EDUC 6040: Traditions of Inquiry  
Fall 2017

Instructor: Dr. Colleen M. Eddy  Time: 5:30 – 8:20pm Location: Wooten 212

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Office: 204 G -- Matthews Hall

Office Hours: 12:00-3:00 Tuesday, 2:00-5:00pm Wednesday, and by appointment

Catalog Description
History, theoretical assumptions, and methodological issues associated with major traditions of inquiry in educational studies.

Rationale
“The various disciplines (or disciplinary matrices), humanistic, natural scientific, social scientific alike, that make up the scattered discourse of modern scholarship are more than just intellectual exercises but are ways of being in the world. In the same way that Papuans or Amazonians inhabit the world they imagine, so do high energy physicists or historians of the Mediterranean in the age of Phillip II—or so, at least, an anthropologist imagines. It is when we begin to see this, to see that to set out to deconstruct Yeats’s imagery, absorb oneself in black holes, or measure the effect of schooling on economic achievement, it is not just to take up a technical task but to take on a cultural frame that defines a great part of one’s life, that an ethnography of modern thought begins to seem an imperative project. Those roles we think to occupy turn out to be the minds we find ourselves to have.” (Geertz, Local Knowledge, 1983, p. 155)

Required Texts

Articles and other required readings are listed at the end of the syllabus and a cumulative list of required and recommended readings will be listed on Blackboard Learn. Additionally, attention will be given to contemporary readings for each concentration as individuals share various projects. There is a library link to readings at: http://guides.library.unt.edu/educ6040
Objectives
This course is designed to be taken early in the doctoral program with opportunities for participants:

1. To have a fuller understanding of the ways in which questions are asked and are answered in the scholarship associated with your chosen profession;

2. To give attention to the social identities that you, as a scholar, will construct through your intellectual work and the choices you will make based on knowledge of your disciplinary community as well as your own career goals;

3. To learn more about the histories of particular research traditions and customs and their epistemological assumptions; and

4. To develop meta-knowledge about the research paradigms in the field so that you can see beyond and rise above simple “either/or” arguments.

Assignments
The course is framed around discussions for which you are expected to participate and contribute. Additionally, you are expected to complete three major written assignments, all of which will be presented orally as well as submitted in written form. Two are projects in which you will attempt to work within a particular tradition and have “findings” to share with other members of the class. The other is the final paper for which you will investigate a specific tradition that is associated with your scholarly interests and has some importance in your field of inquiry. In addition to these assignments, you will also prepare a projected curriculum vitae and write a first draft of a conference proposal.

The three major assignments—a forum analysis (essentially a critique of a journal in your field), a discourse analysis (examining the discourse within an academic meeting), and an analysis of a scholarly tradition in your area of interest—are described on pages 4 to 6. Guidelines for the CV/projected CV and conference proposal are provided as well. More detailed information will be given during class and on Blackboard.

Grading
Attendance, Participation, and Contributions to Class Meetings 20%
(Including written responses to class readings and leadership in research article discussions; Blackboard discussions as requested)
Forum Analysis (journal critique) 20%
Discourse Analysis of an academic meeting 20%
Curriculum Vitae (projected CV) 5%
Conference Paper Proposal 10%
Analysis of scholarly tradition (final paper) 25%

A=90-100% (points); B=80-89% (points); C=70-79% (points); D=60-69% (points);
F=below 60% (points)
Note: A “B” is a very good grade. An “A,” which means “excellent,” is harder to earn. For an “A” you must show that you have gone beyond the minimal requirements on all assignments, and you must submit all work on time and in polished fashion. In addition, you must show that you have integrated information from the class with relevant and authoritative material that you discovered on your own. In other words you are taking responsibility for extending your learning beyond just response to class assignments – something that sets doctoral work apart from many academic situations.

