Syllabus

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Faculty Profile:
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Office Hours: By appointment

Original Online Course Developer: Dr. Adrienne Hyle

Course Information: EDAD 5383.011—The Principalship

Time and Place of Class Meetings: Online

Course Description: This course will address the role of the campus leader in the leadership, organization, and administration of schools. The importance of campus culture, climate, vision, and ethics will be stressed through standards-based instruction, case studies, developmental activities, readings, reflections, and field experiences. The importance of appropriate principal induction will be stressed along with the concepts of the principal as scholar-practitioner and proactive leader. An emphasis will be placed on continuous school improvement and a commitment to professional development.

Student Learning Outcomes:

By the end of the course, students will

- State succinctly their Theory of Practice for the Principalship, detailing their beliefs about and anticipated actions in support of student academic success.

- Learn to appreciate the importance of moral purpose, understanding change, relationships, knowledge and coherence-making to role of the principal.

- Become more skilled and analytical in their observations of school settings.

- Design and develop strategies for becoming an ideal principal, incorporating the ways in which they focus on moral purpose, understanding change, relationships, building knowledge among school staff and patrons, and facilitating coherence-making in their efforts to create a school that supports student success.

- Refine their Theory of Practice for the Principalship noting the ways in which their beliefs have changed or been modified through class experiences.

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

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.

Required Texts:
Fullan, M. (2007). *Leading in a culture of change.* San Francisco: Jossey-Bass. ISBN: 978-0-7879-8766-4

Tk20: The College of Education uses Tk20, a comprehensive data management system that provides powerful tools to manage growth and streamline processes to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called *TK20 HigherEd*. Go here to purchase.

Optional Resource:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

This syllabus is current as of 4 November 2016. I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.

Submitting Assignments

Students are expected to complete and submit all assignments and discussion postings/replies by the due dates indicated on the assignment schedule. ***Late work will receive less credit per assignment.*** You are responsible for your technology devices/internet working to ensure work is completed by deadlines. Consider posting early to help prevent this from being a problem.

Course Assignment Schedule

Week	Modules, Readings and Assignments	Due Date/Time
0	**ORIENTATION:** • Review the syllabus in its entirety, and acknowledge. • Review and acknowledge the COEd professional dispositions statement. • Read and assent to UT Arlington Honor Code.	11:59 p.m. Sunday, 6 November (or by 11:59 p.m. Sunday, 13 November)
1	**MODULE 1: BELIEVING, SEEING AND READING** • Read from text: About the Author, Preface and Chapter 1 • Read: Instructor-authored reading • View: The Principal Story and North Grand • Written Assignment 1: Draft Theory of Practice • Discussion 1: Post discussion thread response and reply to at least two other students' postings in a substantive way, using complete sentences and examples. Try to *post by Saturday noon* so others will have plenty of time to read and respond by Sunday evening.	11:59 p.m. Sunday, 13 November
2	**MODULE 2: MORAL PURPOSE AND UNDERSTANDING CHANGE** • Read from text: Chapters 2 and 3. • View: The Principal Story and North Grand • Ongoing Assignment: Ideal Principal Project Data Collection (due Week 5) • Discussion 2: Post discussion thread response and reply to at least two other students' postings in a substantive way, using complete sentences and examples. Try to *post by Saturday noon* so others will have plenty of time to read and respond by Sunday evening.	11:59 p.m. Sunday, 20 November

Week	Modules, Readings and Assignments	Due Date/Time
3	**MODULE 3: RELATIONSHIPS AND KNOWLEDGE-BUILDING** • Read from text: Chapter 4 and 5 • View: The Principal Story and North Grand • Ongoing Assignment: Ideal Principal Project Data Collection (due Week 5) • Discussion 3: Post discussion thread response and reply to at least two other students' postings in a substantive way, using complete sentences and examples. Try to *post by Saturday noon* so others will have plenty of time to read and respond by Sunday evening.	11:59 p.m. Sunday, 27 November
4	**MODULE 4: COHERENCE-MAKING AND THE HARE AND THE TORTOISE** • Read from text: Chapters 6 and 7 • View: The Principal Story and North Grand • Ongoing Assignment: Ideal Principal Project Data Collection (due Week 5) • Discussion 4: Post discussion thread response and reply to at least two other students' postings in a substantive way, using complete sentences and examples. Try to *post by Saturday noon* so others will have plenty of time to read and respond by Sunday evening.	11:59 p.m. Sunday, 4 December
5	**MODULE 5: BRINGING IT ALL TOGETHER** • Written Assignment 2: The Ideal Principal Project • Written Assignment 3: Final Theory of Practice • Discussion 5: Post discussion thread response and reply to at least two other students' postings in a substantive way, using complete sentences and examples. Try to *post by Saturday noon* so others will have plenty of time to read and respond by Sunday evening.	11:59 p.m. Sunday, 11 December

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Assignment Details:

1. Assignment 1: Draft Theory of Practice
2. Assignment 2: The Ideal Principal Project
3. Assignment 3: Final Theory of Practice

In all of your written assignments, double space your pages and use Times New Roman font face and 11 or 12 as the font size. Failure to do so may result in less than full credit for your work.

