

**Syllabus Spring 2017 – 5 week course 1/16-2/19**

**Course Title: EDAD 5391 Independent Study**

**Instructor:** Dr. Beth Ray

Educational Leadership and Policy Studies

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**Texts and Materials for Leadership in Instructional Settings:**

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2013). The basic guide to supervision and instructional leadership, 3rd edition. Boston, MA: Pearson. ISBN 978-0-13-261373-6.

Tk20 (https://tk20web.uta.edu/campustoolshighered/start.do)

**Texts and Materials for Curriculum:**

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids.* Alexadria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-3166-0284-2

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-4166- 0284-2

**Articles:** (available within course)

Downey. (2004). Understanding the rationale underlying the walk-through and reflective practice approach. Retrieved from: www.sagepub.com/up,- data/6560\_downey\_ch\_1\_.pdf April 2, 2013.

Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An integration of “backwards planning” unit design with the “two-step” lesson planning framework. *Education, 130* (2), 357-360.

Robinson, C. (2009, April). Using ASQ’s Body of Knowledge to answer common questions. *Journal for Quality and Participation,* 25-27.

Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter.

**Texts and Materials for Research:**

Hendricks, C. (2013). *Improving schools through action research: A reflective practice approach.* (3rd ed.) Boston, MA: Pearson. ISBN 978-0-13-286864-8.

**Texts and Materials for Resource Management/ Finance:**

Odden, A., & Picus. L. (2008) *School finance: A policy perspective (4th ed.). Boston: McGraw-Hill*

TK 20 Software (<http://www.uta.edu/coeph/tk20>)

**Course Descriptions:**

**Leadership in Instructional Settings:**

This course involves an examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement.

**Research in Education:** An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. Topics include familiarization with educational journals, association, accreditation procedures, program evaluation, sampling procedures, data collection, and statistical analysis.

**Curriculum:** Curriculum Design, Implementation, and Evaluation An examination of theory and research in curriculum development, implementation, and evaluation. Emphasis on current trends in the content areas.

**Finance:** This course is being offered to help graduate students examine, discuss, analyze, and evaluate school finance techniques, patterns, trends, and policies used to finance public education K-12. Topics include an overview of school finance, the evolution of school finance court cases, an examination of adequacy and equity, financing educational facilities, allocating and using educational dollars, school district budgeting, school finance structures, improving state financial systems , and redesigning teacher salary structures

**Student Learning Outcomes for Curriculum:**

1. To synthesize the district, campus, and classroom perspectives regarding the  recommended, written, taught, and tested curriculum
2. To propose various strategies for supervising the taught and tested curriculum.
3. To identify particular strategies for helping teachers target relevance and variation  in the written and taught curriculum.

***National Standards:* National Policy Board for Educational Administration (2011). *Educational leadership program recognition standard: Building level.***

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

***Targeted State TExES Standards and Competencies Domain II—Instructional Leadership***

*Competency:* Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

*Competency:* The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

**Student Learning Outcomes for Research:**

1. Students will understand research and evaluation terms, distinguish between quantitative and qualitative methods, and history of action research.

2. Students will learn steps to action research, how to use action research to promote professional development, and the importance of literature reviews.

3. Students will learn methods for collecting and analyzing data.

4. Students will learn how to write reports by drawing conclusions, making recommendations, and discussing limitations of study.

5. Students will learn how to conduct literature reviews and how to report study findings to various audiences.

For students seeking principal certification, the course is intended to meet the following 2011 standards set by the Educational Leadership Constituent Council for “building-level education leaders.”

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

**Student Learning Outcomes for Leadership in Instructional Settings:**

1. Define the meaning of Supervision
2. Explain the four basic approaches to supervision
3. Demonstrate understanding and self-evaluation of technical skills for supervision
4. Give examples on how to effectively accomplish technical tasks of supervision
5. Critically analyze the cultural tasks of Supervision in light of one’s own belief system.
6. Demonstrate capabilities to supervise and become effective instructional leader through professional development, etc.

For students seeking principal certification, the course is intended to meet the standard set by the Educational Leadership Constituent Council for “school building leadership.”

