

University of North Texas at Dallas
EDLE 5700 Leadership Portfolio
3 Semester Hours
SYLLABUS
Spring 2025

UNT School of Education	Teacher Education and Administration	Master of Educational Leadership
Instructor Name:	Dr. Elijah Granger	
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Office Hours:	M, T, Th 3:00 – 5:00pm	
Course Format/Structure:	Face-to-Face	
Classroom Location:	Dal 1	
Class Meeting Days & Times:	Tuesdays, 5:30 – 8:20pm	
Course Catalog Description:	5700 Leadership Portfolio. 3 hours. The purpose of this course is to provide a comprehensive and holistic study of school leadership competencies including ethics, communication, school culture, and strategic planning. The course will explore topics such as feedback, ethics, restorative discipline practices, authentic and team leadership, and strategic planning.	
Prerequisites:	<ul style="list-style-type: none"> EDLE 5500 Practicum 	
Required Texts:	<p>Northouse, P. (2018). <i>Leadership Theory and Practice</i>, 8th ed. Sage Publishing.</p> <p>Other materials provided by instructor and online through Canvas.</p>	
Access to Learning Resources:	<p>UNT Dallas Library: (Student Center) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com</p>	

STUDENT LEARNING OBJECTIVES

Students will have a deep understanding of the following aspects of school leadership:

- Resiliency and change management.
The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- Commitment to ongoing learning.
The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities and accepts responsibility for mistakes.
- Communication and interpersonal skills.
The principal tailors communication strategies to the audience and develops meaningful and positive relationships.
- The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.
- The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

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

1	The student will review and assess her/his professional knowledge, skills, and capacities in the educational administration field. Competency # 001.
2	The student will demonstrate the ability to conduct/study applicable research in educational administration and related fields. Competency #007.
3	The student will work with a variety of scenarios of situations faced by the site administrator, will demonstrate leadership capacity and will make informed decisions. Competencies #002, #003, #007.
4	The student will demonstrate an understanding of the liaison and leadership functions of a building administrator within an administrative hierarchy. Competency #005.
5	The student will develop a portfolio in preparation for interviewing and for a comprehensive job search. Competency #006.
6	The student will discuss interviews in preparation for employment interviews. Competency #006.
7	The student will review a variety of material in preparation for current testing procedures to attain appropriate certification for the State of Texas.
8	The student will demonstrate proficiency in computer and media applications. Competency #008.

COURSE OUTLINE:

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class or online.

Module 1	PASL Process
Module 2	Feedback and Communications
Module 3	Principal as an Ethical Leader
Module 4	Restorative Discipline Practices
Module 5	Authentic Leadership
Module 6	Team Leadership

Module 1 Lesson Activity: PASL Process (Domains I-VI, Competencies 001-011)**Overview:**

In this module, you will learn about the PASL assessment process and prepare your materials for the exam.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Work to motivate the school community by modeling a relentless pursuit of excellence.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward.
- Keep staff inspired and focused on the end goal even as they support effective change management.

Instructions: Refer to written instructions and information provided in Canvas.

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

In this module, we will review the process to submit your PASL Assessment portfolio. Students will review the requirements for the PASL, review their collected resources, and prepare to submit materials for the test.

From the [ETS WebsiteLinks to an external site.](#):

The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders.

The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. A video of you facilitating a collaborative team during your internship experience is required as one of the components for Task 3. Task responses can be created throughout your clinical experience rather than at the end, allowing you to continually refine your professional practice.

You will complete tasks by entering and submitting a written response and uploading artifacts via an online submission system. Within the online system, you can:

- enter a written response to each task.
- link the required documents and artifacts to the written response.
- upload the required video.
- edit, save, delete and change responses up until submission.

Tasks must be submitted on or before the task submission deadline date.

*****Due Date****Module 2 Lesson Activity: Feedback and Communication** (Domains I, II and IV Competencies 002, 003, 007)

Overview:

In this module, you will learn about the Feedback Loop and how feedback is essential in leading and organizing school communities. You will also learn about communication mistakes that school leaders often make and how to avoid them.

Related Course Learning Objectives:

- Develop skills to listen to others and create opportunities for staff and stakeholders to provide feedback;
- Treat all members of the community with respect and develop strong, positive relationships with them.
- Understand the process necessary to keep teachers and staff motivated and committed to excellence.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Communication and feedback are important skills for school leaders to have and these skills are not always easy to employ each day. Sometimes school leaders do not always feel confident giving feedback to their teachers or do not always know the right time to give feedback and then the moment becomes lost. Still, giving feedback to your employees is important and can be done properly.

1) Get everyone involved early.

