EDAD 5360 SOCIAL JUSTICE			3Hrs.
Department of Teacher Education and Administration	Class # 5630	Sec. # 2	Division of Education and Human Services
Bldg. One, Room #202 – Day, DATES Thursday		**TIME: 5:30**	
Instructor Name:	Larry C. Bryant, PhD		
Office Location:	Building One, Rm 259		
Office Phone:	972.338.1339		
Email Address:	larry.bryant@unt.edu		
Office Hours:	M, T & R 2PM – 5PM		
Virtual Office Hours:	by appointment		
Classroom Location:	Building One, Rm 252		
Class Meeting Days & Times:	**Thursday (R) 5:30PM – 8:20PM**		
Course Catalog Description:	The situation of PK-12 schooling for school-dependent children in the United States points various inequities (Connell, 1993, Hodgkinson, 1995; Jackson, 2011; Land & Legters, 2002; Larson & Murtadha, 2002). In addition to disadvantaging poor and/or school-dependent children, females, special needs children, racial and ethnic minority children, second language learners, and children of recent immigrant parents are often disadvantaged. These circumstances call for *responsible*, *socially-just* leadership that seeks to redress institutional injustice and to saturate culturally- and socially-responsive teaching and learning throughout the educational institution.		
Prerequisites:			
Co-requisites:	Students will also master the Competency 2 of Domain I of the Texas Examination for Educator Standards (TExES). Students will receive a copy of Domains I, II, and III to assist them in preparing for the TExES.		

Required Text:	Koppelman, K. (2011). *Understanding human differences: Multicultural education for a diverse America* (3rd Edition). Boston: Allyn and Bacon.
Supplement Books/Texts for Book/ Chapter Reviews:	Students will select one of the three books for their book reviews: 1. Willhoite, Michael., (1991) Daddy's Roommate. Alyson Books. or Newman, Leslea. (1989). Heather has two mommies. Alyson Books. 2. Walter, Mildred. (1986). Justin and the best biscuits in the world. Amistad. 3. *Greene, Bette. (1973). Summer of my German soldier. Bantam Doubleday Dell. 4. Taylor, Mildred. (1976). Roll of thunder, hear my cry. Dial press. 5. Gershator, David. (1998). Bread is for eating. Macmillian.
Recommended Text and References:	Other recommended readings and articles provided by instructor and/or by approved student recommendations (as per specific assignments).
Access to Learning Resources:	UNT Dallas Library: Phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: e-mail: 1012mgr@fheg.follett.com Phone: (972) 780-3652

Access to Learning Resources:
 	
THIS IS A HYBRID COURSE Learning Modules and Discussion Board Activities are included
	UNT Dallas Library: phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	Location: 7300 Houston School Road, Dallas, TX 75241
	     Building 1 (north side of campus) / First Floor
	     Phone: 972-780-3652
	     Fax: 972-780-3689
	     Email: 1012mgr@fheg.follett.com
	     Website: untdallas.bkstr.com
	Texas Education Agency Website http://www.tea.state.tx.us/ ;

| | Other ONLINE resources (TBA) |
| | Blackboard Learn https://learn.unt.edu |

Learning Objectives/Outcomes

At the conclusion of this course, the student will be able to…

- Exhibit greatly enhance the cultural sensitivity students as it relates to issues in education;
- Engage and demonstrate understanding of the course contents, the research surrounding the content, and an intense examination of the content;
- Interrogate their own biases and misconceptions about race, class, gender, and other marginalized differences;
- Become aware of methods and processes to aid them in identifying institutional and personal characteristics of social and cultural barriers;
- Demonstrate the skill to communicate effectively with students, faculty and staff, parents, and business and community leaders regardless of race, class, gender, and background;
- Navigate effective tools and institutional channels to communicate appropriate advocacy;
- Understand how race, class, gender, and cultural backgrounds influence student behavior and teacher discernment; and,
- Develop high expectations of all students regardless as to the uniqueness of their culture, race, gender, class, or background.

Visit communities and school buildings in order to become familiar with diverse environments

Students learn to facilitate, mediate, and guide educational centers and connected stakeholders toward positive change for all students.

Use the knowledge and experience gained in this class to assist with passing the Texas Examinations of Educator Standards (TExES), specifically Domain I, Competency 002.

