University of North Texas at Dallas
Semester Year
EDLE 5500 Practicum in Educational Leadership
3 Semester Hours
Fall 2025
SYLLABUS

UNTD School of Education	Teacher Education and Administration	Master of Educational Leadership

Instructor Name:	Dr. Elijah Granger
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Office Hours:	T-Th 3-5pm
Course Format/Structure:	Face-to-Face
Classroom Location:	Zoom
Class Meeting Days & Times:	Wednesday, 5:30 – 8:20pm
Course Catalog Description:	5500. 3 hours. Provision for on-the-job experience and professional study in administration and supervision as directed by the student's major adviser. Required for Texas professional certificate for educational leadership. Not applicable to other degree programs. The practicum requires 160 hours of on-site experience at either an elementary or secondary school.
Prerequisites:	- EDLE 5300 – Intro to Educational Leadership - EDLE 5330 – The Principalship
Required Texts:	**Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools 1st Edition** by Jean Desravines (Author), Jaime Aquino (Author), Benjamin Fenton (Author) **Principal as Instructional Leader prep manual** http://www.tx.nesinc.com/content/docs/268PrepManual.pdf **P-TECH Blueprint** https://tea.texas.gov/sites/default/files/2020_P-TECH_Blueprint_2-13-20.pdf **Pathways in Technology Early College High School (P-TECH)** https://tea.texas.gov/academics/college-career-and-military-prep/pathways-in-technology-early-college-high-school-p-tech **TEXAS COLLEGE & CAREER READINESS SCHOOL MODELS** https://texasccrsmblueprints.org/P-TECH/P-TECH-Blueprint

Access to Learning Resources:	UNT Dallas Library: (Student Center)
	   phone: (972) 780-1616
	   web: http://www.untdallas.edu/library e-
	   mail: Library@untdallas.edu
	UNT Dallas Bookstore: phone:
	   (972) 780-3652
	   web: http://www.untdallas.edu/bookstore e-
	   mail: untdallas@bkstr.com

STUDENT LEARNING OBJECTIVES

- 1. To provide the intern with the opportunity to practice campus leadership responsibilities in a real-world STEM, P-TECH and traditional educational setting.
- 2. To provide the intern, the university, local school administration, and school board trustees an opportunity to determine the capacity of the intern's leadership skills for STEM, P-TECH and Traditional Schools.
- 3. To aid the intern in making professional decisions regarding career choices and specialization development and understanding the STEM, P-TECH and traditional models.
- 4. To assist the sponsoring school district in maintaining a dynamic and viable supply of administrators who will use internship experiences as a basis for continuing professional growth.
- 5. To provide the intern with activities and experiences that will aid him or her in acquiring and succeeding in their first administrative job in a STEM, P-TECH or Traditional Model.
- 6. To promote the intern's development of the skills, knowledge, and dispositions leading to a positive impact on student learning.

Learning Objectives/Outcomes: As a result of participation in this course, the student will be able to:

1	Domain I - Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
2	DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning) Competency 003, 004
3	DOMAIN III — HUMAN CAPITAL (Human Resource Management) Competency 005, 006: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
4	DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) Competency 007, 008: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
5	DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 009, 010, : The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
6	DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

Class Meeting Dates

Wednesday, 5:30 – 8:20pm

1st Class Meeting – Face-to-Face (Zoom)– 8/27

2nd Class Meeting – Face-to-Face (Zoom)– 9/3

3rd Class Meeting - Face-to-Face (Zoom) - 9/10

4th Class Meeting –Face-to-Face (Zoom) - 9/17

5th Class Meeting - Asynchronous - 9/24

6th Class Meeting - Asynchronous – 10/1

7th Class Meeting - Face-to-Face (Zoom)   - 10/8

8th Class Meeting – Asynchronous– 10/15

9th Class Meeting - Face-to-Face (Zoom) - 10/22

10th Class Meeting - Asynchronous - 10/29

11th Class Meeting – Asynchronous– 11/5

12th Class Meeting – Face-to-Face (Zoom)- 11/12

13th Class Meeting – Face-to-Face (Zoom) - 11/29

14th Thanksgiving Break 11/18 - 11/26

15th Class Meeting - Face-to-Face (Zoom) – 12/3

16th Class Meeting - Asynchronous – 12/10

COURSE ASSIGNMENTS

Timeline	SLO	Topic	Assignments Aligned with Competencies
Module 1 Weeks 1 & 2	**SLO #6 -** To promote the intern's development of the skills, knowledge, and dispositions leading to a positive impact on student learning.	The Stages of School Development	- Discuss TEA required documentation and course objectives - Discuss Observation Process and Principal Coaching Protocols - Why focus on the work of the principal? - What is the Transformational Leadership Framework? - The Structure of the Transformational Leadership Framework - Stages of School Development **Domains I-VI** **Competency: 001-011**