When people know that feedback is coming to them, they won't be surprised when they receive it. Get everyone involved in your process for feedback early and tie your feedback to the mission and vision of your campus. Gather thoughts from each of the members of the school community and find out: What do they like or do not like about the current systems? How frequently do they want to give and receive feedback? After giving feedback what action do they want to see taken? All of these questions will help you figure out what is working well with the current system and how you can improve it moving forward. Getting everyone on the same page and contributing ideas will ensure people feel personally accountable for the system's success.

2) There is more to running a school than just data.

Yes, we speak all of the time about being data-driven leaders and using data to make decisions, however, there is more to decision making and school leadership than just data. But keep in mind that while the data will be helpful to uncover long term trends and insights the ultimate goal of having a system of feedback is to find ways to improve instruction and the campus as a whole. It's not about just getting answers to the designated questions or adding another data point into the system, it's about **building relationships with your stakeholders** so that they feel valued and engaged in their work.

3) Make the data work for you.

Take time to process and analyze the information you have gained. Keeping the data organized in a performance management system can enable you to easily track trends, employee goals and identify areas for improvement.

4) Talk to your teachers.

The most important part of a feedback loop is also where it most often falls short. Sharing any insights or findings you have with your teachers is critical to keeping the cycle of feedback moving. Set up a time to chat with each person you reviewed and have an open and honest conversation about the results. Then work together to find ways for improvement and growth. By having these follow-up conversations, you demonstrate how much you value the program, increasing accountability and improving the school.

5) Create opportunities for teachers to take action.

The whole point of having a cycle of feedback is to enable you and your school community to continuously improve and innovate based on the results of each feedback loop. When done correctly it does a lot more than just that: Having an

effective feedback loop keeps employees/teachers and invested in their work by making them feel valued by the school leaders, improves performance by putting teachers on the most direct path to reach their goals and improves communication by giving teachers dedicated time to speak to their principals and colleagues.

You have a first-year teacher struggling with the workload and the emotional strain of teaching. They are new to the school community and feel like they are underserving the students because they are so new. Their struggles are forcing them to question whether teaching is the right profession for them. They have wanted to be a teacher for a long time—and although they knew it would be hard, they didn't think it would be this hard.

They are dealing with many common challenges of teaching—prioritizing, keeping track of assessments, report cards, other deadlines and administrative work, occasionally managing the classroom, and keeping the classroom organized. Despite their hard work, they are not seeing the results you as their principal want to see from the students. It seems like they aren't learning as fast as you'd hoped and you're not sure why.

Teacher Feedback Scenario #1

You have the teacher meet regularly with a coach on campus. You have heard from the coach that during their meetings, the conversations seem to go all over the place, from worrying about whether they are doing right by the students to complaining about the colleagues who talk poorly about kids. When they are asked what they want to work on in coaching, they suggest things like Project Based Learning, Socratic Seminars, or other things they have just heard about that they feel should be offered to students.

Overall, you trust this teacher and their work with the coach, and they seem to have a good relationship. You admire the teacher for their passion for teaching, commitment, and enthusiasm.

What kind of feedback are you going to offer this teacher?

Write a one-page response in a Word document and upload your paper to this assignment. Grading Rubric provided in Canvas.

Due Date – Refer to Canvas

Teacher Feedback Scenario #2

You have a teacher who is new to your campus but has been teaching for 3 years in a community that is different (racially & socioeconomically) from the one that they were raised in. The teacher describes herself as having high expectations for kids. She sets big goals for student growth and she shares those with the class. The classroom is organized, instruction is very structured and routine, and the teacher has developed strong routines for assessments.

However, the teacher is doing lots of lectures and while she says that she values rigor, the tasks that students are given are low on Bloom's Taxonomy. There are a lot of memorization tasks. (Example: "They just have to memorize the multiplication tables!"). The content that they explore is also often low in relevance to students and as a result, there's often low student engagement. The students are sometimes in compliance, but not engaged. As such, the teacher often sends students out of the room or to the office for being disruptive.

You have assigned the teacher to work with a coach to incorporate strategies to support English Learners. The coach reports to you that when the teacher refers to the students, she uses the phrase "these kids" coupled with some kind of deficit reference. For example, when the coach suggested that she incorporate discussion structures, she said, "Well, that might work for the kids in Ms. T's class, but these kids need much more structure. They can't handle it when I loosen up."

The teacher's strengths are classroom organization, structured and routine instruction, and she has developed strong routines for assessment.

What kind of feedback will you provide for this teacher?

Write a one-page response in a Word document and upload your paper to this assignment. Grading Rubric provided in Canvas.

Due Date– Refer to Canvas

Module 3 Lesson Activity: Principal as an Ethical Leader (Domain VI Competency 011)

Overview:

In this module, we will discuss the importance of leading a school with an ethical mindset.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions: Refer to written instructions, materials, activities and information provided in Canvas.

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Canvas Discussion:

If our ethics are not based on feelings, religion, law, accepted social practice, or science, what are they based on? How do those standards get applied to specific situations we face? What is the driving force behind your ethical decision making?

