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Summer 2019: 06/03/2019 - 07/24/2017  
EDLE 6100 Theories of Organizational  
Development and Reform  
New College Frisco Campus

Class: Monday/Wednesday 5:30-8:20 p.m.  
Office Hours: Monday/Wednesday  
3:30 to 5:00 p.m. or by appointment via  
skype, zoom, or canvas

Core Values and Beliefs    Graduates will have the knowledge, skills, and motivation to:



**L**ead learning organizations  
**E**ngage ethically with the community  
**A**dvocate for diversity, equity, and inclusion  
**D**evelop theory to practice solutions

## Course Description

This course is designed to study the major theories of organizational development and change that provide foundations for educational administration and leadership. The course provides educational leaders and administrators with a body of theories that impacts high quality practice in the field. This body of theories applies specifically to relevant organizational development and reform. Prerequisites: EPSY 5050, EPSY 5210, EPSY 6120, and EPSY 6020, or consent of instructor.

**Differentiated expectations for students pursuing the EdD versus the PhD will be applied at the discretion of the instructors.**

## Required Resources

1. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
2. Owens, R. G., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Upper Saddle River, NJ: Pearson.
3. Roberts, C. M., & Hyatt, L. (2019). *The dissertation journey* (3rd ed.). Thousand Oaks, CA: Corwin.
4. Selected readings as assigned.

## Suggested Resources

1. Bloomberg, L.D., & Volpe, M. (2015). *Completing your qualitative dissertation: A roadmap from beginning to end* (3rd ed.). Los Angeles: SAGE.

## Selected Readings for this Course

**EdD Students:** For **six of the 12 textbook chapters**, you are required to access the articles made available for each selected chapter and **choose 1 article to read, synthesize, and relate the article to key topics covered in the assigned chapter.**

**PhD Students:** In addition to completing the above, you are to incorporate findings and methodological approaches used. All students should incorporate their information into both class discussion and online discussion. All of the articles are available on Canvas.

## Learner Outcomes

As a result of activities, course readings, and experiences, students are invited to:

- Implement appropriate leadership skills, techniques, and group processing skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- Implement processes for gathering, analyzing, and using data for informed decision-making in a research format.
- Identify, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies that facilitate working with other groups and stakeholders such as team building, building consensus, and collaborative decision-making.
- Identify and analyze positive reform strategies for implementation in the instructional environment.
- Analyze and apply political influences to benefit the educational organization.
- Develop skills to express ideas orally and in writing.

## Professional Standards for Educational Leadership

The Professional Standards for Educational Leadership<sup>1</sup> guide the nation's leadership preparation programs as listed below. Standards emphasized in this class are marked with an asterisk. For the full and detailed explanation of the Professional Standards, please follow this link: [Professional Standards for Educational Leadership 2015](http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf).

- \*Standard 1. Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- \*Standard 2. Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- \*Standard 3. Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- \*Standard 4. Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- \*Standard 5. Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- \*Standard 6. Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- \*Standard 7. Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- \*Standard 8. Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- \*Standard 9. Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
- \*Standard 10. School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

## Student Roles and Responsibilities

You are expected to complete written assignments, participate in class discussions, and prepare oral presentations. Your performance will be evaluated by various methods of data collection, written and/or oral assessments, and class participation. Because this course is student-centered, you are expected to participate and contribute to class

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<sup>1</sup> National Policy Board for Educational Administration (2015). *Professional standards for educational leaders 2015*. Reston, VA: Author. Retrieved from <http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

discussions. You are also expected to read all assigned readings, prepare oral presentations, and complete assignments.

Final grades will be assigned according to the A-F format. Assignments will be evaluated using the following criteria:

**Written assignments should:**

- a. Posted in the Canvas online portion of the course before or by the due date & time
- b. Be completed on time
- c. Be free of grammatical errors
- d. Be well organized and written
- e. Reflect all aspects of the assignment
- f. Be double-spaced, using 12 point Times New Roman fonts; unless otherwise indicated
- g. Follow the guidelines indicated by the Publication Manual of the American Psychological Association (6th edition).
- h. Include a Statement of Authorship: The following statement must be completed and submitted with each paper submitted for grading, unless otherwise indicated. You can copy and paste the statement into your paper. You must sign this statement and it should appear at the bottom of the assignment or title cover page:

I certify that I am the author of this paper titled \_\_\_\_\_ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any other class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Examples of Academic Dishonesty:**

- a. Cheating: deception in which a student misrepresents that they have mastered information on an academic exercise that they have not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- b. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- c. Fabrication: use of invented information or falsified research.
- d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American

Heritage Dictionary defines plagiarism as “to steal and use (the writings of another) as one's own.” In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he/she/rhey must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (6th ed.).