Module 2 Weeks 3 & 4	**SLO #5 -** To provide the intern with activities and experiences that will aid him or her in acquiring and succeeding in their first administrative job in a STEM, P-TECH or Traditional Model.	Diagnosis and Action Planning	• A Different Approach to School Planning • Case Study: The Four Steps of Planning • Part Two: The Transformational Leadership Framework • **Conduct Observation #1** • Principal Coaching according to Interns Practicum Experiences **Domains I-VI** **Competency: 001-011**
Module 3 Weeks 5 & 6	**SLO #1 -** To provide the intern with the opportunity to practice campus leadership responsibilities in a real-world STEM, P-TECH and traditional educational setting.	Learning and Teaching	• The Importance of Instructional Leadership • Classroom Practices and Instruction • Data • Student-Centered Differentiation • Principal Coaching according to Interns Practicum Experiences **Domains I-VI** **Competency: 001-011**
Module 4 Weeks 7&8	**SLO #3 -** To aid the intern in making professional decisions regarding career choices and specialization development and understanding the STEM, P-TECH and traditional models.	School Culture	• Shared Mission and Values • Relationships • Family and Community Engagement • Principal Coaching according to Interns Practicum Experiences **Domains I-VI** **Competency: 001-011**
Module 5 Weeks 9&10	**SLO #2-** To provide the intern, the university, local school administration, and school board trustees an opportunity to determine the capacity of the intern's leadership skills for STEM, P-TECH and Traditional Schools.	Talent Management	• Why Managing Talent Matters • Recruitment and Onboarding • Instructional Leadership Team • Performance Monitoring and Evaluation • Professional Learning and Collaboration • **Conduct Observation #2** • Principal Coaching according to Interns Practicum Experiences **Domains I-VI** • **Competency: 001-011**
Module 6 Weeks 11&12	**SLO #6 -** To promote the intern's development of the skills, knowledge, and dispositions leading to a positive	Planning and Operations	• Goal Setting and Action Planning • Time Management • Budget • Community and District Relations • Principal Coaching according to Interns Practicum Experiences

	impact on student learning.		**Domains I-VI** • **Competency: 001-011**
Module 7 Weeks 13&14	**SLO #4 -** To assist the sponsoring school district in maintaining a dynamic and viable supply of administrators who will use internship experiences as a basis for continuing professional growth.	Personal Leadership	• Belief-Based and Goal Driven Leadership • Equity-Focused Leadership • Interpersonal Leadership • Creating a Culture of Trust • Adaptive Leadership • Resilient Leadership • Principal Coaching according to Interns Practicum Experiences **Domains I-VI** • **Competency: 001-011**
Module 8 Weeks 15&16	**SLO #6 -** To promote the intern's development of the skills, knowledge, and dispositions leading to a positive impact on student learning.	Principal Coaching Using TLF (Transformational Leadership Framework)	• Building Alignment across the District • Prior to the Start of the Year: Supporting and Effective School Diagnosis • Setting Principal Goals • Planning Your Coaching Time • District-Level Strategies • **Conduct Observation #3** • Principal Coaching according to Interns Practicum Experiences • Collect Required Certification Paperwork **Domains I-VI** • **Competency: 001-011**

1. **Practicum Intern Information Form:** (Domain I, Competency: 001 and Domin IV, Competency: 007, 008)
   - The Practicum Intern Information Form is designed to collect important information that will be used to initiate formal contact with the candidate and the candidate's site supervisor. [19 TAC §228.35(g) & §228.35(h)]
   - Students will complete the Practicum Intern Information Form and submit the document in Canvas.
   - The information provided will be utilized to determine appropriate placement for the intern experience. §228.35(e)(2)(A), 228.35(e)(2)(B)]

