

**University of North Texas at Dallas**  
**Fall**  
**SYLLAB**  
**US**

***EDLE 5620.0001: Leadership for Student Educational  
Services; 3 hrs.***

<b>Department of</b>	Educational Leadership
<b>Instructor Name</b>	Dr. Elijah Granger
<b>Office Location</b>	Dallas 1, #319
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<b>Office Hours</b>	M-Th 3:00 – 5:00pm
<b>Virtual Office Hours</b>	M-Th 3:00 – 5:00pm
<b>Course Format/Structure</b>	Face-to-Face/Virtual
<b>Classroom Location</b>	Room #304/Zoom
<b>Class Meeting Days &amp; Times</b>	Tuesdays 5:30-8:20 – _____
<b>Course Catalog Description</b>	Designed to investigate the values, theoretical bases, best practices and challenges for leaders who administer student educational services at the school or district levels. Provides <u>a</u> review of federal laws, rules, regulations and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. Emphasis on students who are educationally disadvantaged because of poverty, language differences, disabilities, interests and academic performance or lack thereof.
<b>Prerequisites</b>	EDLE 5300 Recommended
<b>Corequisites</b>	
<b>Required Text</b>	

<b>Required Text &amp; References</b>	<p>Capper, C. &amp; Frattura, E. (2009). <i>The Meeting the Needs of Students of All Abilities, 2<sup>nd</sup> Ed.</i> Thousand Oaks, CA: Corwin Press</p> <p>Pankake, A, Littleton, M, &amp; Schroth, G (2012) <i>The Administration and Supervision of Special Programs in Education, 2<sup>nd</sup> Ed.:</i> Kendall/Hunt Pub Co</p>
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	Other materials provided by instructor and in Canvas
<b>Access to Learning Resources</b>	<b>UNT Dallas Library:</b> Phone: (972) 338-1616; Website URL: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> <b>UNT Dallas Bookstore:</b> Phone: (972) 780-3652; Website URL: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> Email: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>
<b>Canvas Resources</b>  <b>Supported Browsers:</b> <ul style="list-style-type: none"> <li>• Chrome 67 &amp; 68</li> <li>• Firefox 60 &amp; 61</li> <li>• Flash 29, 30 (for audio/video)</li> <li>• Respondus LockdownBrowser</li> <li>• Safari 10, 11</li> </ul> <b>Supported Devices:</b> <ul style="list-style-type: none"> <li>• iPhone</li> <li>• Android</li> <li>• Chromebook</li> </ul> <i>Note: Tablet users can use the Canvas app</i>  <b>Screen Readers:</b> <ul style="list-style-type: none"> <li>• VoiceOver (Safari)</li> <li>• JAWS (Internet Explorer)</li> <li>• NVDA (Firefox)</li> </ul> <i>Note: There is no screen reader support for Canvas in Chrome</i>	<b>Getting Help with Canvas:</b>  <b>Canvas 24/7 Phone Support for Students: 1-833-668-8634</b> <b>Canvas Help Resources:</b>  <b>Canvas Student Guide -</b> <a href="https://community.canvaslms.com/docs/DOC-10701">https://community.canvaslms.com/docs/DOC-10701</a>  For additional assistance, contact Student Assistance (UNT Dallas Distance Learning): DAL1, Room 157 Phone: 972-338-5580 Email: <a href="mailto:distancelearning@untdallas.edu">distancelearning@untdallas.edu</a>  <b>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</b>  <b>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</b>

## Course Overview

### Course Goals/Overview:

This course is aligned to the new Texas Principal Standards and Competencies tested on the Principal as Instructional Leader (268) Texas Examination of Educator Standards test as well

as the PASL (368) project.

#### **DOMAIN I-SCHOOL CULTURE (School and Community Leadership)**

**Competency 001 - The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

\*H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

\*I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and moral

**Competency 003 - The beginning principal knows how to collaboratively develop and implement high-quality instruction.**

\*B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs

\*D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

**Competency 004 - The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

\*B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)

\*D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

#### **DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)**

**Competency 008 - The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

\*C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

#### **DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)**

**Competency 009 - The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

\*C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning

**Competency 010 - The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

\*C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)

F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students

G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff

\*H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

**DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY**

**Competency 011 - The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community

\*D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn

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

\*F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs

\*G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

H. Articulates the importance of education in a free, democratic society

**Learning Objectives/Outcomes:**

The school administrator understands how to...

- respond appropriately to diverse needs in shaping the campus culture.

- 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.
- apply knowledge of ethical issues affecting education.
- apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) 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.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, and gender sensitivity, and ethnic appreciation.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.
- apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

### **Classroom Format**

We will have class each week during the Fall semester, but the majority of the classes will be asynchronous learning opportunities. During the classes, you will read, listen, and watch information about the challenges of leading special populations, current educational trends, school leadership, and your outside assignments. Students will be expected to review all of the materials provided as well as completing independent work related to the topics.

#### **Attendance and participation**

You must participate in all class activities to receive full credit for the course. Absences will result in lost points.