**Schedule Overview for Topics and Readings**

The following schedule is based on the original plan for this course in order to introduce the scholarship of our discipline/s. The readings are student led – articles that address research methods that are discussed in our text. Of course, the schedule is flexible in light of our needs and other unanticipated events and other articles might be added or substituted but in advance of any session that would require its reading. Also, each session will include a brief explanation/discussion around some aspect of understanding the doctoral program at UNT. Several sessions will include short research talks from faculty members.

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Traditions, Community, and Identity</th>
<th>Becher Excerpt (We’ll explore in class.)</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td><strong>Traditions, Community, and Identity</strong></td>
<td>Becher Excerpt (We’ll explore in class.)</td>
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<tr>
<td>Sept. 6</td>
<td>Disciplinary Communities and Their “Ways” Paradigms – Differing Definitions</td>
<td>Arthur, Ch.2 by Coe, Ch. 3 by Waring Porter Kuhn (Ch. 1 &amp; 2)</td>
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<td>Sept. 13</td>
<td>Historical Perspectives on Educational Inquiry Origins of the Research University Education as an Academic (Research) Discipline</td>
<td>Lagemann Eisenhart &amp; DeHaan Arthur, Ch. 7 by Leask</td>
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<td>Sept. 20</td>
<td>A “Scientific” Tradition--Contributions of Fisher, Pearson, Gosset Cronbach’s “Two Cultures”</td>
<td>Salsburg, Dedication and first 7 chapters</td>
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<td>Sept. 27</td>
<td>Forum Analyses (alias journal critiques) Presentations An introduction to Discourse Analysis</td>
<td><strong>Due: Forum Analysis/Journal critiques</strong></td>
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<td>Oct. 4</td>
<td>A “Scientific” Tradition (cont.) Positivism and Post-Positivism Quasi in Quasi-Experimentation Questions Asked, Positions Taken in This Tradition What We Learn from the Numbers</td>
<td>Phillips Arthur, Ch. 4 by Hedges Ch. 6 by Coe Example: Schifter, Ketelhut, &amp; Nelson</td>
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<td>Oct. 11</td>
<td>The Ethnographic Tradition Its Ties to Anthropology and Its Transformation over Time Critique of “Bleitzkrieg” Ethnography</td>
<td>Rist Arthur, Ch. 10 by Bhatti Ch. 23 by Angrosino Example: Heath</td>
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<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<td>Oct. 18</td>
<td>Questions Asked, Positions Taken in This Tradition</td>
<td>Guba, Bell, Arthur, Ch. 9 by Walker, Nelson &amp; Grote-Garcia</td>
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<td>Other Interpretive/Hermeneutical Traditions Narrative Approaches, Naturalistic, etc.</td>
<td>Examples: Ulichny &amp; Watson-Gegeo, Scherff, Howe, Lather</td>
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<td>Other Interpretive/Hermeneutical Traditions</td>
<td>Optional: Alexander Example: Windle</td>
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<td>Critical Approaches (Influence of [neo]Marxist, Feminist, and Poststructural Theorists)</td>
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<td>Questions Asked, Positions Taken in These Traditions</td>
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<td>Time to discuss next week’s presentation if needed.</td>
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<td>Oct. 25</td>
<td>Discourse Analyses Presentations</td>
<td>Due: Discourse Analyses</td>
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<td>How We Search for, and Interpret, Patterns</td>
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<td>Nov. 1</td>
<td>Compatibility of “Quantitative” and “Qualitative” Research Approaches?</td>
<td>Moss, Phillips, Erickson, Floden, Lather, &amp; Schneider</td>
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<td>Arthur, Ch. 21 by Biesta</td>
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<td>Nov. 8</td>
<td>Traditions Based on Action and Activity Questions</td>
<td>Frisby, Reid, Millar, &amp; Hoebner</td>
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<td>Asked, Positions Taken in These Traditions</td>
<td>Arthur, Ch. 8 by Mann-G</td>
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<td>Examples: Cahill Beauchamp, Jarvac-Martek, &amp; McAlpine; Nicolopoulou &amp; Cole</td>
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<td>Roth &amp; Lee</td>
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<td>Nov. 15</td>
<td>Tradition of Historiography</td>
<td>Due: Draft of final paper or sections of such</td>
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<td>Archival Work</td>
<td>Rury</td>
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<td>The Nature of Historical Writing</td>
<td>Arthur, Ch. 29 by McCulloch</td>
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<td>Questions Asked, Positions Taken</td>
<td>Example: Pineau</td>
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<td>Questions/peer feedback on aspects of final paper</td>
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<td>Nov. 22</td>
<td>Thanksgiving Eve: No face to face class, however, note items due on Blackboard.</td>
<td>Due: Conference Proposal; Curriculum Vita</td>
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<td>Nov. 29</td>
<td>Presentation of Final Papers</td>
<td>Due: Final papers as you are finished</td>
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<td>Dec. 6</td>
<td>Presentation of Final Papers (cont.)</td>
<td>Due: Written Version of ALL Final Paper</td>
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<td>Dec. 13</td>
<td>Final Examination Date: Individual conferences as needed; all graded papers returned; Other planned activity</td>
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Articles and Excerpts

