

The University of Findlay

College of Education

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

Course Number/Title: EDUC 751

Credit Hours: 1

Class Time/Place: TBA

Prerequisites and Co-requisites: Prerequisites are EDUC 700 and EDUC 701. Corequisite is EDUC 750.

Instructor:

Instructor Contact Information:

Office Hours: By appointment.

Course Description: This course is the first of three courses to focus on the candidate's production of a doctoral dissertation. During this course, the candidate will secure a dissertation committee chair and two additional committee members. This course will allow the candidate time for regularly scheduled meetings with his/her dissertation chair. During this course the focus of the candidate/chair meetings will be on the dissertation topic and the related review of research literature.

Course Objectives:

Candidates will:

1. Reach out to schedule and meet with dissertation chair to discuss proposed dissertation research questions(s) and topic within the first three weeks of the semester and devise a schedule for drafts and feedback.
2. Respond to all communication from the dissertation chair in a timely and professional manner.
3. Adhere to the agreed upon schedule for drafts and feedback and share draft of Chapter 2 with the dissertation Chair by the last day of the semester.

Required Textbooks and other materials: There are no required textbooks or materials for this course.

Instructional Strategies:

Case Analysis	X	Library and Internet Research	X
Debate		Practice/drill	
Discovery/Independent Research	X	Problem solving	X
Discussion/Questioning/Interviewing	X	Reading assignments	
Experiential Learning		Role playing/simulation games	
Field Experience		Service Learning	
Group Presentation		Video/Audio Review and Critique	
Laboratory Experiences		Other	
Lecture			

Methods of Assessment:

Abstracts		Participation	X
Attendance	X	Peer Evaluation	
Capstone Project		Portfolio	
Case Study		Portfolio Lab Performance	
Exams		Presentations	
Group Projects		Professional Evaluation	
Homework Assignments		Quizzes	
Internet Research		Research project	
Journaling		Other	
Lab Performance			
Oral/written review of literature	X		

Grading:

- Assignment 1: Reach out to schedule and meet with your dissertation chair to discuss dissertation research questions(s) and topic within the first three weeks of the semester and devise a schedule for drafts and feedback. (50 points)
- Assignment 2: Respond to all communication from the chair in a timely and professional manner. (50 points)
- 4. Assignment 3: Adhere to the agreed upon schedule for drafts and feedback and share draft of Chapter 2 with the dissertation Chair by the last day of the semester. (50 points)

TOTAL: 150 points

Grading Scale/Distribution:

Grade	Points	Grading Scale
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72

D+	1.33	67-69
D	1.00	63-66
D-	0.67	62-60
F	0.00	below 60
U	0.00	

University Honor Code:

Each and every student of the University will adhere to the following Honor Code:

“I will not knowingly engage in any dishonorable behavior, cheat, steal, lie, or commit any act of plagiarism during any academic work, course, or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, at my discretion, report it to the appropriate personnel.”

Student Acknowledgement of University Honor Code:

“I acknowledge that I have fully complied or will comply with all aspects of the University’s Honor Code in submitting this work.”

Student Rights and Responsibilities Statement, Article VIII-Academic Integrity:

<http://catalog.findlay.edu/en/current/Undergraduate-Catalog/Student-Rights-and-Responsibilities-Statement/VIII-Academic-Integrity>

Academic Integrity/Artificial Intelligence

Please read the University of Findlay's [Academic Integrity](#) policy and the [University of Findlay Guidelines for AI Use](#). You are responsible for knowing and abiding by the university policy on AI. Please note that you may use artificial intelligence (AI) as a tool to facilitate gathering information and to challenge student thinking. However, AI may not be used to replace your critical thinking or to specifically write your dissertation chapter(s). If you plan to use AI, you are expected to communicate with your dissertation Chair and the EDUC 750 instructor in writing with the exact intent of your use of AI (such as search terms, prompts, the specific AI) for approval prior to any such use. Furthermore, it is expected that your usage of AI will be stated in writing at the time that the assignment and/or chapter draft(s) are submitted. Such information should include search terms and prompts used, the specific AI, and the date and time of use. Additionally, the AI response(s) must be added as an appendix to the relevant assignment(s) and/or uploaded to your portfolio. You may not quote from AI responses.