## Attendance, Late Assignments, and Make-Up Work

The course delivery for this course is blended with traditional on-campus delivery and synchronous/asynchronous activities online. Students are **expected to attend every on-campus session** and participate in every online session as assigned. In the event of an expected absence, please contact me/us by email or phone **prior** to the class session. You should make sure to get copies of notes from another student in the class.

**The same expectation applies to missing online participation** for a period longer than three days. For on-campus class sessions, it is important that each of you arrive promptly as close to 5:30 p.m. as possible. This course has been developed as a seminar where each of you assume partial responsibility for instruction; therefore, each of you are expected to come prepared, having read all materials **before** each class session.

- a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is essential. Class attendance is expected throughout the course, and it is your professional responsibility to be part of discussions. In the on-campus class, absence from class means you did not participate in a given discussion in class. The same is true if you do not participate in assigned online participation. Two tardies to on-campus classes (unless the professor is alerted of your lateness due to circumstances beyond your control prior to the class) or leaving class early twice can equal one absence (again, please discuss ahead of time with your instructor). Each absence may result in a deduction of points from the overall course grade (while extenuating circumstances may apply, it is imperative that you communicate forthrightly and in a timely fashion with the instructor prior to the fact/class for which you may be absent).
- b. All assignments are due no later than the beginning of class. Post your document online before class. Late assignments may result in a loss of points from the total points to be earned for that week's assignment.
- c. If any previous agreement has been made with me/us, the instructor(s), to allow for a late assignment, that assignment will not be accepted beyond *one week from the original date the assignment was due*. These exceptions are not to be ongoing, but are available for unique situations an/dor circumstances. Please note, if you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.

**Class participation/in-class and online** should be active and relevant to the topic of discussion, which includes:

- a. Attending and being prepared for on-campus class by adhering to the following: (1) Read the assigned chapter **and** one of the articles for 6 out of the 12 chapter(s), particularly for the chapter that you may be assigned to lead the class discussion). The articles are aligned with various topics in each of the 12 chapters. (2) Complete the assignments as listed for each week.

In your face-to-face interactions &/or online discussion posts, you will be asked to link the article of your choice to 1 or more of the topics covered in the chapter. You may expound on the theoretical/conceptual framework, methods overall quality of the research (results/findings, discussion, recommendations, implications, and conclusion) of the article you selected & any insights you gleaned.

- b. Asking insightful, open-ended questions and being respectful to others in online and on-campus discussions
- c. Remaining focused on the topic
- e. Actively listening to comments and building on others' ideas
- f. Challenging ideas in a constructive and professional manner
- g. Providing leadership in group work
- h. Accepting responsibility for completing make-up work
- i. Completing assignments and being prepared for class discussions and activities

**Discussion and other assigned posts** (original and additional comments) should:

- a. Be well organized
- b. Be clearly and creatively presented
- c. Reflect all aspects of the assignment
- d. Reflect a compelling argument, based on both research and practice. The group should engage the audience, invite others to participate, and be open to feedback and constructive criticism from colleagues.
- e. Points for each post will be awarded as follows:

Excellent	5	points
Good contributions	3/4	points
Minimal, but acceptable contributions	1/2	points
No acceptable contribution	0	points

## Canvas Online Activities

You are required to participate in all online discussions by posting your own thoughts, insights, reactions, and "aha" moments of your readings. It is also your responsibility to **log into the Canvas** portion of the course on **at least three different times throughout the week** and **respond to at least two of the comments/observation made by another student** in the course. The mandatory responses are designed to encourage online

discussion and the formation of an online community of learners; therefore, that **you are not limited to two responses**.

Sometimes the class instructor and class will determine ahead of time to complete the online discussion for a particularly **synchronous class format**. If the decision is to conduct the online class via an **asynchronous class format**, please do not (a) complete your posts at one time and then not revisit the Canvas course or (b) post at the beginning of the week without revisiting the Discussion board for additional insights and reactions.