2. **Practicum Site Supervisor Verification Form, SBEC Certificate and Resume:** (Domains I, Competency 001 and Domain II, Competency: 003)
   - The candidate will be given the qualifications required in the Texas Administrative Code [19 TAC §228.2(18)], and each will identify and self-select a qualified site supervisor who meets the requirements. Candidates will submit a completed form with the site supervisor's credentials and signed form from the site supervisor's administrator to verify

qualifications and a history of positive evaluations. The EPP will confirm and approve the site supervisor selection. [19 TAC §228.35(f)]

- Candidates will collaborate with site supervisor to gain agreement on the responsibilities you will have throughout your Practicum Internship experience.
    - o This meeting should then provide the framework for the development your *Practicum Intern Action Plan,* which is due
- Submit all three documents in Canvas.

3. **Practicum Intern Hours:** (Domains I - VI, Competencies 001-011)
- The Texas Education Agency requirement for **minimum number** of intern hours is **160** hours [19 TAC §228.35(e)]. You must complete at least **160** hours of administrative responsibilities by **Due Date. Refer to Canvas**
- As documentation for these hours, you will maintain an Excel time log (which will be submitted weekly) that shows the day, description of activity, and amount of time spent on that activity.
- The weekly time sheet must be signed and dated by your campus practicum internship administrator for final submission on **Due Date: Refer to Canvas**

4. **Weekly Intern Hours Time Log Submission Due Dates:** (Domains I - VI, Competencies 001-011)

Provide weekly due dates here:

5. **Practicum Intern Action Plan:** (Domains I - VI, Competencies 001-011)

- The *Practicum Intern Action Plan* should be a written document that is shared with your campus Practicum Site Supervisor and Dr. Granger (in Canvas). [19 TAC §228.35(f)]
- Your plan will include specific administrative tasks for which you will be responsible for and/or in which you will be involved.
- The Practicum experience should incorporate a broad array of responsibilities with measurable outputs.
- Your plan written plan will include your goals and objectives for the semester and Principal Domain and Competencies that will be covered by each activity. Indicate the time that will be made available to you so that you are able to achieve the goals and objectives of your internship.
- Your plan will include a STEM component to demonstrate leadership within a STEM model.
- Minimum of two-pages, double-spaced
- Maximum two-pages, double-spaced
- Include your goals and objectives for the semester.
- Submit in Canvas
- **DUE Date: Refer to Canvas**

6. **Three Executive Summary Reports:** (Domain III, Competency: 005)
    DUE DATES:
    1. **Due Date: Refer to Canvas**
    2. **Due Date: Refer to Canvas**
    3. **Due Date: Refer to Canvas**
- Discuss the administrative responsibility in which you have participated in and provide insights and learnings you gained from the intern/residency experiences.
- This is a reflection activity that chronicles your experiences as an administrative intern, as well as your own personal and professional development. Cite research-based evidence

to support the strategies and methods used during your experiences. Provide the correlating Principal Domains and Competencies for your engagement activities.
- Two pages, typed, double-spaced
- Submit in Canvas

7. **Campus Administrator Interview:** (Domain IV, Competency: 008)
- Schedule and complete an interview with a campus-level administrator at a P-TECH or STEM Campus. This interview is designed to explore aspects of the job of a campus-level administrator and is meant to be an exploratory activity.
- Use this interview to discover aspects of the job that are not necessarily taught in principal prep programs. Ask probing questions. Gain an understating of their leadership style, strategies, professional growth, and educational mindset.
- Include the interviewee's motivation to be in the field of educational leadership
- The interview may be done via Zoom
- Maximum of two pages, double-spaced
- Submit in Canvas
- **DUE Date: Refer to Canvas**

8. **District Administrator Interview:** (Domain IV, Competency: 008 and Domain V, Competency: 009, 010)
- Schedule and complete an in-person interview with a district-level administrator that oversees the STEM, P-TECH, or CTE program.
- Use the interview to gain an understanding of how the campus principal works and collaborates with the district-level administrator to ensure the success of students, including meeting campus and district state accountability measures.
- Write a summary of your interview experience - Two pages, double-spaced.
- Submit in Canvas
- **DUE Date: Refer to Canvas**