Standard 1.0: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2.0 An educational leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3.0. An educational leader promotes the success of every student be ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4.0. An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0 An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**Student Learning Outcomes for Finance:**

1. To understand the history and current state of school finance in the United States
2. To make informed projections about the need for school finance reform.
3. To understand the actions districts might take regarding equity, adequacy, and productivity.
4. To examine and understand the evidence based approach to school finance.
5. To understand policy issues at the school, district, and state levels.
6. To examine, understand, and create school district budgets.
7. To determine how to improve school finance systems.
8. To understand teacher salary structures

**Educational Leadership Constituency Council Standards:** The following standards are addressed during the EDAD 5381 course:

ELCC Standard 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC Standard 3.3: Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC Standard 5.1: Act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.

ELCC Standard 5.2: Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school

ELCC Standard 5.3: Safeguard the values of democracy, equity, and diversity within the school.

ELCC Standard 5.4: Evaluate the potential moral and legal consequences of decion making in the school.

ELCC Standard 5.5: Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.1: Advocate for school students, families, and caregivers.

ELCC Standard 6.2: Act to influence local, district, state, and national decisions affecting student learning in a school environment.

**Course Assignments for Research:**

|  |  |
| --- | --- |
| **Title** | **Points Possible** |
| Week 1: Assessment of Readings | 10 |
| Week 1: Assignment | 10 |
| Week 1: Discussion Post | 10 |
| Week 2: Assessment of Readings | 10 |
| Week 2: Assignment | 10 |
| Week 2: Discussion Post | 10 |
| Week 3: Assessment of Readings | 10 |
| Week 3: Assignment | 10 |
| Week 3: Discussion Post | 10 |
| Week 4: Assessment of Readings | 10 |
| Week 4: Assignment | 10 |
| Week 4: Discussion Post | 10 |
| Week 5: Assessment of Readings | 10 |
| Week 5: Assignment | 10 |
| Week 5: Discussion Post | 10 |

**Course Assignments for Leadership in Instructional Settings:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Title |  |  | | Points Possible |  |
| Week 1: Assessment of Readings | | | | 10 | | | |
| Week 1: Assignment | | | | 10 | | | |
| Week 1: Discussion Post and Replies | | | | 10 | | | |
| Week 2: Assessment of Readings | | | | 10 | | | |
| Week 2: Assignment | | | | 10 | | | |
| Week 2: Discussion Post and Replies | | | | 10 | | | |
| Week 3: Assessment of Readings | | | | 10 | | | |
| Week 3: Assignment | | | | 10 | | | |
| Week 3: Discussion Post and Replies | | | | 10 | | | |
| Week 4: Assessment of Readings | | | | 10 | | | |
| Week 4: Assignment | | | | 10 | | | |
| Week 4: Discussion Post and Replies | | | | 10 | | | |
| Week 5: Assessment of Readings | | | | 10 | | | |
| Week 5: Assignment  This assignment will be also submitted into Tk20. | | | | 60 | | | |
| Week 5: Discussion Post and Replies | | | | 10 | | | |
| TOTAL | | | | 200 | | | |

**Course Assignments for Finance:**

1. Complete all reading assignments for each module.

2. Use the questions at the end of each chapter as study guides and discuss your responses to the chapters with you colleagues in your discussion groups.

3. Create a local school district case study using the guidelines in your textbook on page 27. Describe the history of the district. What is the most pressing school finance problem in the district?

4. Prepare a Field Activity Report. Information is listed as assignment 6. The assignment will be due by 11:59 p.m. on Sunday of Module 5. The assignment will **also be posted** to TK 20. You will have a title page for all papers. Assignment 6—Module 5 will take several days to complete. I suggest you begin that assignment now.

**Grading Information for Leadership in Instructional Settings:**

Grading scale:

To pass, all module activities must be completed at an “acceptable” level. Late work and work that has to be revised in order to meet “acceptable standard” will receive a maximum of 5 points per assignment.

Students with 90% and above averages will receive an A, Students with averages from 81% - 89% will receive a B. Students with averages from 70-79% will receive a C. Anyone receiving below 70% will have their work reviewed by the instructor / developer as to whether they receive a C or an F or an incomplete.

Course Policies

You must complete all readings, assessments, assignments, and discussion postings/replies by the due dates. All due dates are listed in the course schedule. Late work and work that must be revised to meet the acceptable criteria will receive a maximum of five points per assignment (40 for case study) You are responsible for your technology/Internet working to ensure work is completed by deadlines.

