics:

Constructivism	Ability Grouping	Multiple Response Strategies
Service Learning	Career Pathways	Tracking
Action Research	Interdisciplinary instruction	Brain-based Instruction
International Baccalaureate	Cooperative Learning	Inquiry-based Instruction
Virtual/Online Learning	Learning Styles	Looping
Mastery Learning	Differentiated Instruction	Multi-age grouping
English Language Learning	Classroom Management	Co-teaching

(Example of Annotated Bibliography)

Topic: Math

Viadero, D. (2005). Math emerges as big hurdle for teenagers: High school improvement hinges on "critical" subject. *Education Week 24(28)*, 1-5. Retrieved from ERIC.

Summary: This article explores the findings of a study done by the United Negro College Fund concerning the success of teens in math. The study, conducted in West Virginia, starts with researchers polling a group of high school dropouts about why they dropped out of school. For the most part, math proved to be the single prevailing reason most of the students had opted to drop out of school. As policy makers and educators look at ways to make the American education system more competitive, there still seems to be a disparity when it comes to math success, especially with minority students. The article goes on to highlight how many students must take remedial math classes when they get to the secondary level. They attribute this phenomenon to the many minorities, "whom attend schools with fewer resources, less experienced teachers, and more teachers teaching subjects for which they were not trained." The article then gives the results of the 12th grade NAEP math scores from 2000 where black and white students were separated by a gap of 34 scale-score points.

Reviewer: Ima Brightman

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short 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 SETE to be an important part of your participation in this class.

Assignment Policy:

All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Corrected work must be resubmitted on the class date immediately following the original due date.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences and properly documented.) Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Cell Phone Use: *Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences, and the attendance policy will be applied.*

Laptop Use: *The use of laptop and tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to shut off the technology if inappropriate use becomes an issue.*

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.