Most of the published articles for the course are available in the UNT library electronic collections, and you can get them that way. But, to make things easier, I’ve included those “belonging” to UNT in pdf form in the LEARN version of the course. The book excerpts and the article not belonging to UNT can be checked out for copying.

Articles and Excerpts about Research Traditions


Articles Serving as Examples of Research

Note: All of you will read and analyze all examples, but you will work in a group of two or three students who will be responsible for leading discussion of only one. You’ll receive guidelines for this activity, which will be part of your participation in the class.


Windle, J. (2010). “Anyone can make it, but there can be only one winner”: Modelling neoliberal learning and work on reality television. *Cultural Studies in Education, 51*, 251-263.

Other Resources

In addition to the books, articles, and book excerpts that are required, you’ll be expected to do additional reading. Make use of other publications from the library and its electronic databases, and consult recently published handbooks on particular traditions. UNT faculty and other researchers may provide additional readings from their own scholarship.

Note: This syllabus and schedule is a plan for the course and, as such, is subject to modification as the course progresses and we see how our discussions, interactions, opportunities, and time fit within the plan here. While readings might be suggested or substituted, extra required readings will not be added beyond what is designated. However, as mentioned earlier, an A points to exceptional work and that includes the integration and synthesis of information outside the readings here.
Assignments
Forum Analysis (alias Journal Critique)

Brief proposal due: September 13

Forum Analysis, final paper and presentation, due: September 27

In his article on “Intertextuality and the Discourse Community,” Porter (1986) discusses the nature of communication associated with disciplinary discourse communities. He defines a discourse community as “a group of individuals bound by a common interest who communicate through approved channels and whose discourse is regulated” (pp. 38-39), and he explains that the approved channels, which are called forums, have histories and also have “rules” (sometimes explicitly stated, sometimes not) that members follow when they make their contributions. These forums reflect the assumptions of the community regarding what topics are appropriate, what sorts of arguments are convincing, and how communications should be written.

For your first project in this course, I want you to examine a major forum in your subject-area specialty. This will be a scholarly journal considered to be “first rate” by people in your field. I’d recommend that you talk with your faculty advisor about the various journals and find out which one he or she might recommend. You’ll need to limit your investigation to an issue that is particularly interesting to you. It won’t be possible for you to address all the questions that Porter lists at the end of his article (pp. 46-47), but the questions he poses there might help you decide how to focus your examination. First prepare a brief proposal in which you identify the forum/journal you have selected, tell why it interests you, state your question(s), and explain how you would like to go about your analysis. We’ll discuss these plans in class. Your written report (in APA format) should be five or six pages typed (not counting the cover page and reference list). In the report, you should make the following moves: setting up the issue (in which you might use some of your readings); stating your purpose, specifying and describing the forum, explaining your method of analysis, presenting your “findings” (perhaps with some kind of graphic), and explaining what sort of contribution your analysis makes. Your sections would probably be Introduction/Rationale (not labeled), Purpose of the Study, Method of Analyzing the Journal, Findings, and Conclusion. Be sure to give your paper a good title and to number the pages. You’ll also provide a 15-minute round-table session for class members. For the latter, you should plan on 10 minutes to present your study and 10 minutes for discussion, and you should provide a 2-page handout.