**Grading Information for School Finance Resource Management:**

A = 124 – 138 (90 – 100 percent)

B= 110 – 123 (80 – 89 percent)

C= 97 – 109 (70 - 79 percent)

D= 83 - 96 ( 60 - 69 percent)

F = 82 and below (below 60 percent)

**Course Schedule for Research:**

|  |  |
| --- | --- |
| **Module 1 – Preparing for Research and Evaluation DUE** | |
| Read from text:  Preface  pp iii-vi Introductory paragraphs to all 8 chapters References pp 186-190 Index pp 191-193 Table 3.1 pp 65-68 Table 8.2 pp 181-182 Journals that Publish Action Research pp 24-25  Read: Professor/developer-authored reading | 11:59 p.m. 0n 1/22 |
| Assessment of Readings |
| Assignment: Exploring the World of Educational Associations and Journals |
| Discussion Board Post and Replies |
| **Module 2 – Planning Your Study DUE** | |
| Read from text: Chapters One and Two  Read: Professor/developer-authored reading | 11:59 p.m. Sunday, 1/29 |
| Assessment of Readings |
| Assignment: Selecting Topics and Steps |
| Discussion Board Post and Replies |
| **Module 3 – Organizing Your Study** | |
| Read from text: Chapters Three and Four  Read: Professor/developer-authored reading | 11:59 p.m. Sunday, 2/5 |
| Assessment of Readings |
| Assignment: Program Evaluation |
| Discussion Board Post and Replies |
| **Module 4 – Finalizing Your Study** | |
| Read from text: Chapters Five and Six  Read: Professor/developer-authored reading | 11:59 p.m. Sunday, 2/12 |
| Assessment of Readings |
| Assignment: Qualitative Research |
| Discussion Board Post and Replies |
| **Module 5 – Finishing Your Study** | |
| Read from text: Chapters Seven and Eight  Read: Professor/developer-authored reading | 11:59 p.m. Sunday, 2/19 |
| Assessment of Readings |
| Assignment: Quantitative Research |
| Discussion Board Post and Replies |

**Brief Explanation of Reading Progress Monitor Assessments in Research:**

For all modules, there is a reading assignment from the textbook, and an instructor-authored reading. You will then be asked to take a multiple choice test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with both the text and instructor-authored readings.

**Brief Explanation of Assignments in Research:**

**Assignment 1: Preparing for Research and Evaluation (Within the module there will be additional discussion of the assignment.)**

You will be asked to explore educational associations and journals by asking others and doing web searches. How many are there and what role do they play? How are they similar and different? How do you move from being a participant / reader to a contributor?

**Assignment 2: Planning your Study (Within the module there will be additional discussion of the assignment.)**

This assignment will have you analyze where you are in terms of your action research knowledge and skills and to determine what topics might you be interested in researching how ideas on how to go about conducting your own studies.

**Assignment 3: Organizing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of selecting a topic(s) and preparing a brief literature review along with intial plans for conducting research and evaluation study. The assignment will also allow you to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

**Assignment 4: Finalizing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of your continuing to develop your research and evaluation studies. The assignmet will also allow you to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

**Assignment 5: Finishing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of your preparations for finishing your study, The assignment will also allow to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

**Course Schedule for Curriculum:**

**Module One: The Big Picture: Types of Curriculum, Systems Thinking, and Recommended Curriculum**

This module will target: • The types of curriculum • Systems thinking • Recommended Curriculum • District leaders’ perspectives regarding curriculum • Lessons from *Understanding by Design*

**Reading:** Wiggins & McTighe (2005). *Understanding by design* (2nd edition). Alexandria, VA: Association for Supervision and Curriculum Development.

**Assignment:** 2 page paper answering the question, “What is UBD?”

**Post response.** 1/22 by 11:59.

**Module Two - The campus perspective, written curriculum, and thinking at high cognitive levels**

This module will target: • Written curriculum • Campus Leader’s/principal’s perspective • Rigorous Curriculum/instruction • Lessons from *Body of Knowledge*

**Reading:** Robinson, C. (2009, April). Using ASQ’s Body of Knowledge to answer common questions. *Journal for Quality and Participation,* 25-27.