Discuss your thoughts with your classmates on the Discussion Board in Canvas. Be sure to respond to one other participant in the course.

Due Date– Refer to Canvas

Module 4 Lesson Activity: Restorative Discipline Practices/Wellness (Domains I, II, IV Competencies 001, 002, 004, 007)

Overview:

In this module, you will learn the definition and use of Restorative Discipline Practices in the school setting. The focus will be on three parts of RDP: Restorative Circles, 'I'-Statements, and Respect Agreements. We will also review the importance and strategies for creating a wellness plan for school administrators.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Restorative Discipline Practices

Restorative discipline is defined as a relational approach to building school climate and addressing student behavior. The approach fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Restorative Discipline Practices (RDP) involves the use of three distinctive functions of a classroom environment that are essential for whole-school RDP practice. The functions include Restorative Circles, Respect Agreements, and I-Statements.

Restorative Circles

The Restorative Circles are a versatile practice that can be used to develop relationships and build community. The process allows a teacher to be reactive in responding to wrongdoing, conflicts and problems. The circle can also be used for assessments, classroom lessons, and building relationships with students.

The key element of the Restorative Circle is the concept of community. The circle belongs to the classroom environment and everyone who participates has ownership in the circle. The circle gives stakeholders an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. Everyone has an opportunity to participate and is allowed to have a voice in a Restorative Circle.

Respect Agreements

Respect Agreements are designed as a process for managing discipline and student expectations in the classroom. It is a document created by a community that serves as an agreement for how members of the community will treat one another and their environment.

Respect Agreements are created through a process whereby students engage in a conversation about how they want to treat each of the members of the classroom environment. The process allows students to develop an understanding for how their actions and words often impact others including the classroom teacher and facilities. The teacher serves as the facilitator for developing the document and is also a contributor to the agreement. Students work to develop the agreement in groups and discuss the aspects and meaning of the document. At the conclusion, students will sign the document and the teacher displays the work in the classroom. The document is used throughout the year as a reference for behavior and discipline.

I-Statements

The I-statement is a style of communication that focuses on the feelings or beliefs of the speaker rather than thoughts and characteristics that the speaker attributes to the listener. For example, a teacher might say to a student, "I feel concerned when you consistently come late to class." instead of being confrontational with a statement like, "Why are you always late?"

The concept of an "I" statement is to contrast the "you" statement, which often shifts blame and attributions to the listener. "I" statements enable speakers to be assertive without making an accusation, which can often make listeners feel defensive. An "I" statement can help a person become aware of their behavior and forces the speaker to take responsibility for his or her own thoughts and feelings rather than attributing them to someone else. When used correctly, "I" statements can help foster positive communication in relationships. Sharing feelings and thoughts in an honest and open manner can help students and teachers develop stronger relationships.

After reviewing the lesson on RDP and the related videos, what are your thoughts on implementing Restorative Practices in your school? What are the benefits and disadvantages of the program? What other questions do you have?

Due Date– Refer to Canvas

Module 5 Lesson Activity: Authentic Leadership (Domains IV and V Competency 007, 008, 009, 010)

Overview:

In this module, we will discuss the importance of leading a school with an Authentic mindset.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Module Lesson: Am I Really a Leader? (Domains III, IV, V Competencies 005, 007, 008, 009, 010)

In chapter 9 of *Leadership: Theory and Practice*, Northouse discusses the concept of Authentic Leadership. Authentic leaders possess 5 characteristics: Purpose, Values, Relationships, Self-Discipline, and Heart.

Authentic leaders have a strong sense of purpose, and they have strong values about the right thing to do. They have trusting relationships with others, and they demonstrate self-discipline and act on their values. They are sensitive and empathic to the plight of others.

Take a moment to read pages 200-211 in your Northouse book to understand more about Authentic Leadership. At the conclusion of the lesson, read **Case Study 9.1: Am I Really a Leader** and **respond to the class discussion question**.

Due Date– Refer to Canvas

Leadership Interview: (Domain IV Competencies 007, 008)

For this assignment, you will choose an individual who is serving in a leadership role and conduct an interview to gain a sense of the person's leadership style. You will want to gain an insight on how they lead an organization, handle people, and make decisions.

Key to this assignment will be what the person *doesn't* say. If you were coaching this person on their leadership skills, what information would you provide for them, how would you coach and develop the person in their leadership skills.

Your paper should be no longer than 500 words in length.

Due Date

Module 6 Lesson Activity: Team Leadership (Domains I, II IV Competencies 001, 002, 003, 007, 008)

Overview:

In this module, we will discuss leading teams.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Module Assignment:

Review the Team Excellence and Collaborative Team Leaders Questionnaire on page 397 of the Northouse book.