Discourse Analysis Report

Observation complete, writing and revision time to “touch base”: October 18

Discourse Analysis report and two-page reflection on collaboration due: October 25

With two of your classmates, I’d like you to conduct a study of a discourse practice that is associated with academe and report what you find. You might examine a practice associated, for example, with the rites of passage for graduate students (dissertation defense, proposal
defense), the governance of the university (meeting of the Faculty Senate or departmental faculty), or intellectual contribution (guest lecture, meeting of research team). Your data will come from field notes, which will be analyzed for patterns.

Before you begin the study, think about what you and other group members want to learn about the practice. What questions do you have going into the study? Spend some time on this planning. You might divide up the roles (fairly) for this project, but everyone should be involved in planning the study and putting together the final report. You who are responsible for collecting the observation should be prepared for doing so. Notes should be detailed and non-evaluative, and, since the practice being observed will not be completely new, you’ll need to make some effort to see it through different eyes. (It’s possible that you might be able to tape record the session.)

After you’ve collected the data, your group will do your analysis. You should come up with a coding scheme, which might be your “own” or might be an appropriation or modification of someone else’s. You might, for instance, look at turn taking patterns or power structures. Do a careful, thorough analysis, looking for patterns. Your results will consist of the pattern or pattern that you find. In addition to the record of the oral discourse, you might also collect written documents or other artifacts associated with the practice and use them to supplement the oral record. Instead of oral discourse, it would also be possible for you to examine written discourse, such as email exchanges in the chatroom of a professional organization. We will discuss the basics of a discourse analysis although you will not be using this approach with in as much detail as required when one uses this as a research methodology.

After you’ve conducted your analysis, you’ll need to write your report. It should be typed and about twelve pages (not counting cover page and references), and it should have components similar to those for the forum analysis. Your sections would probably be Introduction/Rationale (not labeled), Purpose of the Study, Method of Recording the Practice, Method of Analyzing the Discourse, Findings, and Discussion/Conclusion. As before, come up with a good title, and in your introduction and your conclusion relate your work to the scholarly literature. In describing your method of analysis or reporting your results, you might include a table. Be sure to include examples of the discourse when reporting your findings. Your group will give a fifteen-minute oral report to the class. In addition to the report, each of you should submit a two-page account of what you’ve learned about the nature of collaboration in research. Relate this experience to the models of collaboration in writing that we discussed in class.

You might wonder about the use of these basic research study components in our beginning examination of these various academic forums. This is to familiarize you with these basic components even though they will not be as strategically planned as when you actually carry out research. These various aspects, you will find, are used in most research studies you read in professional journals.

Conference Proposal

Due: November 22-24 (submitted on Blackboard)

For another course assignment, you’ll prepare a draft of a conference proposal. It’s possible that you’ll continue to work on this and eventually submit it for consideration for an actual conference. To begin, spend some time finding a conference that interests you and learning what the organization requires in a proposal. Many professional organizations have the
proposal form on their web page, so find a conference that consists of your focus area/s. If you’re interested in preparing a proposal for AERA 2018, you might use the one for an earlier year, although following ones may differ in terms of general theme. We will spend some time talking about conference proposals in class.

In proposing a conference paper, you’ll approach this in ways similar to those you make in some of the other projects for this course. You’ll need to set up your issue (contextualizing it in the theoretical and empirical literature), describe your approach, present your own findings (or theoretical contribution), and explain the significance of contribution you’re making. When you prepare a “real” conference proposal, it’s a good idea to get other people to read it and make suggestions for improving it. Your respondent might be your faculty advisor, or you might ask other graduate students. It’s best to have respondents who know the “discourse” and “ethos” of the group putting on the conference and who, ideally, participate in that forum. For this “potential” conference proposal, the other class members and I will be respondents, but you may want to talk with someone else in your own field too.