**Assignment:** Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Due: 1 page summary and reflection of the reading

**Post Response**

**Module 3- The classroom perspective, relevant and varied curriculum/instruction** This module will target: • Taught and Tested curriculum • Teacher’s perspective about curriculum and instruction • Relevant/varied Curriculum/instruction • Lessons from *Differentiated instruction and Understanding by Design*

**Reading:** Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design: Connecting content and kids.* Alexadria, VA: Association for Supervision and Curriculum Development. ISBN 978-1-3166-0284-2

**Assignment:** Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. DUE: 2 page paper on the importance of lesson planning with differentiation and how it is accomplished on your campus.

Post Response

**Module 4** - **The supervisor’s perspective, strategies for teaching rigorous, relevant, and varied curriculum.** his module will target: • Written, Taught and Tested curriculum • Supervisor’s perspective about guiding the use of curriculum and performance of teaching • Supervising Rigorous/Relevant/Varied Curriculum/instruction • Lessons from “Backwards planning”

**Readings:** Jones, K. A., Vermette, P. J., & Jones, J. L. (2009). An integration of “backwards planning” unit design with the “two-step” lesson planning framework. *Education, 130* (2), 357-360.

Downey. (2004). Understanding the rationale underlying the walk- through and reflective practice approach. Retrieved from: www.sagepub.com/up,-data/6560\_downey\_ch\_1\_.pdf April 2, 2013.

Using the classroom walk-through as an instructional leadership strategy (2007). The Center for Comprehensive School Reform and Improvement: Newsletter.

**Assignment:** Students will read, watch videos, and reflect upon the lessons gained from these materials and perspectives. Submit draft content material that might be used in your final paper due during week 5 of the course.

**Post Response**

**Module Five – Final Paper**

In a 7-10-page paper, answer the following prompt (should be thesis):

As the campus leader, responsible for the planning, use, and supervision of curriculum and instruction, I, based upon the assignments in this course, would address the full range of responsibilities I would have and would be able to offer teachers a multitude of strategies to ensure that the curricula is challenging, relevant, taught, and tested in the following ways…

**Course Schedule for Leadership in Instructional Settings:**

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| --- | --- | --- | --- |
|  | ASSIGNMENT  Module 1 DUE DATE | |  |
| Read from text: Chapters 1-5 Read: Professor/developer-authored reading | | 11:59 p.m. Sunday, 1/22 | |
| Assessment of Readings | |
| Assignment: | |
| Reflection Post | |
|  | Module 2 – Interpersonal Skills | |  |

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| --- | --- | --- |
| Read from text: Chapters 6-11 Read: Professor/developer-authored reading | | 11:59 p.m. Sunday, 1/29 |
| Assessment of Readings | |
| Assignment: | |
| Reflection Post | |
|  | Module 3 – Technical Skills | | |  |
| Read from text: Chapters 12-14 Read: Professor/developer-authored reading | | 11:59 p.m. Sunday, 2/5 |
| Assessment of Readings | |
| Assignment: | |
| Reflection Post | |
|  | Module 4 – Technical Tasks of SuperVision | | |  |
| Read from text: Chapters 15-19 Read: Professor/developer-authored reading | | 11:59 p.m. Sunday, 2/12 |
| Assessment of Readings | |
| Assignment: | |
| Reflection Post | |
|  | Module 5 – Cultural Tasks of SuperVision | | |  |
| Read from text: Chapters 20-22 Read: Professor/developer-authored reading | | 11:59 p.m. Sunday, 2/19 |
| Assessment of Readings | |
| Assignment: This assignment will also be submitted into Tk20 | |
| Reflection Post | |

Brief Explanation of Reading Progress Monitor Assessments:

For all modules, there is a reading assignment from the textbook, and a professor/developer- authored reading. You will then take a test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with both the text and professor / developer-authored readings.

Brief Explanation of Assignments:

Within the module there will be additional discussion of the assignments. Each module assignment consists of two parts. Part One of each module will be to report on the progress of the Case Study. The Case Study is the main assignment for the course that also serves as one of the program’s assessments used for accreditation purposes. Part Two of each module will allow the candidate to select an exercise that will enhance their learning about course related materials.