It is important to consider that what you post online is recorded. We/I reserve the discretion to add or delete from the content as necessary if your post does not reflect graduate-level work or in acting within the policies and procedures of the University. Online discussions should be:

- a. Relevant to the topic of discussion in class
- b. Reflective of class experiences and future topics of interest
- c. Uses language that is respectful of other colleagues' opinions
- d. Mindful of the academic and graduate program expectations for writing (avoiding text messaging language)

## Grading Criteria and Requirements for Assignments

Assignments	Possible Points
<b>Assignments (4 @ 30 points each)</b> You must complete a total of four (4) written assignments. Assignments will focus on the development of knowledge based on readings and discussions. Due dates for assignments can be found in the tentative schedule.	120
<b>Online Dialogues (7 or 8 @ 5 points each)</b> Online dialogues include chapter review summaries/article selection linkages to chapter topic(s) and application of knowledge acquired in relation to developing knowledge as a scholar. Online dialogues also include reviewing and supporting colleagues in the development of their work in a peer-review scholarly format.	35 to 40
<b>Final Project: Dissertation Chapter 1</b> You will develop a study formatted as the first chapter of a dissertation proposal. The assignment is explained in more detail in the syllabus.	40
<b>Oral Research Presentation</b> You will present your conceptualized study formatted as the first chapter of your dissertation proposals. This presentation will be limited to 15 minutes. Presentations will be graded on demonstrated research knowledge and application of findings.	30
<b>Participation and attendance / class activities / online discussions</b> You are expected to participate in online and on-campus discussions. Online discussions should be comparable to the types of	Depending on class activities & your presence in

discussions we have in class. Information about absences and participation are available in more detail in the syllabus.	the class, you can earn 2 to 5 points per class or session
<b>Total</b>	220 to 260

<b>Course Grade</b>	<b>Course Average</b>
<b>A</b>	90%-100%
<b>B</b>	80% – 89%
<b>C</b>	75% – 79%
<b>F</b>	74% or below
<b>I*</b>	Incomplete

\*I (incomplete) is assigned to a graduate course at the end of the semester and later, will default to F unless the instructor has designated a different automatic grade. Incomplete is a non-punitive grade given only during the last one-fourth of a term/semester and only if the student is (1) passing the course; (2) has a justifiable reason (such as serious illness), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specified requirements. These requirements must be entered on the grade roster by the instructor. See <https://registrar.unt.edu/grades/understand-your-grade-report> for more information.

More information on academics can also be found in the graduate catalog <http://catalog.unt.edu/content.php?catoid=18&navoid=1891&hl=academics&returnto=search>.

The awarding of grades is not automatic and the judgment of the instructor does determine whether each assignment is completed satisfactorily. Each assignment follows a defined rubric for content, thoroughness, and efficacy in meeting requirements for the course.

All required projects must be submitted by the due date. Late assignments are ineligible for a grade of "A." The instructor also reserves the right to modify or make changes to the syllabus as needed during the semester. Students will be notified should changes be made to the course requirements, content, assignments, due dates, or other material relevant to the completion of this course.

## **Assignment #1 Epistemological Reflection**



The development of research knowledge and epistemological identity is key in the success of doctoral students. Epistemology is the branch of philosophy concerned with the study of knowledge (Sandoval, 2005, p. 635). Murakami, Militello and Piert (2013) added that for educational leaders, a combination of epistemology (one's knowledge of research), personal ontologies (self-identity with research), and research in-practice (research knowledge in-use), or practical epistemology (Sandoval, 2005) may help guide them in a doctoral program. Murakami et al. cite Neumann, Pallas, and Peterson (1999) to clarify the significance of this exercise: 'In graduate school, a doctoral student may experience, perhaps for the first time, an epistemological confrontation.' This confrontation entails leaving behind a personal, particular, experiential and normative cultural understanding for one that is analytical, intellectual, universal, and theoretical" (p. 259). In order to move from consumer of research to generator of research, a continuous epistemological reflection is warranted.

