EDAD 6390: Selected Topics K-16 Educational Leadership Research
Organizational Leadership Research
Summer 2015

Instructor Information
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Course Information
Section Information: EDAD 6390.002
Course Time and Location: This is an independent study course.

Description of Course Content
Topics will vary by semester, and may afford students the opportunity for choice within the cohort design. Selected topics courses will provide opportunities for faculty to teach courses in their area of expertise that meet students' needs, aptitudes, and aspirations. Examples of selected topics that may be offered in leadership research include: K-16 student judicial processes, K-16 academic program administration, and K-16 student information management systems. May be repeated for credit with permission of instructor.

Student Learning Outcomes
Students are expected to master the following learning outcomes:
1. What it means to be a K-16 doctoral student—roles, responsibilities, and expectations.
2. Roles, responsibilities, and expectations of the faculty, the department, the college, and the university in the doctoral process.
3. Roles national associations/organizations play in the doctoral process.
4. Resources available for your work.

Textbooks and Materials


**Required Materials**
The College of Education has adopted Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of tools that is required as a course text is called TK20 HigherEd. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use. To purchase Tk20, please visit the official UTA website:

http://www.uta.edu/coehp/tk20

**Expectations**
Orally and in writing, professional educators are expected to express themselves capably. All materials for the course should be carefully prepared, processed, and proofread following APA style. Proofread and edit your work. Significant grammatical, mechanical, and format (APA) errors distract from content. Students are encouraged to keep a copy of each assignment submitted. Make sure your name is on every paper submitted. Submit all assignments to the instructor via email at cgbrown@uta.edu. Use Times New Roman, 12-point font for all written work. Save documents/files with your last name first in the file name.

**Attendance**
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, you are required to completed readings and assignments on time. This class does not meet for scheduled synchronous sessions. Work must be completed/submitted by the day (and time) specified for credit. Schedule regular time every week to do your coursework so you do not fall behind.
Major Assignments/Course Evaluation
Course objectives will be assessed using case studies, written products, assignments, and essays. Submit all assignments to the instructor via email at cgbrown@uta.edu.

Theory of practice. This exercise is to be 2-3 typed pages and will document for me what you believe and know about K-16 people, organizations, and leadership. Most of you are aspiring or practicing K-16 leaders. Whether you know it or not, you have already developed a theory of K-16 leadership and, more specifically, theories about people and organizations, how they work and why, and the best ways to lead. In this Theory of Practice, show me what you understand K-16 people, organizations, and their leadership and that you have developed your own strategies for functioning in this k-16 arena. Your draft Theory of Practice is due the first week of class. Write and submit this draft before you begin any readings for the class. Submit your draft via email at your earliest convenience but before the second week of class begins (by June 14). At the end of the semester you will revise this Theory and incorporate your new understandings. Your final Theory of Practice is due August 7.

Resources repository–MAVSPACE.UTA.EDU project. A big part of your success will be dependent upon your ability to locate and use resources. The change literature would caution about learning something and then not needing to use it right away, so you will need to design a strategy that will work for you and enable the retrieval and use of information in the future. To that end, each of you will design a web-based resources tool to be housed in your MAVspace on the UTA network. This will be an on-going, semester-long project. I will review it when you give me permission at the end of the semester (by August 7). To locate the space go to http://mavspace.uta.edu.

Research Abstract Worksheets: Quantitative (RAW) and Qualitative (Q-RAW). Locate two recent (within the last 5 years) dissertations that you can download to your MAVSpace. Choose one that is based on quantitative methods and assessments and one that is based on qualitative methods and assessments. Select K-16 dissertations that are in an area of interest for you and documents that you believe are complete and thorough in their approach to research and the reporting of research. You will then need to generate a RAW and Q-RAW from these two studies (one self-defined quantitative study and one self-defined qualitative study) found through a search of Dissertation Abstracts. It is hoped that these readings will begin your search for a fruitful dissertation topic. Your reviews need to be concise (no more than two typewritten pages for each article).

Using Burlingame’s Research Abstract Worksheet materials (ERIC Document Reproduction Number ED 379 733) as an initial template, you should describe, analyze, and evaluate the following elements:

- research purpose/questions
- theoretical framework
- data collection methods
- data analysis methods
- findings/conclusions
- critique/reaction/thoughts of the piece
After you have located K-16 journals, you will need to find two research articles in two different journals of your choice and do the same with them. Dissertation RAWs and QRAWs are due June 29 and journal article RAWs and QRAWs are due July 13.

