EDLE 6110-080 (18175)
Advanced Theory and Research in Administration
Spring 2021
January 11, 2021 to May 1, 2021

INSTRUCTOR CONTACT INFORMATION

Instructor: R. Jefferson George, Ph.D.

For COURSE communications, please use *Course Messages*.

Email Address	royce.george@unt.edu
Office Telephone	940-565-2836
Cell Phone	817-706-8175
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On-campus office	Mathews Hall: 218U
Office Hours	Mathews Hall: Available for video conference by request

CLASS MEETING TIME AND PLACE
This is a remote/online course that meets online. The course uses a weekly methodology to track course progress that begins on Monday and ends on Sunday night at midnight of each week. Zoom meetings will be on Wednesday nights from 5:30-6:30 pm except for the Final Exam, which will be from 5:30-8:20 pm to allow for all students to present their research via Zoom. The remainder of the course, discussions and assignments are fully online.

Week	Dates	Zoom	-	Week	Dates	Zoom
1	1/11 - 1/17			9	3/8 – 3/14	
2	1/18 – 1/24	5:30 – 6:30 pm		10	3/15 – 3/21	5:30 – 6:30 pm
3	1/25 – 1/31			11	3/22 – 3/28	
4	2/1 – 2/7	5:30 – 6:30 pm		12	3/29 – 4/4	5:30 – 6:30 pm
5	2/8 – 2/14			13	4/5 – 4/11	
6	2/15 – 2/21	5:30 – 6:30 pm		14	4/12 – 4/18	5:30 – 6:30 pm
7	2/22 – 2/28			15	4/19 – 4/25	
8	3/1 – 3/7	5:30 – 6:30 pm		Final Exams	4/26 – 5/1	5:30 – 8:20 pm

REQUIRED TEXTBOOKS and Materials for EDLE 6110

Educational Research: Quantitative, Qualitative, and Mixed Approaches 7th Edition
by Robert Burke Johnson and Larry B. Christensen (2020)
ISBN-13: 978-1544337838 / ISBN-10: 1544337833

Publication Manual of the American Psychological Association: 7th Edition, 2020
American Psychological Association Paperback
ISBN-13: 978-1433832161 / ISBN-10: 143383216X

IBM SPSS Statistics Grad Pack v. 27.0 PREMIUM

COURSE INFORMATION

Catalogue Description

This course is a focus on data analysis and program evaluation from a policy perspective for district leadership. More succinctly, this course is a contemporary inquiry into the use of data analysis in educational leadership, examining student and teacher assessment and measures of student growth. This course examines the impact of positivism, subjectivism, and functionalism and their critics regarding recent research of the school organization and administration. Prerequisite(s): Consent of instructor.

Course Description

This course is designed to study the leadership role in the use of data in an educational setting. This course provides a structure for the locating, analyzing, understanding, and effectively utilizing data in a school setting. Additionally, school leaders will directly explore the role of data analysis to increase the leaders understanding of data found in school research. Participants in this course will participate in hands-on activities designed to increase the students understanding of the elements of statistical data found in the school environment.

- This course has been designed to combine online pedagogy with traditional components and will include both synchronous and asynchronous activities in the course.
- Bi-weekly video conferencing will be devoted to application and analysis related to discussing issues with EXCEL and SPSS to complete weekly assignments.
- PowerPoint presentations and relevant videos will help summarize the material and are available each week in the course.
- Journal articles provide additional perspectives and are discussed in our weekly discussions to highlight a particular data element or activity.
- This course requires a research paper dedicated to a problem of practice and covering the selected research topic and will be due at the end of the course.
- Students will select a relevant research topic and will be responsible for using the university research libraries to locate materials and to provide an article summary for at least 5 of the articles that will be used in the final research paper.
- Students will present their research to the class through a digital presentation.
- Additional individual or collaborative assignments will allow students to apply aspects of the data analysis tools and structures presented in the course.
- The instructor is available to meet online by appointment throughout the course.

COURSE ASSIGNMENTS AND ASSESSMENTS

➤ (10 points) **Introduction.** Please tell us about yourself in the discussion using an object from your desk or office. How does this object help define you; your goals and aspirations for this course and beyond. Thanks for sharing a few personal bits of information about who you are, where you work, what you do and where you are going.

➤ (10 points) **Choose a Research Topic**. You will select a research topic or problem of practice that you would like to explore during the course. You will develop one to three

measurable research questions to explore in your research paper assignment. Write a short paragraph about the topic or problem of practice that you would like to explore and submit for approval (we will revise as needed).

➢ (100 points) **Journal Article Summaries** – During the course, you will locate 5 peer reviewed journal articles using the data base in the UNT Library. Each Journal Article will relate directly to the topic that you chose to research and write about using your campus, or district and local data. This assignment will help you prepare for your final research paper. Journal Article Summaries are worth 20 points each.

➢ (100 points) **Discussions** – During our course we will participate in class discussions that will provide you with the opportunity to interact with your peers and share ideas in the online discussions. Generally, a journal article, assignment or book chapter will provide the basis for our discussions. The discussions will be graded at 10 points per discussion based on the Discussion Rubric for content, relevance, and timely participation.

➢ (100 points) **Assignments** - During our course we will have assignments related to the Chapter material or the application of the material. The data work is designed to help us collect and organize our data and then assist with our analysis. Graded at 10 points each for 10 assignments.

➢ (100 points) **Quizzes** – During the course we will have quizzes related to the chapter material to better inform our theoretical perspective and research vocabulary. Graded at 10 points each for 10 quizzes.

➢ (50 points) **Research Presentation.** Create a digital presentation of your research to present to the class on the final class day via Zoom. You will upload a copy of your presentation in Canvas for grading.

➢ (100 Points) Research Paper. Write a 10–15-page research paper (not including references and cover sheet) in APA STUDENT PAPER format that includes the following sections: Cover Page, Introduction, Literature Review, Method, Results, Discussion and Reference Page. The paper will be graded on overall quality and content, as well as APA formatting. Upload a final copy of your paper for grading in the course assignment link.

Late Assignment Policy
A late assignment deduction of 10% of the possible points available for that assignment will be deducted from the points earned on any late assignment each day the assignment is late. **Late assignments are ineligible for a grade of "A."**

Grading
The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required. All required projects must be submitted when requested. APA format is required.

Final Grade and Points Earned

The final grade will be based upon points earned on the following assignments.

Assignments	Points
Introduction	10
Choose a Research Topic	10
Journal Article Summaries (5 @ 20 points each)	100
Online Discussions (10 @ 10 points each)	100
Assignments (10 @ 10 points each)	100
Quizzes (10 @ 10 points each)	100
Research Paper Presentation	50
Research Paper	100
Total	**570**

Final Grade = Percentage of sum of all assignments and exams (570 points).

       A =   90%
       B =   80%
       C =   70%

Grades below 70% will receive a grade of F for the course.

As the instructor for this course, I reserve 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.

EDLE 6110: Advanced Theory and Research in Administration

Week	Date	Weekly Topic (s)	Assignments Due This Week	Readings
1	1-11 to 1-17	**Week 1** **Introduction to Educational Research** • Syllabus • Library and Research Papers • Weekly Assignments • Discussions and Journal Articles • Choose a Research Topic • Intro to Education Research	• Explore Canvas • Read Syllabus • **Discussion: Introduction** • Explore the Library • Ethical and Legal Standards	ER7e pp 1-28 APA7e pp 3-26
2	1-18 to 1-24	**Week 2** **Quantitative, Qualitative, Mixed-Method and Action Research** • Discussion of Journal Article Summary during Zoom Meeting • Use of Library	• Weekly Discussion • Weekly Quiz • Zoom • Paper Elements of Formatting	ER7e pp 29-76 APA pp 29-67

3	1-25 to 1-31	• **How to Critically Review the Literature and Develop Good Research Questions** • Statement of the Research Problem • Statement of the Purpose of the Study • Statement of the Research Questions	• Weekly Discussion • Weekly Quiz • Research Topic Due • Journal Article Reporting Standards	ER7e pp 77-105 APA pp 71-108
4	2-1 to 2-7	• **How to Write a Research Proposal** • **Research Ethics** • Strategies for Writing the Sections of your Research • Ethical Concerns • Ethical Guidelines • Ethical Issues in Electronic Research	• Weekly Discussion • Weekly Quiz • Zoom • Journal Article Summary • Writing and Grammar	ER7e pp 106-146 APA pp 111-127
5	2-8 to 2-14	• **Foundations of Research** • **Standardized Measurement and Assessment** • Scales • Validity • Reliability	• Weekly Assignment • Weekly Discussion • Weekly Quiz • Bias Free Language	ER7e pp 150-178 APA pp 131-149
6	2-15 to 2-21	• **Methods of Data Collection** • Quantitative • Qualitative • Mixed Method • **Constructing a Questionnaire** • Principals of Q Construction	• Weekly Assignment • Weekly Quiz • Zoom • Journal Article Summary • Mechanics of Writing	ER7e pp 179-238 APA pp 153-191
7	2-22 to 2-28	• **Sampling and Validity in Quantitative, Qualitative and Mixed Method Research** • Types of Sampling • Sample Size • Random/Non-Random • Internal-External Validity • Construct Validity	• Weekly Assignment • Weekly Discussion • Weekly Quiz • Tables and Figures	ER7e pp 238-297 APA pp 195-250
8	3-1 to 3-7	• **Quantitative Research Methods** • Experimental Research • Weak and Strong Designs • Factorial • Repeated Measures • Mixed Models	• Weekly Assignment • Weekly Quiz • Zoom • Journal Article Summary • Works Cited in the Text	ER7e pp 303-338 APA pp 253-278

9	3-8 to 3-14	• **Quantitative Research Measures** • Quasi Experimental • Single Case Designs	• Weekly Assignment • Weekly Discussion • Weekly Quiz • Reference List	ER7e pp 339-366 APA pp 281-309
10	3-15 to 3-21	• **Quantitative Research Measures** • Nonexperimental Quantitative Research • Three Required Conditions for Causation • Time Differential • Descriptive • Predictive • Explanatory	• Weekly Assignment • Weekly Quiz • Zoom • Journal Article Summary • Reference Examples	ER7e pp 367-396 APA pp 313-354
11	3-22 to 3-28	• **Analyzing Data: Descriptive** • Measures of Central Tendency and Variability • Graphing • Correlations	• Weekly Assignment • Weekly Discussion • Weekly Quiz • Legal References	ER7e pp 471-503 APA pp 355-370
12	3-29 to 4-4	• **Analyzing Data: Inferential** • Estimation • Hypothesis Testing • T-Test and ANOVA	• Weekly Discussion • Weekly Quiz • Zoom • Journal Article Summary • Publication	ER7e pp 504-538 APA pp 371-390
13	4-5 to 4-11	• **Qualitative Research Methods: 5 Major Approaches** • Narrative Inquiry • Case Study • Phenomenology • Ethnography • Grounded Theory	• Weekly Discussion • Weekly Quiz	ER7e pp 397-440
14	4-12 to 4-18	• **Data Analysis in Qualitative and Mixed Research** • Review of coding and data analysis in both qualitative and mixed research medthods	• Weekly Assignment • Weekly Discussion • Zoom	ER7e pp 539-574

15	4-19 to 4-25	• **How to Prepare a Research Report and Use APA Style Guidelines** • Writing the APA Style Report as a STUDENT PAPER		ER7e pp 576-608
FINAL EXAMS	4-26 to 5-1	• **PRESENTATIONS**	• Presentation Due • Research Paper Due	

Certification Exam Alignment

Texas Examination of Educator Standards (TExES) Superintendent (195) Competencies.

Competency 001
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 002
The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

Competency 004
The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Competency 005
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 006
The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

Competency 008
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009
The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Professional Standards for Educational Leaders (2015) National Policy Board for Educational Administration (NPBEA)

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.

Learner Outcomes

- Implement appropriate leadership skills, techniques, and group process 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.

Course Organization

Each of these areas of the course are accessed through links on the course menu.

Course Menu link	What you'll find there	How you'll use it
Syllabus	This is where you begin — with a detailed description of the course overview.	Read everything in the syllabus thoroughly and return to it as needed.
Weekly Assignments	The course is divided by week. You'll find links to everything you need for each week in separate weekly folders.	Prepare for your weekly assignments by reading course material and submitting assignments in a timely manner
Announcements	Each time you log in, the course opens to Announcements.	Each announcement is also emailed to your EagleConnect account (see how to forward it to a preferred email address at http://eagleconnect.unt.edu/). Watch for and carefully read
Discussions	This is where you'll participate in rich conversations with classmates in the classroom.	Pay attention during class discussions as this is how we share information about this topic.
Messages	Your instructor may communicate with you through this internal messaging system.	Watch for announcements alerting you to new mail.
External Email	This tool automatically uses your UNT email system to send messages outside of the course.	Use this feature to save time when you want to send regular email to a classmate or instructor.
My Grades	This link displays your total points earned, grades on assignments, and feedback from your instructor.	Watch for announcements from your instructor when new grades are posted.

UNT POLICIES

COURSE EVALUATION

Toward the end of the semester, you will receive a link in your UNT Eagle Connect email for the course evaluation. You can also complete the survey at https://my.unt.edu by logging in and selecting SPOT.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely 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. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills, excellent written communication skills, and significantly higher quality than work produced at the master's degree level.

COURSE LOGIN INFORMATION

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas. To get started with the course, please go to https://unt.instructure.com. You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu. The online course Start Here module includes navigational overviews and links to detailed instructions and videos on how to use the tools necessary for completing all activities. Please read that module in detail and bookmark instructions for future use.

Minimum Technical Skills Needed

Navigating all areas of the course and using Canvas tools Using the Inbox and course Discussions to communicate with classmates and instructor Creating, saving, and submitting files in DOC and PDF formats Creating videos Locating and using instructions to learn tool usage Contacting the UIT Helpdesk for support, if needed

STUDENT TECHNICAL SUPPORT SERVICES

The following information has been provided to assist you in preparation for the technological aspect of the course. • Info on using Canvas Canvas Student Guide, Video Guides, Canvas Getting Started, Canvas Basics Guide • Canvas technical requirements Computer specs https://community.canvaslms.com/docs/DOC-10701 Supported browsers https://community.canvaslms.com/docs/DOC-10720-67952720329

Student Technical Support

After logging into your Canvas course, you can click the Help icon on the bottom of the Global Navigation menu (the dark column on the left border of your browser window), which provides links to these resources: Student Helpdesk — See contact details or submit a ticket Online Student Resources Ask Your Instructor a Question — Questions are emailed to your instructor Search the Canvas Guides — Find guides and look up answers Library — Go to the library site or ask a question Please make a note of this information NOW. If you can't log in, contact the UNT Student Helpdesk. Email: helpdesk@unt.edu Phone: 940-565-2324 UIT Helpdesk Report

Technical Emergencies and Advice for Taking Online Exams

• Avoid using a wireless connection for exams unless you're certain of its reliability. • It could be more reliable to take exams using a supported web browser on a desktop or laptop rather than using a tablet or phone. • There is no Save button, but Canvas will auto-save periodically. • Should you encounter technical problems affecting your ability to access or complete a test, immediately contact the UIT Help desk. • If the UIT Helpdesk cannot resolve the problem, it will document the problem and provide you with

a ticket number that you can provide to your instructor as verification. When staff is unavailable, Report an Issue online.

How Students Should Proceed Each Week for Class Activities

Read the Start Here section from Modules on the course menu, then continue on to the Week 1 module. All assignments, resources, and links to other areas and sites are contained within each week's module, each of which are linked from the course menu. Students should access the Canvas course daily for announcements and assignments required for the course.

COMMUNICATIONS

Review this information about the communication tools in the course and how we will use them: • For all course-related questions, please read this syllabus carefully before seeking assistance. • For assignment clarification questions, see the Ask Questions Here forum in Discussions from the Assignments link on the course navigation menu. • Use the Inbox feature from the course navigation menu for all private electronic communications with me. If for some reason you are unable to use course this resource, you may contact me using the contact methods available on the first page of the Syllabus. You can expect a response from me within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message. You can expect a response from your instructor within 24-hours of sending a message. If your concern is urgent, please call by phone or leave a message.

Announcements

Please check the course Announcements each day for updated information and changes. You'll find a link to the latest announcement at the top of the course Home page. Announcements are also auto-emailed to students' Eagle Connect address. You MUST NOT disable your Notification Preferences for Announcements or Administrative Notifications.

Collaborative Discussions

See Discussions from the Assignments link on the course menu to access the appropriate topic for assigned postings, to review the postings of classmates, and to make postings of your own. Please extend the readers of your postings the same courtesy you would expect when communicating. Please read and consider the content of the message before responding

Assignment Policy

Due dates for each assignment are posted in the instructions of each assignment. Assignments should be submitted in Word format and submitted by using the "Submit" button at the end of each assignment.

Examination Policy

The Final Exam is open-book and open-note, however, you may not discuss the exam with another student unless after both have completed and submitted your answers. Missed quizzes or exams may not be taken at a later date without written documentation that justifies the error.

Late Work

Late work will be accepted up to one week after the due date, but a penalty of points deducted will be assessed up to ½ of the value of the assignment. Please contact the instructor whenever late submissions are anticipated.

Class Participation

All students are required to login to course multiple times each week. Instructors use the Canvas tracking features to monitor student activity. Students are also required to participate in all class activities such as discussions, conference sessions, and group projects as assigned.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

The only time an instructor in our College can give an incomplete is if a student is passing the course but has a severe illness of emergency during the last third of the course. The student must submit a form requesting an incomplete and provide documentation supporting the need for an Incomplete. Students can get these forms by contacting Marilyn Deuble at marilyn.deuble@unt.edu or local students can go by our program office in office 218 in Matthews Hall.

Dropping a Class

If you see that you are falling far behind, there are dates that are required to be able to drop with a W (Withdrawn) instead of a WF (Withdrawn Failing). See the UNT registrar's website to determine these dates. I've also provided this link to the registrar's office in the Start Here section. You should notify your instructor, but notifying your instructor does not take care of dropping the class. Of course, we hope you do not have to drop a class, but, if you do, you need to take care of that officially through the registrar's office or the office of the Dean of Students.

Copyright Notice

Some or all of the materials in this course may be protected by copyright. You may use the materials during the duration of the course and for assignment purposes only. When the course ends, you are required to remove all copyrighted materials from your possession. See the Copyright Guide for details.

Student Conduct and Discipline

See this section of the Student Handbook.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Academic Honesty Policy

Academic dishonesty is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonestly 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 https://policy.unt.edu/policy/06-003.

Cheating and Plagiarism Policy

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

Ethical Behavior and Code of Ethics

The Teacher Education and 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) 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).

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 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.

ADA Accommodation Statement

The University of North Texas does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet 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. Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified. Information on the services provided by the ODA, as well as application procedures, is available at http://www.unt.edu/oda/index.html. You may also contact them by phone at 940.565.4323. Information on UNT's policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://www.ecfr.gov/. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f) (6) (i) (G). The paragraph reads: (G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement. University of North Texas Compliance To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Syllabus Change

Policy Changes to the syllabus may be necessary at times. Communication of any changes will be made via a course announcement and email.

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.

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.

The Educator as Agent of Engaged Learning

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 and administrator 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.

- **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.
- **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.
- **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.
- **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.
- **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
- **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.