This assignment invites you to articulate a personal epistemological reflection of **300-500 (EdD) / 500 to 750 (PhD)** words. The reflection is intended to help students articulate decisions related to selecting a topic and methodology for this course, focusing on the dissertation's first chapter. Here are some questions to guide your writing:

1. From prior research knowledge and from courses in this program, which positivistic or post-positivistic studies do you mostly identify with and why? (epistemology)
2. What are some personal and professional experiences that relate to your decision to investigate the (a) particular problem(s) in your doctoral program and/or for your doctoral dissertation? (ontology)
3. What topics or problems in educational leadership are you seeking to investigate in your doctoral journey? (practical epistemology)

For **PhD students**, please answer the following additional question:

4. What specific research studies and/or researchers align with your particular epistemological stance and position as a researcher/scholar?

**Post your composition into the discussion area on Canvas according to the deadline indicated in the tentative agenda. You must make your posting before you can see classmates' and begin your responses.**

## Grading Criteria

Included scholarly readings related to this assignment w/citations	10
Included all aspects proposed by questions offered	15
Followed APA 6 <sup>th</sup> format and references	5
<b>Total Possible Points Earned</b>	<b>30</b>

References:

- Murakami-Ramalho, E., Militello, M., & Piert, J. (2013). A view from within: How doctoral students in educational administration develop research knowledge and identity. *Studies in Higher Education* 38(2), 256-271.
- Neumann, A., A.M. Pallas, and P.L. Peterson. 1999. Preparing educational practitioners to practice educational research. In E. C. Lagemann & Shulman, L. S., *Issues in education research: Problems and possibilities*, 247–88. San Francisco, CA: Jossey-Bass.
- Sandoval, W. A. (2005). Understanding students' practical epistemologies and their influence on learning through inquiry. Available at Wiley InterScience, [www.interscience.wiley.com](http://www.interscience.wiley.com). DOI 10.1002/sce.20065.

## Assignment #2 Dissertation Examination and Presentation

For this assignment you are invited to review **Chapter One** of one dissertation from a scholar in the UNT Educational Leadership program, or scholars in educational leadership in other public Research 1 (R1) Doctoral universities with highest research activity. This is a formative assessment. Here are the steps for the completion of this assignment:

### 1. To select a dissertation:

- a. Go to the UNT Teacher Education and Administration faculty page in the College of Education at Identify a scholar with a dissertation focus that relates to your interest in the field and educational leadership program.
- b. Choose a scholar (**EdD or PhD depending on the degree you are pursuing**) and a topic from one of the tenured\* (or tenure-track\*) professors, lecturers, or visiting professors who teach courses in the Educational Leadership program. Professors include but may not be limited to: (1) David Brackett\*; (2) Bill Camp\*; (3) Elizabeth Murakami\*; (4) Barbara Pazey\*; (5) Robert Voelkel, Jr.\*; (6) Linda Stromberg; (7) R. Jefferson George; (8) Johnetta Hudson; (9) Cheryl Jennings; (10) Stephen Waddell; (11) Misty Sailors; (12) James R. Laney; (13) Randy Bomer. See [https://coe.unt.edu/people?field\\_faculty\\_staff\\_department\\_tid=All](https://coe.unt.edu/people?field_faculty_staff_department_tid=All)
- c. Go to the UNT library (<http://www.library.unt.edu/>) and select databases (magnifying glass on the top left leads to the menu list). In databases, search for ProQuest Dissertations and Theses. You can search for dissertations by author name, or title. Download the dissertation for examination via these databases <https://guides.library.unt.edu/az.php?q=dissertations>

### 2. To review a dissertation:

- a. The review should be focused on the **structure and content** of **Chapter 1**. Use Bloomberg and Volpe (2015) Table 1.1 Overview of Dissertation Content or Roberts and Hyatt (2019), Chapter 8 to guide you in examining the structure and content of the chapter.

### 3. To prepare a presentation:

- a. In the discussion area, post either a youtube video\* of no longer than 5 minutes or no more than nine (9) power point slides (with audio), as well as the dissertation chapter reviewed. The presentation should include:

- b. A summary of the topic and content areas as indicated by Bloomberg & Volpe's (2015) checklist for the first chapter of the dissertation or Chapter 8 of Roberts & Hyatt (2019) should serve as a guide.
- c. Provide a brief rationale of areas you found as creative or well developed.
- d. Provide a brief rationale of areas you found as under-developed or in need of more clarity.
- e. Provide a list of 3 to 5 lessons you learned as a doctoral student that may assist you in moving forward to develop chapter 1 of your dissertation

#### **4. To provide a review of a colleague's presentation:**

- a. Select one colleague's presentation to review. Examine the dissertation's chapter 1 and the presentation. Provide your reflection as to how you will use some of the information provided in the presentation to develop your own Chapter 1, including the application of lessons learned as a result of this experience.