Course Assignment / Program Assessment: (Due end of module/week 5)

In EDAD 5330, Leadership in the Instructional Setting, you learn about becoming the instructional leader of your school. Your assignment is to conduct a case study of your school that demonstrates your understanding and ability to successfully lead a school effectively in the following areas: 1) Description of a school, 2) Foundational Principles, 3) Curriculum, Instruction, and Assessment, 4) Supervision, 5) Professional Development, 6) Cultural Context, and 7) Management of Resources.

The assignment should focus primarily on the goal and process of instructional supervision and how professional development can be used effectively to improve instruction. The ability to develop effective growth plans should be demonstrated with an explanation of how they should be used fairly and ethically if needed.

The final product is a written narrative explanation. 7-10 pages.

Brief Explanation of Discussions:

The discussion board is an integral part of the course. You are to respond to three different prompts for each discussion. You will asked to respond appropriately to at least two other postings by acknowledging good points and/or offering different opinions.

**Course Schedule for Finance:**

|  |  |  |
| --- | --- | --- |
| Title | Points Possible | Due |
| Module 1: Discussion | 3 |  |
| Module 2: State Education Standards | 20 |  |
| Module 2: Discussion 1 of 2 | 3 |  |
| Module 2: Funding State Facilities | 20 |  |
| Module 2: Discussion 2 of 2 | 3 |  |
| Module 2: Local School District Case Study | 20 |  |
| Module 3: Discussion | 3 |  |
| Module 4: Teacher Salary | 20 |  |
| Module 4: Discussion | 3 |  |
| Module 4: School Budget | 20 |  |
| Module 5: Field Budget Activity Report | 20 |  |
| Module 5: Discussion | 3 |  |
| **Total** | 138 |  |

|  |  |
| --- | --- |
| Module 1—Overview of School Finance | |
| Discussion: This week you will discuss the Local School District Case Study assignment with your classmates. Discussion about the assignment can prove a valuable resource in helping you work through questions about the assignment. Your insights can also help your classmates prepare their case studies  Focus your initial post on the information and questions posed in the assignment. Discuss how you plan to find information, your plan to present it and what problems you for see as you work on the paper.  If you have already prepared a copy of the rough draft of the case study, please upload it to the discussion board. | 11: 59 p.m. Sunday 1/22 |
| Module 2 – Campus-Based Financing | |
| Assignment: Turn in State Education Standards Paper | 11: 59 p.m. Sunday, 1/29 |
| Assignment: Turn in Funding State Facilities Paper | 11: 59 p.m. Sunday 1/29 |
| Assignment: Turn in Local School District Case Paper |
| Discussion: This week you will discuss the following question ( also on page 149 of text as Study Question No. 2)  Brainstorm about how to dramatically improve student achievement in your school or in a low-performing school. Outline what the key programs and strategies would be. Are the resources in the adequacy model sufficient to implement your strategy? Create a sales pitch to the teachers’ union making a case for your improvement plan. |

|  |  |
| --- | --- |
| Discussion: This week you will discuss what you learned during your exploration of how school facilities are funded in your state.  Use your initial post to discuss topics such as the role of local districts and the state in funding, fond requirements, and bond issuing levels. Provide your opinion about what you learned on these topics and others during your research. | 11: 59 p.m. Sunday 1/29 |
| Module 3 – School District Budgeting | |
| Discussion: To participate in this week’s discussion, you must accomplish the following tasks:   * Interview the principal or the assistant principal at your school using Questions 1 and 2 on page 262 of your textbook. * Transcribe the answers to your questions in a Word document.   Post a copy of your School Budget Study to the discussion board that includes meaningful discussion post regarding what you learned from the study.  Then, read at least two other School Budget Study postings and reply to those colleagues about their papers. | 11:59 pm. Sunday 2/5 |
| Module 4 – State School Finance | |
| Assignment: Turn in Teach Salary Paper | 11: 59 p.m., Sunday, 2/12  11: 59 p.m., Sunday, 2/12 |
| Assignment: Turn in School Budget Paper |
| Discussion: This week you will discuss the following questions (also page 419 of the textbook, Study Question No. 2  Is your district or state experiencing shortages of teachers in certain subject areas, such as mathematics, science, technology, and special education? If so, do you think it would be possible to provide a salary premium for those teachers: And if yes, how large would the premium need to be in order for it to function as an incentive to recruit and retain teachers in those areas? Should the incentive be provided to the teachers in these subjects who already work in the district or state? |

|  |  |
| --- | --- |
| Module 5 –Field Budget Activity Report | |
| Assignment: Turn in your Field Budget Activity Report | 11:59 p.m. Sunday, 2/19 |
| Discussion: Discuss your Field Budget Activity Report with your fellow classmates. |