9. **Diversity & Equity Audit:** (Domains I- VI, Competencies: 001-011)
- Read the Case Study in *Breakthrough Principals* on pages 132-137.
- Review **Lever 2: Equity Focused Leadership** in *Breakthrough Principals* on page 229 and 237-245.
- Review the Tools 7.2 on pages 307-308 and 7.6 on pages 312-315.
- Re-read Elaine Wilmore's Chapter 16 *No Data Left Behind*
- Access the **Texas Equity Toolkit** and pay close attention to each of the steps in the Toolkit Roadmap.
- Complete the assessment as described in the detailed steps below.
  1. Access the provided Texas Academic Performance Report (TAPR).
  2. Examine the areas of the TAPR report as per Elaine Wilmore's Chapter 16 *No Data Left Behind*. This will walk you through how to read the components of a Texas Academic Performance Report (TAPR). You will need to know these components extremely well so you can identify the information that you need when asked. Mark them! Study them!
  3. Look at the Student Information for the campus (p.18): the total number of students, as well as ethnic distribution, sex, economically disadvantaged, at-risk, Bilingual, those receiving special education services and those who are mobile. (You will need to provide the count and percent for the campus for each of these areas.)
  4. Look at the Staff Information (p. 21) for the campus: the total number of teachers, as well as ethnic distribution, sex, and years of experience. (You will need to provide the count and percent for the campus for each of these areas.)
  5. Analyze student performance in 3rd, 4th, and 5th Reading at Meets Grade Level or Above in both years 2018 & 2019 to identify potential achievement gaps. First, look at how the

campus performed in comparison to the State and District. (Remember, you do not want to be below the State or District in any area.) Then, specifically look at how *economically disadvantaged* students compare to the All Students group at the campus, district, and state levels. What *other student groups* are performing significantly below the All Students group? The goal is for every subgroup to do well, including Special Education. If any subgroup is below All Students, there may be an achievement gap.

6. After identifying potential achievement gaps, determining the total population of low-socioeconomic students, and analyzing the teacher data, please determine and justify *if and why* an equity gap does/does not exist for this particular campus.

Prepare a report demonstrating understanding through your responses to the following prompts:
- What is the definition and purpose of an equity audit?
- Provide the numbers and percentages for the student information and staff information from numbers 3 & 4 above and explain how the demographics compare. Do the demographic/years of experience of teachers align with the needs of the student population and student needs? Justify.
- Provide the data for the performance in Reading for 3rd, 4th, & 5th grades (as described in numbers 5 above). Are all student populations performing equally? Provide a rationale.
- After analyzing all of this, what is your determination in regard to a potential equity gap? Please explain with sufficient evidence and reference the data/provided resources to substantiate your stance.
- Finally, after reading Chapter 16 No Data Left Behind, what would an ideal principal want to happen for their campus in regard to the teacher demographics and student performance? Provide at least three examples.
- *Note: Updates to the accountability system will be discussed in class. We will review the changes and discuss strategies principals may use to ensure the success of the campus.*

- **Due Date: Refer to Canvas**

10. **Three Virtual Campus Visits:** (Domains II, IV and V, Competency: 003, 004, 007, 008, 010)
   - The field supervisor will conduct three observations on each intern candidate while the candidate is demonstrating various competencies within the school setting. [19 TAC §228.35(g) & §228.35(h)]
   - The Practicum semester runs from **August 19**, through **December 3**. The first formal evaluation cycle (Pre-Conference, Observation, Post-Conference, and Signatures) must be conducted and completed for submission by (**Refer to Canvas**), the second formal observation cycle by (**Refer to Canvas**), and the third formal observation cycle by (**Refer to Canvas**).
   - There are three separate Field Supervisor Observation forms to document the formal observations, each covering a specific set of the principal standards.
   - The field supervisor will record and document educational practices observed on the Field Supervisor Observation Forms. The evaluation forms are uploaded into the candidate practicum folders and saved on the EPP electronic files for documentation.
   - Each observation must be at least 45 minutes in duration.
   - The field supervisor will provide feedback about the results of the formal observations by sending the Field Supervisor Observation Forms to the candidate and site supervisor to obtain their signatures on the Field Supervisor Observation Form after each observation.
   - Additionally, the field supervisor will host an interactive, synchronous post-conference with the candidate after each observation. This will be done either via video transmission or in person and documented on the coaching log.
   - These observations will occur in September, October, and November.