University Diversity Statement:

As part of our commitment to achieve excellence, the University of Findlay values and actively promotes a welcoming and supportive environment that honors the many aspects of diversity. We aspire to foster acceptance of, respect for, and appreciation of all persons in our campus community. We celebrate our commonalities and unique differences, and we acknowledge that diversity broadens learning, stimulates creativity, promotes the exchange of ideas, and prepares our students for meaningful lives and productive careers.

Course Policies and Practices: Students are expected to attend all meetings required by their dissertation Chairs, follow policies and expectations outlined in the Ed.D. Student Handbook, and utilize their SharePoint Ed.D. portfolios.

Final Exam Date: There is no final exam for this class.

Special Services: If you are a student with a disability, it is your responsibility to inform your instructor and register with the Office of Accommodation and Inclusion (oai@findlay.edu) at least one week prior to a needed service so reasonable accommodations can be made.

Course and Instructor Evaluation: Each student is expected to complete the course and instructor evaluation which is sent electronically to the student by the Office of the Registrar. The electronic notification comes in the form of an e-mail from the UF Registrar's Office with the following subject line: Online survey for the designated course (e.g., BIOL 102).

Last Date of Attendance Policy: A student's last date of attendance is the date he/she last participated in an online discussion, submitted an assignment that can be tracked or corresponded with the instructor. A student logging into the system is no longer an acceptable method of determining last day of attendance according to federal guidelines. If the student attends all classes, the official last date of the class, as determined by the institution, will be used for reporting purposes.

Tentative Course Outline:

Module	Topic	Assignment
Module 1	Introduction	Reach out to schedule and meet with your dissertation Chair to discuss dissertation research questions(s) and topic within the first three weeks of the semester and devise a schedule for drafts and feedback. (50 points)
Module 2	Communication	Respond to all communication from the Chair in a timely and professional manner. (50 points)
Module 3	Literature Review Drafts	Adhere to the agreed upon schedule for drafts and feedback and share draft of Chapter 2 with the dissertation Chair by the last day of the semester. (50 points)

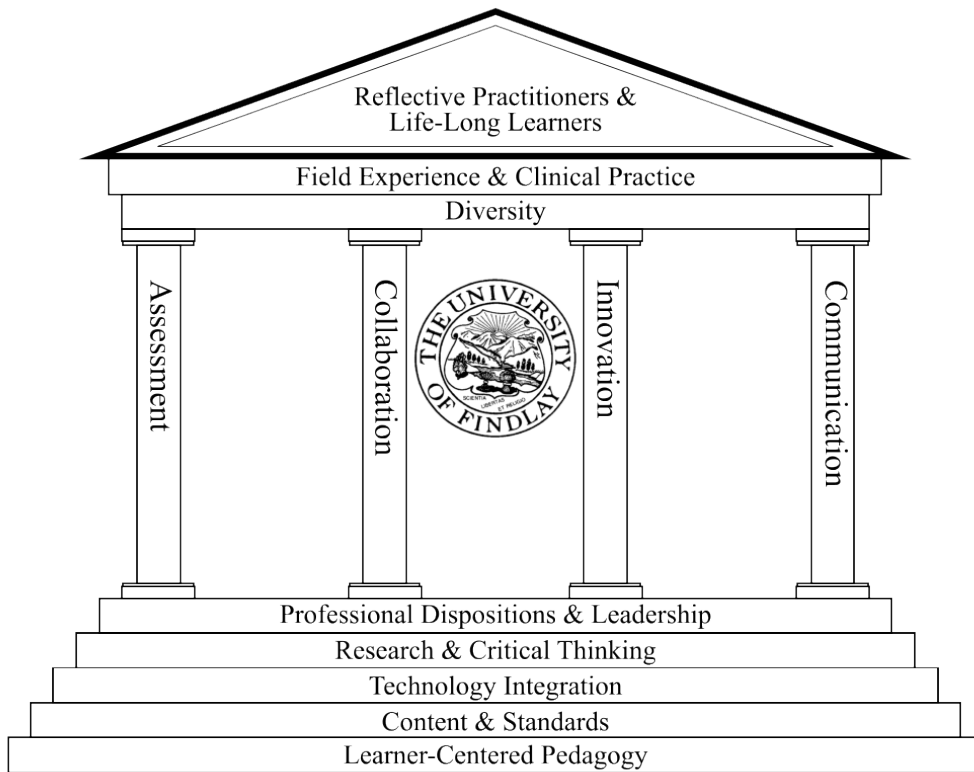
Classroom Environment, Language, and Behavior Expectations

In order to promote an inclusive and constructive learning environment, demeaning, marginalizing, and otherwise negative language and behavior will not be tolerated in the classroom. Respect and courtesy toward the instructor, classmates, and classroom guests are expected. Language and behaviors that are disruptive, abusive, or harassing may result in disciplinary action as specified by the Student's Rights and Responsibilities Statement.