**Detailed Guidelines for Assignments:**

1. Local School District Case Study (due in Module 2)
2. State Education Standards (due in Module 2)
3. Funding State Facilities (due in Module 3)
4. School budget (due in Module 4)
5. Teacher Salary (due in Module 4)
6. Field Budget Activity Report (due in Module 5)
7. **Local School District Case Study**

Use study questions Nos. 1 and 2 on pp. 27-28 in *School Finance: A Policy Perspective*

to create a local school district case study. Make sure your case study addresses all of the criteria outlined in questions 1 and 2.

You will have a title page for this assignment. This assignment is not due in Module 1. This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

Rubric for Case Study

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

1. **State Education Standards**

Use study questions No. 1 (parts a-c) on p. 149 in *School Finance: A Policy Perspective* to guide your research of your state’s Department of Education Web site. Once you have conducted your research, write a two-page synthesis paper on what you learned through your research. Use the questions posed in the study questions, and the grading criteria in the rubric, to help guide your work on this paper.

You will have a title page for this assignment.

This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

**3. Funding State Facilities**

Use study question No. 1 (parts a-c) on p. 178 in *School Finance: A Policy Perspective* to guide your research of how school facilities are funded in your state. Once you have conducted your research, write a two-page synthesis paper on what you learned through your research. Use the questions posed in the study questions, and the grading criteria in the rubric, to help guide your work on this paper.

You will have a title page for this assignment. This assignment is due no later than 11:59 p.m. on Sunday of Module 2.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

**4. School Budget**

Use study questions Nos. 1-4 on p. 262 in *School Finance: A Policy Perspective* to examine your school’s budget. Make sure your paper addresses all of the criteria outlined in questions 1-4. Your paper should be five pages in length.

You will have a title page. This assignment is not due in Module 3. This assignment is due no later than 11:59 p.m. on Sunday of Module 4.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

**5. Teacher Salary**

Use study questions No. 1 on p. 418 in *School Finance: A Policy Perspective* as the basis to complete this assignment on a comparison of teacher salaries between your district and competing districts. Make sure your assignment addresses all of the criteria outlined in question 1. You should turn in your assignment in a list format. You will not write a paper, as in past assignments.

You will have a title page. This assignment is due no later than 11:59 p.m. on Sunday of Module 4.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

1. **Field Budget Activity Report**

The information about the project is pages 12-13 of the syllabus. You will have a title page. Your report may be a narrative or a combination of narrative with charts and graphs. There is not a presentation. The paper will be due no later than 11:59 p.m. on Sunday of Module 5. The paper will also be posted to TK 20.

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Tasks | Target | Acceptable | Unacceptable |
| Content | Paper is well-written, relevant to course contend, and provides quality details that give the reader important information that goes beyond the obvious or predictable  **(15 points)** | Paper is well-written and relevant to course content, but provides minimal quality detail beyond the obvious or predictable.  **(12 points)** | Paper lacks significant clarity and depth. Important components are missing or poorly developed.  **(9 points)** |
| Mechanics | Follows all assignment directions and has no grammatical errors.  **(5 points)** | Missing minor assignment details and/or has few grammatical errors.  **(3 points)** | Missing major assignment details or contains major grammatical errors.  (**1 point)** |

***Field Budget Activity Report***

This report will **also** be posted on TK 20

CAMPUS DEMOGRAPHICS

1. Total (including personnel salaries) of the most recent annual campus operating budget
2. Percentage and dollars allocated to salaries
3. Number of teachers on this campus and overall pupil/teacher ratio
4. Number of administrators on this campus and overall pupil/administrator ratio
5. Other staff members on this campus
6. Grades served at this campus
7. Total school population
8. Numbers and percentages in ethnic and socioeconomic makeup
9. Special programs housed on campus

INTERVIEWEE

1. Name of person interviewed
2. That person’s position
3. Length of service with current district and elsewhere
4. Length of service in present position
5. Other positions previously held
6. Method by which he/she learned about campus budget preparation

BUDGET AUTONOMY

1. Usually campus budgets become part of the district budget that is presented to the School Board of Trustees. Discuss the parts of a campus budget that are controlled by the district and the parts controlled by the district. Example: Does the principal control the salaries of the campus employees or is this controlled the district?
2. Discuss sources of revenue at the campus level—Vending machines, school pictures, fund raiser. Do these funds become part of the campus budget? How are purchases made?