10%

#### **Article reviews**

Each student will read a minimum of three articles from peer reviewed journals (Examples of appropriate journals include *Phi Delta Kappan*, *Educational Leadership*, etc.) related to leadership of special populations. For each article, a one-page summary is to be developed and posted on the designated day. For each submission cycle, you should respond to at least two of your classmates summaries with critical feedback, real world examples of application of theory,

15%

or specific affirmations.	
<p><b>Field Experience</b></p> <p>In conjunction with their school principal or supervisor, students will select three of the identified special populations and participate in campus or district level work related to these groups that is not a part of their standard day to day work. For example, administering an IEP meeting, conducting an LPAC (<b>language proficiency assessment committees</b>) folder audit, participating in a CTE advisory board meeting, etc. For each experience, a 1-2 page reflection paper will be submitted.</p>	15%

<b>Problem Solving in The Field (PASL TASK ONE correlation)</b> Students will identify a significant problem or challenge in their school (related to aspecial population) that influences instructional practice and student learning. Subsequently, students will research and develop a plan for resolving this challenge.	30%	
<b>Final Project</b> Throughout the course, students will be creating a database of information about the special populations we are studying. Each section should include: <ul style="list-style-type: none"> <li>• The legislative justification for the program, including any significant caselaw</li> <li>• Funding/staffing</li> <li>• A brief summary of current issues in education related to this program</li> <li>• Local policy/procedures related to this program</li> <li>• Primary Instructional models/challenges used to serve this group of students</li> <li>• What ideas/recommendations do you have for shifting to services rather than programs for serving students in this area.</li> <li>• Field experience reflection (if appropriate)</li> </ul>	30%	

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via Canvas announcement. Additional readings and activities may be added as the semester progresses.

Dates/Format	Topics	Readings	Assignments Due
Week One 8/23 Synchronous Zoom	Introductions, course overview, requirements, and class norms		
Week Two 8/29 Asynchronous Zoom	Programs to Services	Capper Chapter 1 Materials provided	
Week Three 9/6 Synchronous	Project PASL Prep		
Week Four 9/13 Asynchronous	Overview of Title programs	Pankake Chapter 3 Materials provided	Article Review #1



Week Five 9/20 Synchronous Zoom	Special Education  Expert Participant: SK	Pankake Chapter 1 Materials provided	
Week Six 9/27 Synchronous Zoom	Face to Face Check in504 & Dyslexia Expert Participant: DH	Pankake Chapter 2 Materials provided	Field Experience #1
Week Seven 10/4 Synchronous Zoom	Bilingual Education  Expert Participant: TS	Pankake Chapter 7 Materials provided	
Week Eight 10/11 Synchronous Zoom	Career Readiness Education  Expert Participant: WM	Pankake Chapter 6 Materials provided	Article Review #2
Week Nine 10/18 Asynchronous	Gifted and Talented	Pankake Chapter 9 Materials provided	
Week Ten 10/25 Asynchronous	Early Childhood	Pankake Chapter 8 Materials provided	Field Experience #2
Week Eleven 11/1 Synchronous Zoom	Student Activities  Expert Participant: PB	Pankake Chapter 14 Materials provided	
Week Twelve 11/8 Asynchronous	Alternative Education Programs	Pankake Chapter 11 Materials provided	Article Review #3
Week Thirteen 11/15 Synchronous Zoom	Counseling Programs  Expert Participant: TM	Pankake Chapter 10 Materials provided	
Week Fourteen 11/22 Asynchronous	Academic Preparation, Enhancement, and Intervention  Expert Participant: SMW	Pankake Chapter 5 Materials provided	Field Experience #3

Week Fifteen 11/29 Synchronous Zoom	Project presentations		Problem Solving Task
Week Sixteen 12/6 Synchronous			Database Project

### **Course-Specific Policies**

#### **Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>.

#### **Assignment Policy:**

According to the instructor's discretion (while working in concert with the division/program's guidelines).

**Late Assignments:** Late assignments will receive a 10-point deduction for each day the assignment is late.

**Exam Policy:** Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disabilities 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 accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student 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 letter 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>. You may also contact them by phone at 972-338-1777; by email at [UNTDisability@untDallas.edu](mailto:UNTDisability@untDallas.edu) on the first floor of the Student Center.

#### Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

#### **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 UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

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 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.

**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's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>).

### **Classroom Disruption:**

Students are expected to engage with the instructor and other students in this class in a respectful and civil manner at all times to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absent for that class period and any other classes the student misses as a result of not meeting with the Dean of Students.

The student is responsible for material missed during all absences and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNT Policy 7.001 found at <https://www.untDallas.edu/hr/upol>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

### **Course Evaluations:**

Student's evaluations 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 via your campus email, providing you a chance to comment on how this class is taught. I will not have access to the results of the evaluations until after final grades have posted. 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.

**Bad Weather Policy:**

Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice,

sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untdallas.edu/police/resources/notifications>.

**Inclement Weather and Online Classes:**

Online classes may or may not be affected 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.

**Technology Assistance:**

In order to successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>