**Post your assignment into the discussion area on Canvas according to the deadline indicated in the tentative agenda.**

### **Grading Criteria**

Evidence of the use of guidelines offered for the examination of a dissertation	5
Evidence of a quality presentation, rationales and lessons learned	15
Quality review and collegial comments to the colleague's presentation	10
<b>Total Possible Points Earned</b>	<b>30</b>

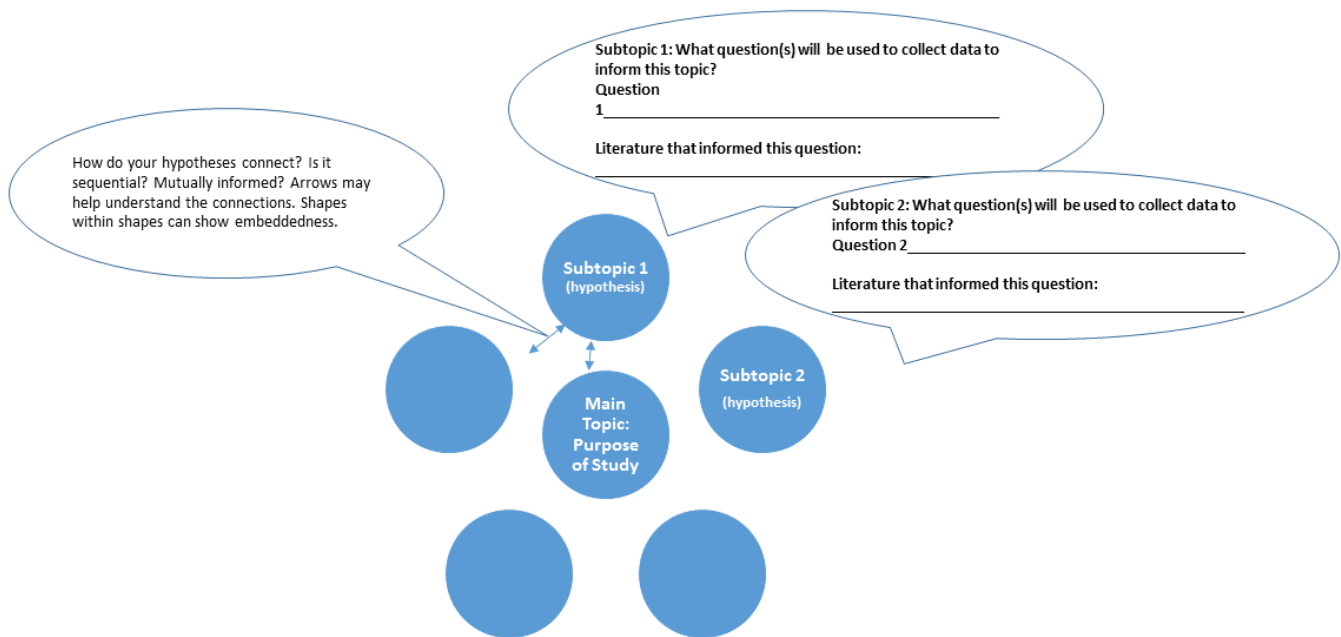
\* To create a youtube video, go to  
[https://support.google.com/youtube/answer/57407?hl=en&ref\\_topic=2888648](https://support.google.com/youtube/answer/57407?hl=en&ref_topic=2888648).  
To enable only people you want to receive a link for your presentation, create the video as Unlisted (videos and playlists can be seen and shared by anyone with the link). See this link for privacy information:  
<https://support.google.com/youtube/answer/157177>.

### **Assignment #3 Conceptual Framework**

A conceptual framework helps researchers summarize their study and includes a logical sequence to explain hypotheses or subtopics. For example, once the purpose of the study is defined, the research literature reveal areas in which this research could be further developed. Based on the research literature knowledge, the researcher will develop questions.

The conceptual framework helps the researcher map out the robustness of the design (see image below as a sample). After reviewing your study, in this assignment you are invited to report on a conceptual framework that articulates preliminary ideas on how the researcher(s) conducting the study will investigate the topic. Use any image or

composition you feel best reflects your study. Create a framework that connects all parts of the study (purpose, questions, literature, methods).