BUDGET DEVELOPMENT

1. Input process for determining goals, apportioning resources, and evaluating use of resources by teachers, parents, community
2. Timeframe for this process
3. Process for compilation of this information and transfer to Central Office Budget

BUDGET EXPENDITURES

1. Process for transfer of money to a different category than budgeted
2. Process for obtaining more money than budgeted
3. Fate of funds left over at end of fiscal year

RESOURCE ALLOCATION

1. Most recent state accountability rating for this campus
2. Discuss the role the campus state report card plays in the development of the budget.
3. Relationship of resource allocation at the campus level to school goals
4. Relationship of the budget to the Campus Improvement Plan.
5. Discuss how the development of the campus budget is related to the goals of the school.

FUTURE LEARNING

1. What steps do you plan to continue learning about the budget process?

**ELPS - Campus Budget Field Project**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Rubric for TK 20 Posting. Instructor will assess your assignment for NCATE purposes. The assessment will be done after grades are posted.** |  |  |  | | --- | --- | | |  | | --- | |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | | | | | | **Criterion** | **Performance Rating** | | | | |  | **Target** | **Acceptable** | **Unacceptable** | **Score** | | Overall presentation of budget field project  **NA** | 3  Paper specifically organized in coherent fashion that tied together school operations with need for ethical behavior and understanding how to work in a larger context for the benefit of students. | 2  Paper generally organized but lacked specific connections between ethical operations and instructional programs. | 1  Paper not organized consistently and jumped from item to item without connecting budget operations with instructional programs. |  | | Analysis of campus budget operations  **NA** | 3  Specifically addressed how the campus budget is developed and expenditures determined using AEIS (or other data) and information gathered from interview | 2  Generally addressed how the campus budget is developed and expenditures determined with general connection to AEIS (or other data source) and interview information. | 1  Did not address how the campus budget is developed and expenditures determine and no connection to AEIS (or other data source) and/or did not include information learned from interview |  | | Plan for continued learning / involvement in budget process  **NA** | 3  Paper included specific course of action to gain more experience and competence in areas of budget and resource allocation. | 2  Paper stated importance of learning to budget effectively but no plan for doing so. | 1  Paper did not include any continued process for learning how to budget effectively. |  | |  |  |  |  |  | | |

**Rubrics for Curriculum:**

|  |  |
| --- | --- |
| Submitted on time | 2 |
| Contained information pertaining to module content for potential use in final paper | 3 |
| Total points | 5 |
| Post and responses submitted on time | 4 |
| Discussions are well thought out and address prompts. | 6 |
| Total points | 10 |
| Introduction: Paper addresses the thesis provided above. | 4 |
| Development: Student provides a minimum of 3 different perspectives regarding the roles/responsibilities of curriculum supervisors. | 4 |
| Student provides a minimum of 3 different perspectives regarding specific strategies regarding the implementation and supervision of curricula. | 5 |
| Student demonstrates comprehension of systems thinking and applies it to his or her recognition of responsibilities. | 4 |
| Student demonstrates usefulness of a minimum of 3 readings when considering the planning, use, and supervision of curriculum. The | 5 |

|  |  |
| --- | --- |
| student does so by referring to specific lessons/strategies gained from the readings. |  |
| Student demonstrates usefulness of videos by providing a minimum of 3 lessons/strategies gained by at least 3 different videos. | 5 |
| Summary: Student provides a synthesis of information, strategies, and perspectives from the readings, PowerPoint, and videos that demonstrate the student’s comprehension of how to plan, implement, and supervise a challenging, relevant, taught, and tested curriculum. | 5 |
| Student demonstrates the ability to write on a graduate level. Paper maintains focus on thesis, provides developing paragraphs that demonstrate mastery of course content, and writes in a cohesive and fluid manner. Grammar and spelling follow standard English usage. | 4 |
| Student demonstrates the use of APA 6th edition format, citations, and references. | 4 |
| Total Points | 40 |