APA Template. Given your review of the APA Manual and class discussions, design a template that can be housed on your MAVSpace for easy retrieval and used in any of your course assignments. You need to focus specifically on the title page, page numbering, spacing, abstract, key words, headers, tables, and references. This assignment is due July 27.

Grade Calculations
In addition to the required reading, all students are required to complete the following course assignments. Receipt of an “A” signifies excellent doctoral-level work, receipt of a “B” signifies expected doctoral-level work, and receipt of a “C” signifies below expected doctoral-level work.

Draft Theory of Practice 10%
Final Theory of Practice 30%
Resources Repository—MAVspace Project 20%
Research Abstract Worksheets: Quantitative (RAW) and Qualitative (Q-RAW) 30%
APA Template 10%

Total: 100%

Grading
The final grade is at the sole discretion of the professor. The following is a guide.
A = 90-100% of points
B = 80-89% of points
C = 70-79% of points
D = 60-69% of points
F = 59% or less of points

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

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.

Academic Integrity
Students enrolled in all UTA 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.

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.

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.
**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.

**The English Writing Center**
The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays, and noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at http://uta.mywconline.com. Face-to-face and online appointments for undergraduate students are scheduled for 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see www.uta.edu/owl for more information about services and guidelines.

**Quick hits.** A Writing Center consultant is available in the Writer's Studio, 413B, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays noon-3:45 p.m., Wednesdays noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to the Facebook page during these periods at www.facebook.com/WritingCenteratUTArlington. QH Consultants will not make corrections, but will point clients to the answers.

**Workshops.** The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at www.uta.edu/owl.
Classroom visits. Faculty can request 20-minute classroom visits in which one of our consultants will explain Writing Center services and will show students how to register, make appointments, find information on workshops, and use our other online resources. Please register and complete an appointment form and include classroom, number of students, and any specific concerns in the additional information box.

Graduate students. Graduate tutors are designated with GRADS on our scheduler and are available only to graduate students in face-to-face appointments. Consultants will discuss further options for reading long material after an initial consultation. Graduate students can also make online appointments with non-GRAD consultants, but will not have access to further graduate options during these sessions.

Faculty services. Writing Center executive staff will work with faculty to develop supplemental support through course-specific workshops for graduate and undergraduate students. The Writing Center also offers drafting, revising, editing and proofing services to faculty members. Specific guidelines for these services are available online at www.uta.edu/owl at the beginning of the semester.

University Mission
The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission
The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values and Conceptual Framework
The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following core values as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to ensure the future of education for all.
Tentative Schedule

Week 1: June 8-14
Introductions/Syllabus Review
Clark et al. Article
Theory of Practice Draft due June 14

Week 2: June 15-21
Organizational Leadership
Clark Chapters 1 and 2; APA Review Chapters 1 through 4
Mavspace.uta.edu
List of 5 questions/points from each of the readings
Items added to Mavspace and why

Week 3: June 22-27
Leadership Facilitation
Clark Chapters 3 and 4; APA Review Chapters 5 through 8
RAWs and QRAWs—Burlingame
List of 5 questions/points from each of the readings/web
Items added to Mavspace and why

Week 4: June 29-July 5
Who are K-16 Administrators
Clark Chapters 5 and 6
Web work—K-16 journals
List of 5 questions/points from each of the readings/web
Items added to Mavspace and why
Dissertation RAWs and QRAWs due June 29

Week 5: July 6-12
Who are K-16 Faculty
Clark Chapters 7 and 8
Web Work—K-16 Organizations
List of 5 questions/points from each of the readings/web
Items added to Mavspace and why
Articles—Raw and QRaw

Week 6: July 13-19
Who are K-16 Students
Clark Chapters 9 and 10
Foundations, Government agencies
Resources for your work—Grants
Search the web for sources/resources
List of 5 questions/points from each of the readings/web
Items added to Mavspace and why
Journal article RAWs and QRAWs due July 13
Week 7: July 20-26  
Organizational Leadership

Week 8: July 27-August 2  
Bringing it All Together  
APA Template due July 27

Week 9: August 3-9  
Wrapping Up  
Final Theory of Practice due August 7  
Resources repository–MAVSPACE.UTA.EDU project due August 7

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. –Casey Graham Brown