Syllabus Template Approved by Faculty Senate 26 October 2020

Modified 26 October 2020

Conceptual Framework College of Education



To facilitate the mission of the College of Education, the faculty developed a conceptual framework which reflected the philosophical and pragmatic commitment to experiential-based active learning and meaningful **clinical practice** with our PK-12 schools/partners. However, due to changes both in the Higher Education and public education systems, the College of Education faculty felt compelled to revisit and refine the original framework to more closely parallel the changing needs of teacher candidates, licensure expectations, professional associations, accrediting bodies and PK-12 public colleagues.

The University of Findlay, College of Education supports continuous, high quality **field experience and clinical practice** with **diversity** as the keystone goal. At the foundation, the College of Education faculty model effective teaching through their **professionalism**, appropriate **dispositions** and **leadership**, as well

as by engaging teacher candidates in **learner-centered pedagogy**; utilizing current **content and standards** (professional and instructional); **integrating technology** into all content areas; and infusing elements of **critical thinking** and **research** (21st Century Skills). The structural pillars mirror what the faculty recognize and embrace as important within the profession of education: appropriate and timely **assessment** use; **collaboration** within buildings, classrooms and communities; the use of **innovation** in all aspects of teaching and learning; as well as effective **communication** skills which are pivotal for the new generation of teacher candidates and PK-12 students. For the roof of the framework, the teacher candidates as well as the faculty must continually **reflect** upon their practices and engage in meaningful/collegial discourse, in order to learn and grow in this profession.

COE Mission

The College of Education prepares outstanding, innovative, caring, reflective, and highly qualified professionals.

COE Vision

The mission of The College of Education is to prepare caring, competent, reflective and highly qualified professionals through undergraduate and graduate programs that model best practices and lifelong learning. Standards-based programs, reinforced through clinical practice, develop the knowledge, skills and dispositions of successful teachers and reflect a commitment to excellence, scientifically-based research, learner-centered pedagogy, technology integration, innovation, collaboration, outcomes assessment, service learning, and professionalism. The College of Education is committed to continuous improvement through a data-driven, rigorous assessment system so that candidates leaving its programs will be able to synthesize their knowledge, skills, and dispositions to meet standards in innovative ways. The unit's mission is to encourage candidates to be sensitive and responsive to individual and cultural differences. Thus, they are engaged as change agents in collaboration with their schools and communities and positively impact p-12 student learning.

Philosophy Statement

Faculty in the College of Education at The University of Findlay believe in a constructivist philosophy that lifelong learners and reflective practitioners are developed in institutions wherein:

- Engagement in inquiry, reflection, research, and assessment support the development of caring, competent, and highly qualified candidates;
- Professional programs are consistent with institutional, state and national standards;
- There is synthesis among curriculum, instruction, and clinical practice;
- Commitment to active professional collaboration among regional P-12 communities is implemented at every program level;
- Individual differences and diversity are valued in the development of all effective instruction;
- Emphasis is placed on professional responsibility and accountability as a means of developing lifelong learners and reflective practitioners;
- Technology is an integral part of all programs.

College of Education's Goals and Objectives

Upon completion of the Undergraduate Teacher Education Program at The University of Findlay, the Pre-service Teacher will:

- A. Organize content knowledge for student learning**
- A.1. Be familiar with relevant aspects of students' background knowledge and experiences. (OSTP 1.1, 1.2, 1.4, 1.5, 2.5, 4.2, 5.5)
- A.2. Articulate clear learning goals for the lesson that are appropriate to the students. (OSTP 1.2, 2.1, 4.1,

4.3, 6.1)

- A.3. Demonstrate the understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. (OSTP 2.3, 2.4)
- A.4. Create or select teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. (OSTP 1.2, 1.5, 2.1, 4.1, 4.2, 4.5, 4.7, 5.4, 5.5)
- A.5. Create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. (OSTP 3.1, 3.2, 3.5)

Disposition: Organized: Works in systematic or efficient ways to meet the needs of all students. (INTASC 1, 2, 3, 4, 5, 6, 7, 8) (OSTP 1.2, 4.4)