Curriculum Vitae

Curriculum Vitae November 22-24 (submitted on Blackboard)

The curriculum vitae that you prepare for this class will be authentic but have a “projected cv” component – what you might hope to have on your CV five years from now. You’ll need to think about the kind of dissertation you’ll write, the conference papers you’ll give, the publications you’ll have, the positions you will have held, and so on. I’ll provide a CV format for you to use with suggested sections. You might want to keep this in a file on your computer so that you can continually add to the authentic aspects but also use the projected CV as goals to work toward.

Final Project

Draft (of paper or some section of paper) due for peer response: November 15

Final Paper Presentations: November 29 and December 6;
All final written papers are due by December 6.

You should decide on a specific scholarly tradition that is of interest to you and that is relevant to your emergent identity. There are many, many traditions to consider, such as citation analysis, critical ethnography, corpus analysis, oral history, content analysis, design experiment, nexus analysis, cyborg theory, narrative inquiry, postcolonial, critical race theory, or other theoretical perspectives used in various aspects of research. Some of these sound like “methods” but they are really more than simply methods; they have theoretical foundations and are tied to research traditions. In your study, consider the history of the tradition, major contributors, and criticisms and responses.

Present your plan to me in a brief conference or via email by mid-point of the course (October 11-18) and, as you work on the project—investing your time and energy—keep me updated. Two weeks before the oral presentations begin, we’ll spend some class time responding to drafts. The final product should take the form of an article (approximately 20 pages, not counting cover page and references), but you may want also to create a hypertext for your presentation to the class. Your oral presentation will be 20 minutes.
Class Policies
1. **Assignments**: All papers must be typed and spell-checked. Cite references where appropriate, and follow APA guidelines in doing so. All papers and other assignments should be submitted or presented on the date that they are due. Late assignments will have points subtracted, and, if they are more than a week late, they may not be accepted.

2. **Attendance and Participation**: The class will take a seminar form in which all are expected to participate and assume some leadership. For the class to be most effective, we need to have everyone present, and everyone must come prepared to contribute by carefully reading the assignments and having insightful comments to make about what they read. In class we will focus on analyzing the various perspectives and approaches and seeing how we can apply them. More than one absence can affect your grade; three absences, for any reason, will result in a lower grade in the course.

3. **Academic integrity**: Academic integrity is essential to this course, as in other work that you do in your doctoral program. In Policy 18.1.16, UNT has described academic integrity as follows: Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. You must be sure to avoid plagiarism, which is defined in the following way in that policy: Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to: 1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation. 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials. 

   [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm)

   Consider using “Turnitin” to that you can check your own papers for plagiarism issues.

4. **Students’ Disabilities**: UNT complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible and bring your verification form from the Office of Disability Accommodations. If you suspect that you may have a disability (e.g., physical impairment, learning disability, psychiatric disability), please contact the ODA.

5. **Civility**: UNT is committed to equity and diversity and to a student-centered environment that is conducive to learning. Students and faculty are expected to behave in a manner that is respectful and courteous to all people regardless of their ethnic/racial origin, their sexual orientation, their religious background, or disability. Actions or words that infringe on the rights of another individual will not be tolerated. In accordance with this emphasis on respectful attention to others, you are expected to turn off your cell phone and not take messages or text during class.
6. **Student Perception of Teaching**: The SPOT is a requirement for all organized classes at UNT. See reference to it below on page 14.

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 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) 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 Blackboard 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 Blackboard 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-
Teacher Education & Administration

Departmental Policy Statements

UNT Career Connect: All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument. Follow this link to learn more and to set up your personal e-portfolio: http://careerconnect.unt.edu/default.

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. Jemimah Young is the compliance officer and contact person for the Department of Teacher Education & Administration.

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. 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.

Attendance: See the instructor’s attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SPOT: 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. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

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.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20-campus-tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

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. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.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.