**The University of Texas at Arlington**

**College of Education and Health Professions**

**Department of Educational Leadership and Policy Studies**

**EDAD 5391 | Independent Research | Fall 2015**

**Instructor Information**

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Office Hours: Tuesday, Wednesday, Thursday, 2:00 to 4:00 pm or by appointment

**Course Description**

This independent research course is a self-paced course that target learning in areas of greatest weakness, allowing students to complete courses, recover credits, and progress to graduation.

**Course Assignments and Requirements**

Each student needs to create his/her own syllabus. It should include knowledge, attitude and skill attainment. Your learning should come from reading content, gaining experiences, interacting with others, and reflection. When developing your syllabus, students need to focus on the following two points:

1) Analyze the Independent Research course from a student and from an administrative perspective. You are the student but you want to become an administrator. What are the pros and cons to establishing and conducting this Independent Research course? What kinds of parallel courses / programs exist within your work that somewhat mirror this? What is your position on this IR course and what is your position on the similar programs in your work? Are they consistent? What philosophies are behind the pros and cons to such programs? It’s interesting what comments I hear from various students who report what they hear from other students….. How some students take all the shortcuts…. And how we should require everyone to fulfill every expectation equally….Could some students actually choose to miss a content course hoping they can take the IR course that they perceive might be easier? Some would say this course should be equal to the course missed? Some would say this course should be harder than the course missed? Some would say this course should not be offered at all? Remember, you are both the student and the administrator.

2) What do you want to accomplish during this IR course? For what course is it substituting? What do you know about the course and how it operated when you missed it (don’t go and ask – just report on what you know – which might be nothing at all)? Go and find the description of the course in the UTA graduate catalog from the UTA web site. Include the course description and evaluate your own thoughts about how you want to either focus on the course description or how you do not want to focus on the course description. Some students have commented on how we should have a course on discipline since most every administrator starts off as an assistant principal who is in heavily involved in discipline.

**Blackboard:** The classroom management system, Blackboard, will be an important medium used to structure and facilitate learning in this course. Blackboard serves as a common space where class information, learning materials, and assignments can be shared between the instructor and students. For most class assignments, students will be asked to post their work to Blackboard in a format that is accessible to their classmates, as peer-to-peer learning will be an important aspect of this graduate course. If you have any technical difficulties or questions regarding Blackboard, help is available 24/7 by contacting cdesupport@uta.edu.

**Grading:**

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| **Grade** | **Ranges** | **Quality of Work** |
| A | 90-100% | Exemplary; clearly exceeds course standards  |
| B | 80-89% | Good; adequately meets the course standards |
| C | 70-79% | Fair; barely meets the course standards |
| F | 78 or lower | Failing; does not meet any course standards  |

**Written Communication and Assignment Submission:** **All written assignments must conform to the style and reference formats specified in the *Publications Manual of the APA* and must be word processed or typed. Assignments will be graded on content as well as on the technical quality of the writing and presentation. All written assignments should be carefully proofread for spelling, grammar, and syntax. Assignments containing multiple errors may be returned, ungraded, for revision and resubmission at a lower grade. It is expected that all written work will conform to accepted graduate level standards.**

All written assignments need to be presented as attachments through the Blackboard system and NOT as attachments through an email. When submitted, they need to be saved in a MS Word document format (either .doc or .docx).

All of the assignments are graduate papers. Please follow APA style (6th edition) for formatting, citing, and reference guidelines.

**Late Assignments:** Late work will not be accepted without prior approval from the instructor. Unauthorized late assignments will *forfeit 10% of the total points for every day they are late*. If you have an excused absence for a class meeting in which you have been assigned to lead a participation activity, it is *your responsibility* to find a classmate to cover for you.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. Please allow a 48 hour response time to e-mail. Do not wait until one day or several hours before an assignment is due to e-mail the instructor with a question about the assignment and expect an immediate response.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to evacuate the building, students should exit the room and move toward the nearest exit, which is located at the end of the hall way. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**University of Texas at Arlington College of Education Conceptual Framework:**

 

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

* The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
* The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
* The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
	+ **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
	+ **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
	+ **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Yi (Leaf) Zhang.*

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911