COLLEGE *of* EDUCATION
PIEDMONT UNIVERSITY

EDS 8800 Program Orientation and Scholarship

College

College of Education

Section

OLA01

Term

2023SP

Class Time & Place

Asynchronous Sessions – Optional Zoom(s) – January 9 at 6:30 p.m. February 13 at 5:00 p.m.

Campus

Online

Course Description

This course is designed to orient candidates to the Ed.S. program, the Program Outcome Reflection Log, the complexities of the Teacher Keys Effectiveness System (TKES), and the expectations for APA and scholarly research and writing during the program. The definition of scholarly writing is writing that occurs in an academic context for a specialized audience. This style of writing is often written by experts in a subject area and is supported by some level of empirical research. Scholarly writing/reading, effective communication, and critical thinking are major themes of this course.

The purpose of the course is to strengthen communication and consistency across candidates' program by preparing them to conceptualize the entire program of study early on and continue to build on themes across the graduate experience.

Class sessions will focus on issues and concerns about paradigms in educational research, writing guidelines, the practice of critical thinking, requirements for graduation (including the Program Outcome Reflection Log), professional development, programmatic themes, resources and services of the University, and library facilities.

Credits

3

Instructor

Dr. Ann Gazell

Email Address

agazell@piedmont.edu

Office

Zoom

Phone

678-910-3422

Office Hours

: Mondays 5-6 – by appointment only. Other dates are available by email request and allow 48 hours for a response

Textbooks and Class materials

Publication Manual of the American Psychological Association - 7th edition

Student Learning Outcomes

Upon the completion of this course, students will be able to:
1. Discuss emerging teacher leader dispositions that will support successful program completion.
2. Examine scholarly literature from an emerging teacher leader perspective, including writing techniques and styles.
3. Synthesize scholarly literature on an emerging topic of interest related to complex issues in curriculum and instruction.

Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: https://www.piedmont.edu/academics/technology-requirements/.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

10 Point Grading Scale

Grading Scale

90 – 100 points   A

80 – 89 points   B

70 – 79 points   C

60 – 69 points   D

Below 60 points   F

Assignments	*Percentage of Grade*
Top-Tier Journal Identification Assignment	**5%**
1-Article Literature Review	**5%**
3-Article Literature Review	**15%**
Position Paper	**15%**

Field Experience Reflection Log	**5%**
Professional Goals Presentation Video	**10%**
Program Outcome Reflection Assignment	**5%**
Professional Development Presentation Video	**15%**
Quizzes	**5%**
Discussion Boards	**20%**
Total	**100%**
Assignment descriptions are located on Canvas	

Course Outline/Schedule

MODULE 1	ASSIGNMENT	AVAILABLE	INITIAL Due Date	FINAL Due Date
Home Page	Course Description Library Resources: Textbook			
Course Orientation Student Responsibility Introduce Yourself	"Introduction to Online Courses Module" "Student Responsibility Agreement" "Academic Integrity/Plagiarism Policy Agreement" PPT and Video Optional	January 9		January 9: Complete before the start of the course.

| MODULE 1 | · OVERVIEW · INTRODUCTION · PROGRAM REQUIREMENTS a. Core Assignments/Courses b. EDS Expectations c. EDS Field Experiences o ONE per course. If not assigned by professor, YOU are responsible for creating/completing one and putting on the Field Experience Template. d. Program Outcome Reflection Log/Matrix o TWO per course. If not assigned by professor, YOU are responsible for completing and putting on the Learning Outcomes Template. Also mark the Matrix at back of Program Outcome packet e. Academic Integrity/Plagiarism f. TKES Goals o Professional Goals – Module 2 – Must create THREE goals tied to TKES. You will use these again. See "Flow of Assignments." 8800 goals – connect to 8815, 8824, 8880 g. E-Portfolio o CREATE AN E-PORTFOLIO via Canvas to keep up with your files. o LOOK in the Files section of our course and you will see a file on E-PORTFOLIO. Follow directions as needed. An E-PORTFOLIO will help you keep up with assignments from courses. You may need some of these assignments later. Your Canvas course shells will disappear AFTER each course. The E-PORTFOLIO remains LIVE during your EDS journey. | January 9 | | · Zoom (optional) session: January 9 6:300 P.M. · Log in and complete Module 1 by January 9 – |

| MODULE 1 | ·   LESSONS

Read:

1)   Step-by-step tutorial on finding Peer-Reviewed articles

Watch:

1) Library Orientation

2) Exploring Piedmont Tools for

  Scholarly Activity

·   ASSIGNMENTS:

1) Bookmark Piedmont Library website

2) Set up Academic Writer

3) Set up Grammarly Account | January 9 | | January 9 |

Social Justice Statement

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: https://www.piedmont.edu/learning-center.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (OARS) to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already

receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/students

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at https://piedmont.smartcatalogiq.com/ for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at https://piedmont.smartcatalogiq.com/ for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at https://piedmont.smartcatalogiq.com/ for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at https://piedmont.smartcatalogiq.com/.

Starfish®*:* We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (https://library.piedmont.edu/home) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.