The University of Texas at Tyler
College of Education and Psychology
School of Education

Course Prefix and Number: EDLR 5313
Course Title: Critical Issues in Educational Leadership
Session: Summer 2019
Credit: 3 hours
Course Meeting/Room: Online
Instructor Information: Jennifer S. Jones, Ed.D.
Office Hours: By appointment
Office: HPR 113
Phone: Office: (903) 565-5653
E-mail: Jenniferjones@uttyler.edu

Course Catalog Description:

This course will engage aspiring leaders in a systematic exploration and research on the school improvement process through the analysis of principal actions and school actions that impact student achievement outcomes.

Student Learning Objectives:

Upon completing this course, students will be able to demonstrate mastery in the following areas (Principal standards, competencies and the educators’ code of ethics can be found below following the university policies):

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Principal Standards</th>
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<tbody>
<tr>
<td>Diagnose causative effects that impact school culture through the analysis of multiple data sources, identification of priorities and best practices to leverage root causes.</td>
<td>Domain I: School Culture (1, 2, 5, 7, 10, 11, &amp; 12)</td>
</tr>
<tr>
<td>Diagnose causative effects that impact teaching and learning through the analysis of multiple data sources, implement an equity audit, and identification of priorities and best practices to leverage root causes.</td>
<td>Domain II: Leading Learning (1, 2, 4, 5, 6, 7, 8, &amp; 9)</td>
</tr>
<tr>
<td>Diagnose causative effects that impact human capital through the analysis of multiple data sources and evidence, identification of priorities and best practices</td>
<td>Domain III: Human Capital (2, 3, 5, 6, 7, &amp; 9)</td>
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<td><strong>to leverage root causes for talent management.</strong></td>
<td>Domain IV: Executive Leadership (1, 2, 7, 9, 10, &amp; 11)</td>
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<tr>
<td>Diagnose causative effects that impact communication and organizational management through the analysis of multiple data sources and evidence, identification of priorities and best practices to leverage root causes.</td>
<td>Domain V: Strategic Operations (1, 2, 3, 4, 5, 6, &amp; 11)</td>
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<td>Develop a strategic plan through the diagnosis and analysis of multiple data sources and evidence to set priorities, outline goals, targets, resources, and progress measures toward goal attainment.</td>
<td>Domain VI: Ethics, Equity, and Diversity (1, 2, 3, 4, 5, 6, 7, 8, &amp; 10)</td>
</tr>
<tr>
<td>Diagnose causative effects that impact ethics, equity and diversity through the analysis of multiple data sources, implement an equity audit, ethical dilemmas and identification of priorities and best practices to leverage root causes.</td>
<td></td>
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</tbody>
</table>

The domains and competencies of the Principal as Instructional Leader Certification Assessment (268) are aligned to the Texas Principal Certificate Standards found in Texas Administrative Code §241.15.

EDLR 5313 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5313 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the Principal Certification Examination required for all students who are awarded a Texas Principal’s Certificate.

**Course Requirements**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments &amp; Quizzes</td>
<td>(20%)</td>
</tr>
<tr>
<td>Discussion Boards (quality &amp; actively contributing to discussion)</td>
<td>(15%)</td>
</tr>
<tr>
<td>Campus Equity Audit</td>
<td>(15%)</td>
</tr>
<tr>
<td>Introduction to Action Research Topic</td>
<td>(15%)</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>(20%)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>(15%)</td>
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</tbody>
</table>

Additional information about each assignment will be presented within the course.

**Final Grade Calculations**

- **A** = 90 - 100
- **B** = 80 - 89.9
C = 70 - 79.9  
D = 60 - 69.9  
F – below 59.9

All assignments must be completed by **midnight** on Sunday night. All assignments are expected to be completed at graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10%.

Late assignments will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% and an additional 10% will be deducted for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

**COURSE POLICIES**

**Participation**

Participation is critical to the success of any course and graduate students are expected to complete all assignments, whether graded or not, and to participate in all group discussion sessions. Please note that course participation carries a substantial point value and will be used in assignment of course grades. Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically.

**Discussion Boards**

Discussion boards will be graded on the following:

1. Quality of your reflection and comments.
2. Timeliness of your posting and participation.

**Written Assignments:**

1. Graduate level quality
2. APA Format when requested
3. Free of typographical errors
4. Word-processed and uploaded into the online portal

**Teaching Strategies**

EDLR 5313 utilizes 100% online instruction through UT Canvas. The instructor uses lecture format with group process and constructive learning experience in an electronic environment. Since the class is exclusively online, the instructor will serve as a facilitator of knowledge on strategic school improvement. The instructor will utilize online discussions,
presentations, videos, independent practices, and inquiry-based strategies to explore the theory, practice, and the school improvement process.

Required Text and Related Readings

Textbooks:


Text Statement: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Criminal History Acknowledgement:

As required by Texas HB1508, applicants need to be aware of the following:

1. In order to receive a principal certification, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for a principal, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a $50 fee for this criminal history evaluation.

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)
Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (Stewart Hall 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
• Submitting GradeReplacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses
dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

University Withdrawal Dates:

***Last day to withdraw to receive 100% refund for partial withdrawals is on or before the Census Date for classes which is prior to May 20, 2019.

***Last day to withdraw to receive a W or Q is July 15, 2019.

Long Summer:

- Prior to May 20, 2019: 100%
- From May 20 through May 24, 2019: 80%
- From May 25 through May 31, 2019: 70%
- From June 1 through June 6, 2019: 50%
- From June 7 through June 12, 2019: 25%
- After June 12, 2019: No refund

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.
Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
  • copying from another student’s test paper;
  • using, during a test, materials not authorized by the person giving the test;
  • failure to comply with instructions given by the person administering the test;
  • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  • collaborating with or seeking aid from another student during a test or other assignment without authority;
  • discussing the contents of an examination with another student who will take the examination;
  • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  • falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by TurnItIn, available on Canvas.

**UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

**COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

**CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS**

Texas Administrative Code
(b) Enforceable Standards.

   (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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not 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.

**(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

**Source Note:** The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

**BIBLIOGRAPHY**

**JOURNALS AND PERIODICALS**

*ASCD Education Update*, Association for Supervision and Curriculum Development.
*Communicator*, National Association of Elementary School Principals.
*Educational Administration Quarterly*, University Council for Educational Administration.
*INSIGHT*, Texas Association of School Administrators.

*Phi Delta Kappan*, Phi Delta Kappa.

*Principal*, National Association of Elementary School Principals.


### OTHER RESOURCES


ONLINE RESOURCES

Education Commission of the States — www.ecs.org
National Center on Educational Outcomes — www.cehd.umn.edu/nceo
Texas Administrative Code — www.sos.state.tx.us/tac/index.shtml
Texas Constitution and Statutes/Texas Education Code — www.statutes.legis.state.tx.us
Texas Education Agency — www.tea.texas.gov
Texas Project FIRST — www.texasprojectfirst.org