

# Syllabus

## EDAD 6391: Independent Research Fall 2015

### Instructor Information

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### Course Information

Section Information: EDAD 6391.001  
Course Time and Location: This is an independent study course.

### Description of Course Content

Research for independent study over topic agreed upon between student and instructor. Can be repeated for credit with permission. For doctoral students only.

### 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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Burlingame, M. (1993). *Research abstract worksheets and personal reviews of the literature: Two Tools for linking educational research and educational practice*. Stillwater, OK: Oklahoma State University. (ERIC Document Reproduction Number 379 733).

Clark, D. L., Guba, E. G., & Smith, G. R. (1977). *Functions and definitions of functions of a research proposal*. Bloomington, IN: College of Education, Indiana University.

Clark, I. L. (2007). *Writing the successful thesis and dissertation: Entering the conversation*. Boston, MA: Prentice Hall.

## **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](mailto: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. Each student should check-in with the professor at least every other week. As the instructor of this section, I will take attendance and deduct 5 points from the final grade for every check-in missed.

## **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](mailto: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 September 8 14**). At the end of the semester you will revise this Theory and incorporate your new understandings. Your final Theory of Practice is **due December 1**.

**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. 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 October 5** and journal article RAWs and QRAWs are **due October 15**.

**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 November 10**.

## 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%
<b>Total:</b>	<b>100%</b>

## 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://www.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.

## Title IX

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran

status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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](http://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](http://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](http://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](http://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.

## 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.

### **Tentative Schedule**

#### *Weeks 1-2*

Introductions/Syllabus Review  
Clark et al. Article  
Theory of Practice Draft

#### *Weeks 3-4*

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

#### *Weeks 5-6*

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

#### *Weeks 7-9*

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

### *Weeks 10-11*

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

### *Weeks 12-13*

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

### *Week 14*

Organizational Leadership

### *Week 15*

Bringing it All Together  
APA Template

### *Week 16*

Wrapping Up  
Final Theory of Practice  
Resources repository—MAVSPACE.UTA.EDU project

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