11. **Practicum Intern Self-Assessment Form:** (Domain III, Competency: 005)
   - Each candidate will submit a Practicum Intern Self-Assessment Form.
   - The purpose of the Self-Assessment is for the candidates to gain insight of their administrative style, strengths and weaknesses, communication style, problem solving strategies and instructional leadership knowledge and skills.
   - Submit in Canvas
   - **DUE Date: Refer to Canvas**

12. **Practicum Site Supervisor Final Evaluation Form:** (Domains III, IV, V, Competency: 005, 007, 008, 009, 010)
   - Your site supervisor will submit the Site Supervisor Evaluation Form at the end of the semester.
   - The Site Supervisor Evaluation Form provides an opportunity for the site supervisor to evaluate the intern/residency candidate in the areas of:
     - Willingness to Learn
     - Professional Appearance
     - Professional Interaction
     - Punctuality
     - Completion of Assignments
     - Initiative
     - Communication Skills
     - Individual Growth
     - Overall Quality of Work
   - **DUE Date: Refer to Canvas**

COURSE EVALUATION METHODS:

The assessment of EDLE 5500 Practicum in Educational Leadership course examines the candidate's ability to interact in the complex role of campus leadership by utilizing key theories and concepts and applying these to daily activities within the site setting. The required shadowing activities allow the candidate to reflect on the principal's/administrator's actions in developing and managing the learning environment of the campus.

These data sources are used in the assessment of the Practicum Internship:

1. Campus Field Supervisor evaluation
2. UNTD Site Supervisor evaluation
3. Practicum Intern Time Log Documentation
4. Assignments submitted

The candidate is evaluated in six areas of performance:
1. Critical planning skills
2. Professional development analysis
3. Facilitation skills
4. Analysis of leadership and goal accomplishment
5. Professional behavior
6. Professional interaction

Assignments and Percentage Weight
Attendance and Participation, Self-Assessment -- 10% Time Log Submission, Verification Forms, Field Supervisor Recommendation -- 15% Executive Summaries, District and Campus Level Interviews --

20% Practicum Intern Action Plan -- 15% Course Reading and Discussion -- 15% Final Submission of Intern Activities/Portfolio/Field Supervisor Recommendation -- 25%

University Policies and Procedures
Students with Disabilities (ADA Compliance): Chapter 7(7.004) Disability Accommodations for Students The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. (Links to an external site.) You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204. Course Evaluation Policy

The student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. 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 students' evaluations to be an important part of your participation in this class. Assignment Policy
According to the instructor's discretion while working in concert with the division/program's guidelines.

Exam Policy
Online exams and the ability to retake is solely at the instructor's discretion. NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity 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 Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf (Links to an external site.) for complete provisions of this code.
Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies
Online Attendance and Participation: The University attendance policy is in effect for this course. Class attendance online through Canvas 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar (Links to an external site.) for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes
Online classes may or may not be impacted by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).
Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.
Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. (Links to an external site.) Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. 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 Dean of Students as the instructor deems appropriate.

EXPERIENTIAL LEARNING
The Office of Experiential Learning is a resource available to UNT Dallas students interested in internship, volunteering, research, and study abroad opportunities. Their goal is to empower students to be professionally successful by creating meaningful community connections tied to academic endeavors resulting in post-graduation marketability. Though The Office of Experiential Learning does not place students in opportunities, they will provide support to students searching for placements to secure for-credit and not-for-credit opportunities.
Students participating in experiential learning must ensure that a current affiliation agreement is on file with the Office of Experiential Learning prior to beginning an experiential learning opportunity. A complete list of approved experiential learning sites can be obtained by contacting their office. If you are interested in participating in an experiential learning opportunity with a site that does not have an agreement on file, please contact the Office of Experiential Learning for support to get an agreement completed.
For additional informational information about experiential learning, please refer to the Experiential Learning Student Checklist or the Experiential Learning Webpage (https://aa.untdallas.edu/experiential-learning).

Educator Code of Ethics

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly, or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) whether the communication was sexually explicit; and

(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.