**Rubric for Module 1-4 of Leadership in Instructional Settings:**

|  |  |  |  |
| --- | --- | --- | --- |
| Part One of assignment / draft of final assessment | Submission of draft indicated student had an adequate plan or was making adequate progress toward completion.  (4-5 points) | Submission of draft indicated student knew final assignment was due but hadn’t really begun to seriously work on it.  (2-3 points) | No submission of draft or student only knew it was due at end of course.  (0-1 points) |
| Part Two of assignment: | Responses showed candidate put some time and effort into assignment. Answers were insightful, thought provoking, engaging, and inquisitive.  (4-5 points) | Responses showed candidate put little time and effort into assignment. Answers were acceptable but with little elaboration or insight in the discussion.  (2-3 points) |  |

**Rubric for Case Study in Leadership in Instructional Settings:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Assignment/Program Assessment: School Instructional Improvement Case Study | | | | | | | | | | | | | |
| ELCC 2011 Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.4, 3.5, 4.1, 5.2, 5.3 and 5.5 | | | | | | | | | | | | | |
|  | Assessment Area |  | |  | Target 19-20 pts |  | |  | Acceptable 17-18 pt |  |  | | Unacceptable 0 - 16 pts |  |
| Overall presentation of case study and statement of purpose.  ELCC 2011 elements: 1.1, 2.2, 3.5, 4.1, 5.2, 5.3 | | | Specifically articulated knowledge and evidence that addressed all six areas / elements within assignment. | | | | Specifically articulated knowledge and evidence that addressed at least four areas / elements within assignment and generally acknowledged the other two areas / elements. | | | | | Generally discussed the six areas / elements of assignment or failed to include a major area / element is assignment. Of specifically articulated knowledge and evidence to three areas /elements or less. | | | |
|  | | | Target 19-20 pts | | | | Acceptable 17-18 pt | | | | | Unacceptable 0 - 16 pts | | | |
| Supervision section of case study  ELCC 2011 elements: 1.2, 1.3, 2.4 | | | Specifically discussed all four supervision styles, the steps in supervision, and addressed three elements related to effective supervision. | | | | Generally discussed the supervision styles, steps in supervision, and addressed one element related to effective supervision. | | | | | Mentioned importance of supervision but did not discuss supervision styles or steps in supervision. Did not include discussion of elements. | | | |
|  | | | Target 19-20 pts | | | | Acceptable 17-18 pt | | | | | Unacceptable 0 - 16 pts | | | |
| Professional development section of case study  ELCC 2011 elements 2.1, 2.3, 3.4, 5.5 | | | Specifically described at least 4 types of professional development and related purpose of professional development to at least 3 different areas / elements. | | | | Specially described 2-3 types of professional development and related purpose of professional development to only 2 different areas / elements. | | | | | Only generally discussed professional development and related purpose of professional development to only one area / element. | | | |

**Professional Dispositions:**

Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

**Tk20:**

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

* Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
* Tk20 also serves as the centralized location for submitting program forms and field placement documents.
* Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
* For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
* It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
* You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
* On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\dinhtv\Downloads\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** Andy Herzhog

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Beth Ray*

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Library Home Page**[**library.uta.edu**](http://library.uta.edu/)

**Resources for Students**

**Academic Help**

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu/)

Subject Librarians [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

**Resources**

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

**Teaching & Learning Services for Faculty**

Copyright Consultation [library-sc@listserv.uta.edu](http://library-sc@listserv.uta.edu)

Course Research Guide Development, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson [peace@uta.edu](http://peace@uta.edu)

Digital Humanities Instruction, Rafia Mirza [rafia@uta.edu](http://rafia@uta.edu)

Graduate Student Research Skills Instruction, Andy Herzog [amherzog@uta.edu](http://amherzog@uta.edu) or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu)

Undergraduate Research Skills Instruction, Gretchen Trkay [gtrkay@uta.edu](http://gtrkay@uta.edu) or your subject librarian.