Course Goals or Overview:

The goal of the class includes aiding students in the development of socially-just, professional educators. This course is designed to incorporate the UNTD Leadership Competency Skills for knowledge, skills, and dispositions of the following:

Leadership for –
Cultural Competence/Community Engagement;
Professional Learning;
Democratic/Social Justice;
Ethics/Personal Presence; and,
PreK-12 Student Learning.

Leadership through –
Reflective practice;
Entrepreneurial Innovative Vision;
Communication;
Collaboration/Team Building; and,
Technology & other resources.

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: [NOTE: Instructor to delete those competencies and skills which are not practiced or assessed in the specific course.]

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
- Ensure that parents and other members of the community are an integral part of the campus culture
- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture
- 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
- Align financial, human, and material resources to support the implementation of the campus vision
- Establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision
- Support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities
- Acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

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.
- Develop and implement strategies for effective internal and external communications
- Respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- Develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media
- Provide varied and meaningful opportunities for parents to be engaged in the education of their children
- Establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
- 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
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning

opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

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
- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services)
- 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

- Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs
- 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.
- Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff
- Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members
- 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.

- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- 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.

- Develop, implement, and evaluate change processes for organizational effectiveness

Domain III: Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- Acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities
- Collaboratively plan and effectively manage the campus budget
- Use technology to enhance school management

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.
- Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- Apply local, state, and federal laws and policies to support sound decision making related to school programs and operations.

UNTD LEADERSHIP COMPETENCY SKILLS

This course is designed to incorporate the UNTD Leadership Competency Skills for knowledge, skills, and dispositions of the following:

Leadership for –
Cultural Competence/Community Engagement;
Professional Learning;
Democratic/Social Justice;
Ethics/Personal Presence; and,
PreK-12 Student Learning.

Leadership through –
Reflective practice;
Entrepreneurial Innovative Vision;
Communication;
Collaboration/Team Building; and,
Technology & other resources.

	Interstate School Leaders Licensure Consortium (ISLLC) Domain I – School & Community Leadership (Approx. 33% of Test Framework of Principal) 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. The principal knows how to: • Communicate effectively with families and other community members in varied educational contexts. • Apply skills for building consensus and managing conflict. • Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders. • Develop and implement strategies for effective internal and external communications. • Develop and implement a comprehensive program of community relations that effectively involves and

	informs multiple constituencies, including the media
	• Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children
	• Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals
	• Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
	• Respond to pertinent political, social, and economic issues in the internal and external environment.

Theoretical Framework and Perspective: This course is framed in a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

This course will utilize the following activities gathered in a portfolio instrument to determine student proficiency and grade; reflected by the learning outcomes for the course. For each undersigned activity, students will have to develop a cover sheet that explains the section, which course objective (s) it supports and state rationales for how you met the objective (s) and why the artifact is contained in the section.

1. *Written Report of Community/School Visit and School Data*
2. *Introduction to critical race theory and varied researchers stances and methods to advance their inquiries and advocacy for marginalized populations*
3. *Oral Report of Community/School Visit and School Data*
4. *Assignments – Weekly and Online*
5. *Movie Review*
6. *Reflection Journal*
7. *Review of Peer-Reviewed Journal Article*
8. *Overall Class & Group Participation*

Tentative Schedule

Topic	Date	Due
	Week 1	**Greet and Meet** **Course Overview**

Lecture/Overview of Race, Class & Gender in the U.S. Brief pointers for successful graduate studies: • How to read, brief, synthesize, report and present research-based materials; • APA conventions; • Reflective writing and note-taking rubric for final report and weekly reading notes.	**Week 2**	Homework: In preparation of REFLECTION PAPER, please se Rubric to document and orga reading notes. • Read chapters 1, 2, & 8– *Understanding human differe Multicultural education for a America* text - Understanding Ourselves and Others, pp.2-4 Understanding Prejudice and Causes, pp. 25-44; Racism: C a Legacy of White Dominatio America, pp. 186-20.
Lecture Presentation - Overview of Race, Class & Gender in the U.S. Public Schools. Historical Timeline – Pitfalls and Progress of human rights in the U.S.	**Week 4**	Group Discussion Focus *Cultural Conflict and the on the socio-economic sto minorities in the U.S.* Continuation of Michelle Alexander lecture video Homework: Begin preparing for bool • Read chapters 1–3 of *1 Pedagogy of Confidence* o The Need to Believe, p 27; o The Continuing Dra Disregarded Realitie 28-52: o Divining Intelligence, pp. 5