**Post your assignment into the discussion area on Canvas according to the deadline indicated in the tentative agenda.**

### Grading Criteria:

Figure demonstrating logical flow of framework to explain the topic	15
Evidence of connections between research question and subtopics	10
Evidence of connection between sub-questions and existing research	15
<b>Total Possible Points Earned</b>	<b>30</b>

## Assignment #4 Chapter 1 Partial Draft

This assignment provides the opportunity for you to begin drafting your Chapter 1. A complete draft will be required as a final project. In this assignment, a preliminary draft helps you in receiving feedback from instructor and classmates, especially for robustness and clarity. This feedback will also support you in reflecting, reviewing, and reframing your studies. This is a formative assessment that will invite you to:

Prepare a formatted chapter 1 that will include the initial portions as offered by Bloomberg & Volpe's (2015) guidelines or by the UNT Theses Manual, revised February 2019: <https://tgs.unt.edu/sites/default/files/TM%20complete%20-%20rev%20Feb%202019.pdf>

1. Include the following sections:
  - a. Introduction (do not provide a heading for the introduction)
  - b. Problem Statement / Statement of the Problem
  - c. Purpose of the Study
  - d. Research Question(s)
2. Post your assignment into the discussion area on Canvas according to the deadline indicated in the tentative agenda.
3. Review and provide constructive feedback to at least two drafts by the deadline indicated in the tentative agenda

### Grading Criteria

Well-formatted chapter according to guidelines offered	5
Inclusion of all required sections	10
Knowledge of topic and research development w/ citations	15
<b>Total Possible Points Earned</b>	<b>30</b>

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### Final Project: Dissertation Chapter 1 Exercise

As a final project for this course, you are required to produce a well-formatted and well-written Chapter 1. This is a summative assessment meeting requirements for this course and may be used for future dissertation development according to program requirements and dissertation chair and student agreement.

As the beginning of the dissertation lays out a commitment to improving educational environments, the outcome should be as fulfilling. As Wolcott (in Saldaña, 2009) once suggested, as researchers “we must not only transform our data, we must transcend them: insight is our forte; the whole purpose of the enterprise is revelation; we do it to be profound” (p. 192).

1. This written activity should follow Bloomberg and Volpe's (2015) guidelines to include:
  - a. Introduction
  - b. Statement of the Problem
  - c. Purpose of the Study
  - d. Research Question(s) – May go prior to or after the Conceptual / Theoretical Framework
  - e. Conceptual Framework / Theoretical Framework

- f. Rationale and Significance of the Study – May have both sections or only the significance section
  - g. Delimitations
  - h. Assumptions
  - i. Definition of Key Terms
  - j. Organization of the Study
  - k. Summary
2. Presentation
- a. Prepare a power point using no more than nine (9) slides that includes the sections developed during the course, and include a personal reflection of this experience.
  - b. Present as a proposal defense by the date indicated in the class schedule and open for comments and suggestions from your colleagues.

**Please post your project in the appropriate Discussions forum of the course by the due date indicated in the class schedule.**

## Grading Rubric

Formatted dissertation cover page	5
Formatting requirements	5
Inclusion of all required sections	5
Writing quality, organization, citations	20
References with APA standards	5
<b>Possible Points for Final Project: Dissertation Chapter 1</b>	<b>40</b>

Saldaña, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

## Oral Research Presentation

You will present your conceptualized study formatted as the first chapter of your dissertation proposals. This presentation will be limited to 15 minutes. Presentations will be graded on demonstrated research knowledge and application of findings.

## Grading Rubric

Voice: Confident, convincing, honest, articulate (not routine, cautious)	5
Thinking: Analyze, synthesize, evaluate, potential to apply new knowledge	10
Idea/Content: Central idea & content are focused, clear, specific	10
Organization: Strong intro, details fit/build to purpose, end provokes thought	5

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## Student Support and Resources available at UNT

### Student Helpdesk and Canvas Learn

Canvas provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.

### Academic Support Services:

#### Academic Resource Center

Buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.

#### Center for Student Rights and Responsibilities

Provides Code of Student Conduct along with other useful links

#### Office of Disability Accommodation

ODA exists to prevent discrimination on the basis of disability and to help students reach a higher level of independence.