Thinking about a team that you are on now, grade your team using the questionnaire. Review your responses and discuss with your classmates that kinds of changes you would make as the leader of this team.

Be sure to respond to at least one other classmate.

Due Date– Refer to Canvas

Leadership Journal: (Domains I, II IV Competencies 001, 002, 003, 007, 007)

Leadership is all around us and it comes in many forms. Sometimes we are thrust into leadership positions whether we are looking for them or not. Sometimes we take the lead in key situations when others will not or cannot.

Throughout the semester, journal your experiences in taking hold of leadership and leading a team. Think about the times when you shared ideas, empowered others, took the lead on projects or meetings, or set a standard with others around you. Write about these experiences during the semester in a journal format.

The journal should be between 3-4 pages written in APA format. Please upload a Word document only for this assignment.

Grading Rubric provided in Canvas.

Due Date– Refer to Canvas

Module 7 Lesson Activity: Strategic Planning (Domains I, II, III, IV Competencies 001, 002, 003, 004, 005, 007)

Overview:

In this module, we will discuss the importance of leading a school with strategy and specificity.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Lesson Activity:

The purpose of this assignment is to engage in the practice of strategic planning. When long-term or large projects or strategies are looming, it is most appropriate to create a strategic plan to approach the project with appropriate detail.

After reviewing the website, resources, and video related to strategic planning, students will create a mock strategic plan. Students will work in groups of 2, 3 or 4.

Students will pretend that a neighboring school is closing in 2 years and your current campus will absorb 250 students from the school. Consider the following questions as you develop your strategic plan.

- What resources will you need?
- What support systems will need to be in place?
- What communication strategies will you need?
- Who will participate in the planning stages?

Choose a strategic planning tool that works for your team and submit a two-page document outlining your plan.

Grading Rubric provided in Canvas.

Due Date

Module 8 Lesson Activity: Leadership (Residency) Portfolio (Domain III, IV Competencies 005, 006, 007,008)

Overview:

In this module, we will discuss how to build your Leadership Portfolio.

Related Course Learning Objectives:

- Understand the commitment needed to ensure the success of the school.
- Learn to be reflective in their practice and strive to continually improve, learn, and grow.
- View unsuccessful experiences as learning opportunities, remaining focused on solutions, and not stymied by challenges or setbacks.
- Are vested in the school's improvement and participate in candid discussions of progress and challenges.
- Assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans.

Instructions:

- Complete each reading assignment, discussion, and/or quiz for the module.
- Students are expected to engage in active discussion with classmates on the discussion board. Students should post a response to the question and respond to at least one classmate to receive full credit for the discussion.
- The module will be active for the remainder of the course after the designated unlock date.
- Refer to the calendar for due dates for each assignment.
- Discussion board assignments are due two weeks after the module unlocks.

Review the following Canvas Materials:

- Creating a Personal Vision Statement
- Letters and Resumes
- Assistant Principal and Principal Interview Questions
- School Leadership Interview Tips
- Hiring Manger System Guide

Lesson Activities:

For the final project, students will provide a 8-10 minute video as part of an interview scenario. Students will submit a video profile of themselves answering interview questions, providing a vision for the school they are applying, and sharing what the hiring principal can expect from their job performance. Students will also upload a sample cover letter and resume to the assignment. For full credit on the final, each of the following must be included:

- Interview
- Cover Letter
- Resume
- School Plan (Vision)
- Job Performance

Students will also be graded on their professionalism, responses, and inclination to include portions or topics discussed or referred to during the course. The final will be uploaded to canvas as a video or a YouTube link.

Interview Questions:

- Why do you want to be an assistant principal?
- What makes an effective team?
- How do you handle student discipline?
- How do you approach underperforming teachers?
- Talk about your approach to planning for change and school improvement.

Due Date– Refer to Canvas**COURSE EVALUATION METHODS:**

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

outcomes for the course. Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic, and the judgment of the instructor will determine whether each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required.

General criteria for evaluating student work are:

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through performance.
3. Connection to Practice: Students successfully connect course content to practice and their specific. They explore implications that create value and significance for knowledge.

Assignments and Percentage Weight

Evaluation materials for this course are divided into categories with each assignment given a maximum point value for credit. Categories and point values are as follows:

- Discussion: 1000 points
- Assignments: 400 points
- Journals: 300 points
- Projects: 300 points
- Total points: 2,000 points

Leadership Journal (150 points)

Teacher Feedback Scenarios (100 points)

The Five Approaches (100 points)

Leadership Interview (100 points)

PASL Perspective Journal (50 points)

Caring for the Caretaker (100 points)

Strategic Planning Project (150 points)

Leadership Portfolio (150 points)

Grade Values and Ranges

A – 1800 - 2000

B – 1600 - 1799

C – 1400 - 1599

D – 1200 - 1399

F – 0 – 1199

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 accommodations 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 students 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, volunteer, 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>).