1. Assignment 1: Draft Theory of Practice - 20 points.

This conceptual writing exercise is designed to crystallize your own perspectives and

assumptions about the principalship and the ways in which you will pursue it in the future. Comprising 3-5 typed written pages, describe and provide the rationale for what you believe to be the most effective ways in which to work as a principal at the elementary, middle or high school level (you pick, given your own goal). In other words, your Draft Theory of Practice is what you believe in as well as why.

Virtually all of you are aspiring administrators. Whether you know it or not, you have already developed a theory of administration and more specifically a theory of the principalship. In your Draft Theory of Practice, you might want to include answers to the following questions:
- What are your goals in the principalship?
- What do you believe are the best ways in which to act? Why?
- What strategies and perspectives will give you the results that you desire?
- What strategies and perspectives will give you the results that those in the organization desire? Or that those outside the organization desire? In what ways are they the same? In what ways are they different?
- What people are essential, if any, to your theory?
- What knowledge do you believe helps you understand your role as principal?

Please write this draft before you begin any readings for the class. And, use APA formatting in this assignment. This means having an appropriate title page, margins, spacing, pitch, font, page numbering, and references if you use them. It is good practice!

Rubric 1 – Draft theory of Practice

Tasks	20 Target Points Earned	15 Acceptable Points Earned	0 Unacceptable Points Earned
Draft Theory of Practice	Three (3) to five (5) pages. Details and examples of goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal.	Three (3) to five (5) pages. Details but few examples of goals, beliefs, strategies/ perspectives, knowledge and people needed for their success as a school principal.	Less than three (3) pages. Little detail or specifics about goals, beliefs, strategies/perspectives, knowledge and people.

2. Assignment 2: The Ideal Principal Project - 70 points.

Like your Draft Theory of Practice, this conceptual writing exercise is designed to crystallize your own perspectives and assumptions about the principalship and the ways in which you will pursue it in the future. You need to write a 10 to 20 page paper detailing the "take-aways" from the course. Consider the possibilities…..

- From reviewing **The Principal Story** and **North Grand,** and from reading Fullan's *Leading in a culture of change*, what will you do, work to accomplish and/or set in motion as a new principal?

- In what ways will you define and establish your moral purpose, understand change, focus on relationships, build knowledge among school staff and patrons, and facilitate coherence-making?
- In what ways will you act and who will be involved in your work as principal?
- What kind of road map have the class videos, your readings and your class discussions provided for you and your future as a school principal?

I am purposefully providing a broad framework for this assignment. It is up to you to figure out the best way to present your perspectives and assumptions. In this paper, show me that you understand the principalship and that you have developed your own strategies for functioning in this administrative arena!

And, use APA formatting in this assignment. By this I mean have an appropriate title page, margins, spacing, pitch, font, page numbering, and references if you use them. It is good practice!

To earn extra points, submit your Ideal Principal Project early!!! If turned in by Friday, add 5 points to your project score, if turned in by Wednesday, add 10 points to your project score.

Rubric 2 – The Ideal Principal Project

Tasks	70 Expert Points Earned	55 Acceptable Points Earned	0 Unacceptable Points Earned
The Ideal Principal Project	Ten (10) to twenty (20) pages. Details and examples of goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal including: - moral purpose, - understand change, - focus on relationships, - build knowledge among school staff and patrons, and - facilitate coherence-making.	Ten (10) to twenty (20) pages. Details but few examples of goals, beliefs, strategies/ perspectives, knowledge and people needed for their success as a school principal including: - moral purpose, - understand change, - focus on relationships, - build knowledge among school staff and patrons, and - facilitate coherence-making.	Less than ten (10) pages. Little detail or specifics about goals, beliefs, strategies/perspectives, knowledge and people needed for their success as a school principal including: - moral purpose, - understand change, - focus on relationships, - build knowledge among school staff and patrons, and - facilitate coherence-making.

3. Assignment 3: Final Theory of Practice - 35 points.

Review your Draft Theory of Practice and write about the ways in which it should be modified or

changed by the experiences in the course. Be specific in noting the additions or deletions you would make given this class and your rationale for the changes.

Additionally, please comment on the value of the class experiences and consider this your opportunity to provide suggestions for an improved course (or rationale for keeping it just the way it is).

And, use APA formatting in this assignment. This means having an appropriate title page, margins, spacing, pitch, font, page numbering, and references if you use them. It is good practice!