	Week 4	
Lecture Presentation - Overview of Race, Class & Gender in the U.S. Public Schools. Historical Timeline – Pitfalls and Progress of human rights in the U.S.	**Week 4**	Group Discussion Focus *Cultural Conflict and the* *on the socio-economic sto* *minorities in the U.S.* Continuation of Michelle Alexander lecture video Homework: Begin preparing for bool • Read chapters 1–3 of 7 *Pedagogy of Confidence* ○ The Need to Believe, p 27; ○ The Continuing Dra Disregarded Realitie 28-52: ○ Divining Intelligence, pp. 5 ○ *Who Benefits from Failing School Districts? (See class b
Summary of race, class, and gender in PK-12 schools. **Thematic core: Leadership in the midst of racial and cultural conflict.** Afterword Lecture discussion and slide presentation on the impact of race and gender bias on the national achievement gap.-	**Week 5**	Discussion and activitie the assigned readings an previous course work. Group Discussion Focus *Cultural Conflict and the* *on the national achievem* 1) Share what you know the national achievemen

Note: Classroom and instructor assistance are available for students and groups preferring to meet face-to-face for preparation of Movie review/presentation. Please inform instructor of your plans prior to class.	**Week 6**	
Movie Reviews/Panel Presentations:	**Week 7**	Homework: Complete Chapter tests: Chapters 1, 2, & 8 Homework: Complete re *White Teacher* text. Meet with your assigned members to prepare for review presentation. Prepare journals for upd reflective reading journa (should include all assig readings).
Chapters 5 & 6 – Activities and Discussions (Visits/observations)	**Week 8**	Homework: Read chapte
Chapters 7 & 8 – Activities and	**Week 9**	
Individual Community/School Building Visits and Data Reviews – ORAL PRESENTATIONS WITH SLIDES AND HANDOUTS.	**Week 10**	
Chapters 10 & 11 - Activities & Discussion Groups; Groups interact by responding to each other's postings about the	**Week 11**	

Chapters 10 & 11 - Activities & Discussion Groups; Groups interact by responding to each other's postings about the readings and Visit/Observation experiences.	**Week 11**	
Chapters 12 & 13 – Activities and Discussion Groups; Groups interact by responding to each other's postings about the readings and Visit/Observation experiences.		
	W Home Study – Work with Groups for Report	
Independent Work Session: Writing lab, tutoring and assistance for Final Report Reports of Individual Community/School Building and Data.		
Chapters 14 & 15, Activities,	**Week 12**	

Course Requirements and Information:
Instructional Methods:
This class will be conducted utilizing lecture (instructor and/or guest lecturer in face-to-face AND electronic presentations), small and large group discussions, and individual presentations within group settings (both using *PowerPoint Presentations and other media forms*).

Attendance:
The University attendance policy is in effect for this course. **Class attendance and participation are 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 difficult for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings are essential to the integration of course material and the ability to demonstrate proficiency. **Students are responsible for notifying the instructor if they are missing class and if the absence is job related. Students are also responsible to make up any work covered in class. It is recommended that students coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Group members must be present for the full time that a group report is being presented.**

Class Participation: Active class participation and demonstrating clarity, depth, interest and proficiency in class discussions are important in accomplishing the goals of this course. Participation in class discussions is expected and encouraged in order for the instructor to determine the level of proficiency. Students are reminded to be cognizant of others as they make contributions to discussions and activities. This includes appropriate wording of ideas, the balancing of time and sharing of leadership positions, etc.

Presentations:
Each student will be graded individually based on:
- Clarity, depth, interest, and proficiency
- Level of innovation and creativity when contributing to group presentations
- Ability to encourage class involvement
- The involvement of experiences during community/school campus visits

Chapter Presentations:
Understanding Human Differences: Multicultural Education for a Diverse America
- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

The pedagogy of confidence: Inspiring high intellectual performance in urban schools

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- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

Privilege, Power, and Difference (2nd Edition). Boston: McGraw-Hill
- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

Learning as Transformation: Critical perspectives on a theory in progress. USA: Jossey-Bass
- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

Outside Readings (Peer Reviewed Journal Articles):
- Students will be assigned to select an article or information from another source related to the chapters in the assigned text for the course.
- E-mail the article to the **instructor and class members** at least 24 hours prior to the assignment date. Should you have access to a copier, you MAY choose to bring hand outs of YOUR article to share with your classmates. You will be expected to do a 5-7 minute review of the article in small group sharing discussions during class and/or during an assigned Blackboard Discussion.

Movie Review: Students will review a movie and discuss social justice themes and implications – more information will be provided at a later date.