B. Create an environment for student learning

- B.1. Create a climate that promotes fairness. (OSTP 1.4, 4.5, 5.1)
- B.2. Establish and maintain rapport with students. (OSTP 1.4, 5.2)
- B.3. Communicate challenging learning expectations to each student. (OSTP 1.5, 4.3, 4.5, 4.6, 6.1)
- B.4. Establish and maintain consistent standards of classroom behavior. (OSTP 5.1, 5.5)
- B.5. Make the physical environment as safe and conducive to learning as possible. (OSTP 5.2, 5.5)

Disposition: Learner-Centered: Focuses on student well being and learning. (INTASC 1, 2, 3, 4, 5, 6, 7) (OSTP 5.1, 5.2, 5.4, 5.5)

C. Teach for student learning

- C.1. Make learning goals and instructional procedures clear to students. (OSTP 2.2, 4.3, 6.1)
- C.2. Make content comprehensible to students. (OSTP 1.2, 2.2, 3.5, 4.4, 4.5)
- C.3. Encourage students to extend their thinking. (OSTP 1.3, 4.6)
- C.4. Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands. (OSTP 2.2, 3.3, 3.4, 4.4, 5.3, 5.4)
- C.5. Use instructional time effectively. (OSTP 5.3)

Disposition: Reflective: Reviews previous actions, events, or results to make decisions. (INTASC 9)

D. Exhibit professionalism as a teacher.

- D.1. Reflect on the extent to which the learning goals were met. (OSTP 3.3)
- D.2. Demonstrate a sense of efficacy. (OSTP 1.3, 7.1)
- D.3. Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. (OSTP 6.3, 6.4, 7.1, 7.2, 7.3)
- D.4. Communicate with parents or guardians about student learning. (OSTP 3.4, 6.2)

Disposition: Lifelong Learner: Grows in professional and pedagogical knowledge. (OSTP 7.1, 7.2, 7.3)

5. Additional COE Objectives

- 1. Candidates will utilize technology for professional management and teaching strategies. (OSTP 4.2, 4.7, 5.3, 6.1)
- 2. Candidates will apply their knowledge of research in planning for the diverse needs of children. (OSTP 1.1, 1.2, 3.3, 4.4, 4.5, 4.6, 5.1, 5.2)
- 3. Candidates will foster relationships with students, colleagues, parents, and the larger community to assure student learning. (OSTP 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3)
- 4. Candidates will use appropriate standards in planning for students (OSTP 2.3, 4.1)

Disposition: Innovative: Takes new or original approaches to foster student learning. (INTASC 3, 5, 6, 8)

EDUC 751: Research I Dissertation

	Full Points (50)	Range of Points (25-49)	No Points (0)
<p>Assignment 1:</p> <p>Schedule meeting with dissertation Chair within the first 3 weeks of semester (discuss dissertation research questions(s); topic; devise schedule for drafts & feedback.</p> <p>(50 points)</p>	<p>Did initiate communication with Chair within first 3 weeks of semester; Attended scheduled meeting</p>	<p>Did not initiate communication with Chair within first 3 weeks of semester; Did not respond to Chair’s request to meet & create schedule; Attended scheduled meeting</p>	<p>Did not initiate communication with Chair within first 3 weeks of semester; Did not respond to Chair’s request(s) to meet & create schedule; or scheduled but did not attend meeting</p>
<p>Assignment 2:</p> <p>Respond to all communication from dissertation Chair in a timely & professional manner. (50 points)</p>	<p>Responded to all communication in a timely (within an agreed upon timeframe &/or within 72 hours) and professional manner.</p>	<p>Responded to all or most communication but not in a timely (within an agreed upon timeframe &/or within 72 hours) manner; but did respond in a professional manner.</p>	<p>Did not respond to any communication in a timely (within an agreed upon timeframe &/or within 72 hours) or provided an extremely delayed response(s); response(s) not professional.</p>
<p>Assignment 3:</p> <p>Adhere to agreed upon schedule for drafts & feedback; share Chapter 2 with dissertation Chair by last day of the semester.</p> <p>(50 points)</p>	<p>Adhered to agreed upon schedule for drafts & feedback; Shared draft of Chapter 2 for feedback by final day of semester.</p>	<p>Mostly adhered to agreed upon schedule for drafts & feedback; Shared Chapter 2 for feedback but not by last day of semester.</p>	<p>Did not adhere to agreed upon schedule for drafts & feedback; Did not share Chapter 2 by last day of semester.</p>