Rubric 3 – Final Theory of Practice

Tasks	35 Expert Points Earned	25 Acceptable Points Earned	0 Unacceptable Points Earned
Final Theory of Practice	Three (3) to five (5) pages. Multiple changes or modifications with reasons/rationale or few changes with good reasons/ rationale for staying the same. Some comments about the value of class experiences. Some suggestions for improvement of the course.	Three (3) to five (5) pages. Some changes or modifications with reasons/rationale. Some comments about the value of class experiences. Some suggestions for improvement of the course.	Less than three (3) pages). Few changes or modifications without a good reason/rationale. Few comments about the value of class experiences. No suggestions for improvement of the course.

4. Assignment 4: Weekly On-Line Discussions - 15 points each.

A big part of this class is learning to "see" an idea in a school setting and then being able to provide descriptive evidence of what you "see." One of the major critiques about administrators is that they do not write well. The weekly discussions will provide you with an opportunity to write about what you see. Your weekly discussions are essential to completion of Assignments 2 and 3 as well. You must observe the principals and teachers in **The Principal Story and North Grand** and be able to describe the ways in which they provide evidence of moral purpose, understanding change, a focus on relationships, building knowledge among school staff and patrons, and facilitating coherence-making.

Rubric 4 – Weekly On-Line Discussions

Tasks	15 Expert Points Earned	10 Acceptable Points Earned	0 Unacceptable Points Earned
On-Line Discussions	Complete paragraphs. Complete answers to all questions.	Complete paragraphs. Not all questions answered completely.	Incomplete sentences. Few questions answered completely.
Response Postings	Complete paragraphs. Respond to more than two (2) postings. When responding there are typically three possible responses: - Yes, but; - Yes, and; - No, because.	Complete paragraphs. Respond to two (2) postings. When responding there are typically three possible responses: - Yes, but; - Yes, and; - No, because.	Incomplete sentences. Respond to fewer than two (2) postings.

Performance Assessments and Grade Calculation:

Grade Component	Points
Week 1: Syllabus Acknowledgement	10
Week 1: UT Arlington Honor Code Assent	10
Week 1: Dispositions Acknowledgement	10
Week 1: Assignment – Draft Theory of Practice	20
Week 1: Discussion Post and Replies	15
Week 2: Discussion Post and Replies	15
Week 3: Discussion Post and Replies	15
Week 4: Discussion Post and Replies	15
Week 5: Assignment – Ideal Principal Project	70
Week 5: Assignment – Final Theory of Practice	35
Week 5: Discussion Post and Replies	15
TOTAL	**230**

Scale for final course grades:

The final grade is the percent of total points earned (total points earned divided by total possible points).

Levels of Proficiency: 90-100=A; 80 – 89=B; 70-79=C; 60-69=D; 0 – 59=F

About the Professor:

Dr. Carrie Barron Ausbrooks holds a Ph.D. in educational administration, with a minor in computer education and cognitive systems. Other relevant degrees include a baccalaureate degree in business administration and master's degree in vocational-technical education, with a minor in business computer information systems.

She has over 30 years of experience in education as business-computer science educator, public school administrator in a large urban school district, graduate research university faculty, and university administrator. She has served as Associate Dean for Assessment and Associate Dean for Academic Affairs in the College of Education, and before joining UT Arlington was Co-Director for the UNT Center for Education Law, Administration and Policy and Associate Director for the UNT Center for the Study of Education Reform.

Her specializations include education law; program/unit assessment; organizational systems, theory and behavior; education policy and governance; and school choice and education reform. University courses taught include beginning and advanced education law, higher education law, theoretical foundations, educational policy, educational governance, and introductory courses in educational administration. Prior to entering the field of education, she was in the private (business) sector.

Policies:

Class Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop her or his own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online, I expect all students to access the learning modules as required and complete assignments, discussions, and reflections as directed in the module by the posted deadline. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Class Expectations. This course is designed to engage students in active learning toward enhancing the knowledge and skills expected for graduate level expertise. Full participation in course activities, assignments, discussions, reflections and inquiry investigations is expected and required. All students are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them in Blackboard by the specified deadline. Assignments will be assessed electronically via Blackboard.

Grading: The final grade is the percent of total points earned (total points earned divided by total possible points).

Levels of Proficiency: 90-100=A; 80 – 89=B; 70-79=C; 60-69=D; 0 – 59=F

Policy on Granting an Incomplete: Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

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: UT Arlington 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 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.

Counseling and Psychological Services, (CAPS) 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.*

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or 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. Additionally, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. Also, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Writing Standards: Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's competitive world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, high written standards (including adherence to specifications and use of acceptable grammar, punctuation and spelling) are expected on formal assignments and will be applied in grading assignments. However, with non-formal communication; e.g., email, consideration will be given to the message rather than to the format.

Student Support Services: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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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 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 for detailed information on all our programs and services.

Librarian to Contact: Andy Herzog, amherzog@uta.edu, 817.272.7517.

Professional Dispositions: Each candidate in the College of Education at 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.

College of Education Conceptual Framework: The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
    - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- o **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- o **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

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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.