Community/School Building Visits and Purpose:
- Students in each group are assigned to go <u>with a colleague</u>(s) to his/her school building and to the surrounding community to observe the situations and activities listed below. PowerPoint illustrations (pictures) are appropriate for the 15-20 minute shared presentation. Be prepared to participate in a verbal discussion with your visiting colleague to answer questions from your classmates.
- Use this format to submit your responses: The purpose of the Community/School Building Visits is to see if "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman, 2005).
- Your assignment is to go with your colleague(s) to his/her school community and school building. Observe and comment on the following:

1. Neighborhood and Community:
- Are the lawns and streets of homes kept the same in the neighborhoods surrounding the schools? Explain
- Are the restaurants, supermarkets, and retail stores the same as the ones surrounding your school? Explain
- Does the neighborhood appear safe for children to walk to and from school?

2. School Campus and Building (In the event your school is not in session, complete the <u>Internal and External Review</u>):

Internal Review:
- Are the teachers required to maintain a professional dress code while on campus?
- Are the students in uniform? If so, is the dress code being followed by the majority of the students?
- Are the students allowed to wear shorts?
- Are the halls clear and learning seemingly taking place in each classroom? Explain
- What kind of a reception did you receive at your colleague's school? Explain

External Review:
- Is the lawn well kept? Explain
- Is the building attractive on the outside? Explain
- Is the building clean and attractive on the inside? Explain

3. Data Review of Your School Campus and Community:
Visit the State Accountability website and the Report Card to answer the following questions about your school and community –
- What are the demographics of the school's student population?
- What are the demographics of the school's faculty?
- What is the educational level, and years of experience for the school's faculty?
- What is the average literacy level of the school's community?
- What are the specifics about the employment and status of households surrounding the school?
- How does this school compare to other schools (in the State) of its equivalence?

Reflective Journal Entry: All students will complete a brief journal entry that reveals their reflections, thoughts, and ideas about the assigned readings, and the implications that the readings have on their current and/or future practices. The instructor will provide a Journal Entry form via a Word Document (electronic copy) and hard copies. Students are expected to date the entry notes, and to state the reference of the discussion (i.e. specific chapters, etc.). Students who consent to the Instructor's use of their journal entries for research purposes are asked to submit their journals electronically. All journal entries approved for research purposes.

Written Report of Community/School Visit and School Data:
 As a final exam and demonstration of knowledge and dispositions gained of all concepts and objectives from the class, each student will write a 5-6 page Reflection paper summarizing the findings from the Community/School Visit and Data Project. Your Reflections should include a discussion that connects your project's findings with your assigned readings, class discussions, lectures, and practical experiences. This discussion should intersect with the course theme - "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman 2005). **REFLECTION RUBRIC ATTACHED!**

Grades:
The awarding of grades is not automatic and the judgment of the instructor will determine whether or not

each assignment is completed satisfactorily. To receive an "A" in this course a student must meet or exceed all requirements for the course. Neatness, thoroughness, and care in preparing course materials are required. All required assignments must be submitted when requested. In no case should students submit materials for credit in this course that have been submitted for another course. Late assignments are NOT eligible for a grade of "A".

Grading Matrix	Point Value
▪ Class Participation and Online Activities	50
▪ Reflection Journal	100
▪ Presentation of Chapters in Texts	50
▪ ~~Blackboard Chapter Assignments (10 x 10 pts ea.)~~	100
▪ Peer-Reviewed Article Review	50
▪ Movie Review Presentation	100
▪ Individual Community/School Campus Visits Presentation	100
▪ Individual Community/School Campus Visits Written Review	200

Grade Determination: A = 90% or better; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = 59 or less 60%

Teacher Education & Administration
Departmental Policy Statements

ACCOMODATION & ACCESS
The Department of Teacher Education & 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 Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

CHEATING AND PLAGIARISM POLICY
The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY
In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

EAGLE CONNECT
All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For

information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit http://eagleconnect.unt.edu/.

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

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)
UNT is an NCATE-accredited institution. The educator as an agent of engaged learning" summarizes the conceptual framework of UNT's basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

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 to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: Included in Syllabus

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

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. Grade of Incomplete "I" will be discussed in class.

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 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. Students are responsible to notify the instructor if they are missing class and for what reason. 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.

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.
Optional Policies:

- Use of Blackboard
- Use of Cell Phones, Laptops and Electronic Gadgets in the Classroom
- Food & Drink in the Classroom