#### Counseling and Testing Services

CTS provides counseling services to the UNT community, as well as testing services such as admissions testing, computer-based testing, and career and other testing.

#### UNT Libraries

Online library services

Online Tutoring

Chat in real time, mark-up your paper using drawing tools, and edit the text of your paper with the tutor's help.

#### The Learning Center Support Programs

Various program links provided to enhance the student experience.

Supplemental Instruction Program for every student, not just for students who are struggling

UNT Writing Lab

Offers free writing tutoring to all UNT students, undergraduate and graduate.

### Course Evaluation

Toward the end of the term, students will receive an email requesting them to complete a course evaluation. Please complete the course evaluation, as the feedback is essential to the development and refinement of this class to continue to meet the needs of students.

### University Policies

**ADA Policy:** If you have a condition that requires accommodation in this course, please notify the instructor during the first week of class. "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor, and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Any necessary or appropriate accommodations will be made provided timely notice is received, and that the arrangement is consistent with recommendations from Disability Services, when applicable. Students who require this type of assistance should contact the Office of Disability Accommodation (ODA) at (940) 565-4323 or at TTY (940) 369-8652 to make appropriate arrangements. Information on the

services provided by the ODA as well as application procedures is available at <http://www.unt.edu/oda/index.html>. Information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the Office of Disability Accommodation website at <http://disability.unt.edu/>.

**Academic Integrity:** All works submitted for credit must be original works created by the student for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes unless specifically requested by the instructor. It is also inappropriate to submit an assignment that has been completed by another student. Any of these instances may result in disciplinary action. Students are encouraged to become familiar with UNT's policy on academic integrity: [http://www.unt.edu/policy/UNT\\_Policy/volume3/18\\_1\\_16.pdf](http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Academic Honesty Policy:** Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy and procedures at <http://vpaa.unt.edu/academic-integrity.htm>

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers. This course does not require postings into TK20. However, some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. When applicable, this requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase.

**Copyright Notice:** Some or all of the materials in this course may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

**Student Conduct and Discipline:** The university expectations for student conduct apply to all online instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. See <http://deanofstudents.unt.edu/conduct>. Anyone who has experienced discrimination or harassment (including sex-based harassment such as sexual assault, sexual misconduct, relationship violence or stalking) can contact the DOS (940.565.2648), the Title IX Coordinator/Office of Equal Opportunity (940.565.2759), or the UNT Police Department (940.565.3000) to file a report.



**Student Behavior in the Classroom:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the online classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

### The Educator as Agent of Engaged Learning at UNT

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

**The educator as agent of engaged learning** summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

**Ethical Behavior and Code of Ethics:** The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**Submitting Work:** All assignments will be submitted via Canvas Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

**Grading and Grade Reporting:** Grading rubrics for all assignments can be found on the course Canvas Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

**Writing Policy:** Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products — including, but not limited to, papers, lesson plans, and emails — should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Sage Hall 152) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://ltc.unt.edu/labs/unt-writing-lab-home>.

### **Teacher Education and Administration Departmental Policy Statements**

**Disabilities Accommodation:** "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class." Dr. Barbara Pazey is the compliance officer and contact person for the Department of Teacher Education & Administration. Ph: 940-565-4897, Email: [barbara.pazey@unt.edu](mailto:barbara.pazey@unt.edu).

**Observation of Religious Holidays:** If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

**Academic Integrity:** Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

**EagleConnect:** All official correspondence between UNT and students is conducted via EagleConnect and it is the student's responsibility to read their mail regularly. See how to [forward your EagleConnect mail](#) to a personal account.

**The Student Perceptions of Teaching (SPOT)** is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.

**Collection of Student Work:** In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

**TEXES Test Preparation:** To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TEXES Advising Office (TAO) administers the College of Education TEXES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TEXES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TEXES practice exam information and registration, go to: <http://www.coe.unt.edu/texes-advising-office/texes-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at [coe-tao@unt.edu](mailto:coe-tao@unt.edu). The TAO website is [www.coe.unt.edu/texes](http://www.coe.unt.edu/texes). Additional test preparation materials (i.e. Study Guides for the TEXES) are available at [www.texas.ets.org](http://www.texas.ets.org).

**"Ready to Test" Criteria for Teacher Certification Candidates:** Teacher certification candidates should take the TEXES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

**Six Student Success Messages:** The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages.