

EDLE 6110
Advanced Theory and Research in Administration
Spring 2022
January 18, 2022 - May 13, 2022

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
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On-campus office	Mathews Hall: 218U
Office Hours	Mathews Hall: Monday and Wednesday 5:00 – 8:00 pm (in office) Available for video conference by request

CLASS MEETING TIME AND PLACE

This course is offered as an online seminar via Zoom. Class will meet on alternate Thursday's from 5:30 pm to 8:30 pm via Zoom for lecture and discussion. On the alternate weeks students will complete an online discussion of the current topics, course readings, and scaffolded assignments related to the final project.

ONLINE VIA ZOOM

01-20 5:30 – 8:30 PM
01-27 5:30 – 8:30 PM
02-03 5:30 – 8:30 PM
02-17 5:30 – 8:30 PM
03-03 5:30 – 8:30 PM
03-17 SPRING BREAK
03-24 5:30 – 8:30 PM
04-07 5:30 – 8:30 PM
04-21 5:30 – 8:30 PM
05-05 5:30 – 8:30 PM

ONLINE VIA CANVAS

02-10 CANVAS
02-24 CANVAS
03-10 CANVAS
03-17 SPRING BREAK
03-31 CANVAS
04-14 CANVAS
04-28 CANVAS

REQUIRED TEXTBOOKS and Materials for EDLE 6110

American Psychological Association, (2019). *Publication manual of the American Psychological Association*, 7th ed. Washington, DC: Author.

IBM SPSS Statistics Grad Pack v. 28.0 PREMIUM

RECOMMENDED MATERIALS

Creighton, T. B. (2006). *Schools and data: The educator's guide for using data to improve decision making*. (2ND ed.), Corwin, Thousand Oaks, CA. ISBN 978-1412937337
Johnson, R. & Christensen, L. (2020). *Education research: Quantitative, qualitative, and mixed approaches, 7e*. Sage, Thousand Oaks. ISBN 978-1544337838

COURSE INFORMATION

Course Description EDLE 6110

The focus of this course is on use of data, quantitative inquiry, and program evaluation in education from a both a practical and policy perspective. More succinctly, this course is a contemporary inquiry into the use of data analysis in educational leadership; examining quantitative assessment measures that impact student academic growth. Current topics related to diversity, equity and inclusion are examined through a quantitative lens. Prerequisite(s): Consent of instructor.

This Semester....

This course is designed to study the role of quantitative inquiry and the use of data in an educational setting. This course provides a structure for locating, analyzing, understanding, and effectively utilizing data in a school setting. Additionally, school leaders will directly explore the role of inquiry to increase understanding the impact of data found in schools. Students will participate in application activities designed to increase the students understanding of the basic elements of statistical data found in the school environment.

- This course contains online pedagogy with traditional components and will include both synchronous and asynchronous activities.
- Weekly Zoom or Canvas sessions will be devoted to discussions of the current topic, assigned readings, direct teaching, application of methods of quantitative inquiry and preparation material for the student's final project.
- 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 examined in our weekly discussions to highlight a particular data element or activity.
- Students will select a relevant problem of practice and will be responsible for utilizing the university libraries to locate peer reviewed journal articles that examine the selected topic. Students will need to provide an article summary for at least 5 of the articles used in their problem of practice as a part of the scaffolding for their final course paper.
- This course requires a formal paper dedicated to a problem of practice and covering the selected topic of inquiry and will be due at the end of the course. Students will present their problem of practice to the class.
- 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 after class or online by appointment throughout the course.

COURSE ASSIGNMENTS AND ASSESSMENTS

- (10 points) **Introduction.** Please tell us about yourself 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 we are, where we work, what we do and where we are going. (Be prepared with the Week 1 Course Readings).

- (10 points) **Choose a Topic for Inquiry.** You will select a topic for your problem of practice that you would like to explore during the course. You will develop one to three measurable areas of inquiry to explore in your problem of practice assignment. Write a short paragraph about the problem of practice and your area of inquiry. We can revise as needed and determine a quantitative method on inquiry.
- (10 points) **Descriptive Statistics Worksheet** – You will complete a worksheet of examples of basic statistics covering measures of central tendency and variability. The worksheet will be submitted as an assignment. I suggest scanning the document into a pdf and submitting.
- (10 points) **Analyze a Journal Article** – You will complete an analysis of a peer reviewed article as a learning exercise to reinforce the parts of a journal article significant for both quantitative and qualitative measures. The analysis will be submitted as an assignment.
- (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 problem of practice and topic of inquiry. You will need to develop a local dataset to address your problem of practice. These articles are a scaffolding exercise that relates to your problem of practice. Journal Article Summaries are worth 20 points each.
- (120 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 discussions. The discussions can be in class or online. 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 and relevance.
- (160 points) **Assignments** - During our course we will have assignments to help us understand how to use EXCEL and SPSS. The data work is designed to help us collect and organize our data and then assist with our analysis. Each assignment will receive a maximum of 20 points toward your final grade.
- (50 points) **Problem of Practice Presentation.** Create a digital presentation of your inquiry to present to the class. You will upload a copy of your presentation as an assignment for grading.
- (150 Points) **Inquiry Paper.** Write a 10–15-page inquiry paper (not including references, abstract and cover sheet) in APA format that includes the following sections: Cover Page, Abstract, Introduction, Literature Review, Method, Results, Discussion and Reference Page. Upload your paper for grading in the course assignment link.
- (20 points) **Alternative Discussion** – Students may elect to create and present a selected topic to the class. This presentation will replace that week's discussion over the selected topic. The instructor will provide the class with the Alternative Discussion topics that are available during the course.

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 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 Topic of Inquiry	10
Descriptive Statistics Worksheet	10
Analyze a Journal Article	10
Journal Article Summaries (5 @ 20 points each)	100
Online Discussions (12 @ 10 points each)	120
Module Assignments (8 @ 20 points each)	160
Problem of Practice Presentation	50
Inquiry Paper	150
Total	620

Final Grade = Percentage of sum of all assignments and exams (620 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	1-20-22 ZOOM	Module 1 The Role of Data Analysis <ul style="list-style-type: none"> Syllabus Library and Inquiry Papers Statistics Vocabulary Weekly Assignments Discussions and Journal Articles Choose a Topic of Inquiry 	<ul style="list-style-type: none"> Explore Canvas Read Syllabus Discussion: Introduction Discussion: Using Data in Education Problem of Practice Topic Explore the Library 	
2	1-27-22 ZOOM	Module 2 Data Driven Decision Making <ul style="list-style-type: none"> Data Driven Decision Making Descriptive Statistics Application Descriptive Statistics Worksheet Descriptive Statistics Article Analyzing a Journal Article Quantitative Vocabulary 	<ul style="list-style-type: none"> Descriptive Statistics Worksheet Discussion Journal Article Analysis SPSS/EXCEL Module Activity Discussion 	
3	2-3-22 ZOOM	Module 3 Collecting and Organizing Data Descriptive Measures <ul style="list-style-type: none"> EXCEL 	<ul style="list-style-type: none"> Organizing and analyzing data in EXCEL Module activity Journal Article Summary 	
4	2-10-22 CANVAS	Measures of Central Tendency and Variability Working in EXCEL		
5	2-17-22 ZOOM	Module 4 Collecting and Organizing Data From EXCEL to SPSS <ul style="list-style-type: none"> SPSS Measures of Central Tendency Variability Working in SPSS 	<ul style="list-style-type: none"> Module Activity Discussion Journal Article Summary Module Activity Journal Article Summary Discussion 	
6	2-24-22 CANVAS	Module 5 Correlations and Pearson r <ul style="list-style-type: none"> Pearson r Effect size Comparison of Means 		
7	3-03-22 ZOOM	Module 6 Regression, Inquiry Questions and Standard Scores Correlation is a tool that we use to determine the relationship between two variables, Regression allows us to move an additional step toward prediction of how that relationship might work in a linear regression.	<ul style="list-style-type: none"> Journal Article Summary Discussion 	

8	3-10-22 CANVAS	Module 7 Comparing Means z Scores; t-Tests, etc. <ul style="list-style-type: none"> Analysis of Variance Repeated Measures Asynchronous Discussion Revising your data 	<ul style="list-style-type: none"> Journal Article Summary Discussion 	
	3-17-22	SPRING BREAK		
9	3-24-22 ZOOM	Module 8 Analysis of Variance <ul style="list-style-type: none"> Analysis of Variance Article Asynchronous Discussion (4) ANOVA Two Way ANOVA Chi Square 	<ul style="list-style-type: none"> Discussion Classroom activities to develop survey complete and deliver survey, analyze data, and submit 	
10	3-31-22 CANVAS	Module 9 Creating and Using Surveys <ul style="list-style-type: none"> Organizing survey data Writing Survey Questions Factor Analysis Component Factors Reliability Validity 		
11	4-7-22 ZOOM	Module 10 Qualitative Inquiry <ul style="list-style-type: none"> Qualitative Article Qualitative Discussion (5) 	<ul style="list-style-type: none"> Discussions Qualitative Reflection 	
12	4-14-22 CANVAS	<ul style="list-style-type: none"> Understanding Qualitative data Using Qualitative data 		
13	4-21-22 ZOOM	Module 11 Completing and Sharing Final Project <ul style="list-style-type: none"> Research Presentation Due 	<ul style="list-style-type: none"> Discussion of Research Presentations 	
14	4-28-22 CANVAS	<ul style="list-style-type: none"> Respond to the Research Presentations of your classmates Final Readings and Discussions 	<ul style="list-style-type: none"> Research Presentations Due 	
15	5-05-22 ZOOM	PRESENTATIONS	<ul style="list-style-type: none"> PRESENTATIONS 	

Superintendent 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 or 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 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 <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.