

INTRODUCTION TO DOCTORAL STUDIES IN EDUCATION
EDAD 6300 – CRN: 29136 – Part of Term Course (7W2)
SPRING 2017
The University of Texas at El Paso

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Office hours: Tuesdays & Thursdays 11:30am-1:30pm
To schedule a meeting outside of these hours, please **email** me to arrange a meeting time.

Hybrid course with alternating in-person & online sessions: In-person class meetings once a week, usually on Wednesdays, 5:30-8:20 pm. Other sessions consist of assignments to be submitted online. See Course Schedule at end of syllabus.

Location: EPCC Administrative Service Center, 9050 Viscount, Building A (the building closest to the flag poles). For room location, see Course Schedule at end of syllabus.

Course materials.

Reference for the required textbook: American Psychological Association. (2010). Publication manual for the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Students may select where to purchase the text and in which format (i.e., paperback, e-book).

Internet access: Although this is often assumed, having dependable access to internet resources is an important tool for coursework in this program. Please plan accordingly, whether that involves utilizing computer labs within the College of Education, in other locations at UTEP, at public libraries, or other places that are convenient and accessible.

Blackboard: Blackboard will be used to provide course materials, including most of the readings for the course. Students will also use Blackboard to access assignment instructions/guidelines and grading rubric, as well as to upload completed assignments and retrieve graded work. Blackboard also facilitates communication between the instructor and students, and between classmates.

You need a UTEP username and password to log into Blackboard at <https://my.utep.edu/>. For technical assistance with accessing Blackboard, please contact the UTEP Technology Support Help Desk (<http://admin.utep.edu/Default.aspx?tabid=74092>, 915-747-4357 [HELP], helpdesk@utep.edu, UTEP Library, Room 300).

Course description. This is the first course to be taken by students admitted to the current cohort of students pursuing the Ed.D. degree in Educational Leadership and Administration. The course introduces students to dominant research traditions in education and the need for and the nature of conceptual frameworks in the scholarly process. The course will also provide an overview of doctoral education in the field of educational leadership, as well as the policies and practices adopted by the Ed.D. program at The University of Texas at El Paso.

The course learning objectives and student learning outcomes are stated below.

Learning objectives. This course aims to guide students toward attaining the following learning objectives: (1) identify prevailing epistemologies in education, and distinguish among empirical, experiential, and theoretical knowledge; (2) gain familiarity with conceptual/theoretical frameworks that

inform educational research; (3) explore the implications of reflective inquiry, practitioner research, and academic scholarship for educational leadership; (4) understand requirements of the program and the dissertation process, while developing individual skills to navigate toward degree attainment and future goals.

Student learning outcomes. By the conclusion of this course, students will have achieved the following outcomes: 1) Describe and distinguish among forms of knowledge in education; 2) investigate and discuss a particular conceptual/theoretical framework; 3) identify and describe how individual research and practice goals connect with definitions of a “reflective practitioner”; 4) submit material that reinforces academic writing skills, use of APA format, and appropriate referencing of scholarly literature, and which *aids in preparation* of the first-year portfolio

Course policies. Please observe the university’s academic regulations outlined in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>), in addition to more detailed course policies described below.

Attendance Policy: Full attendance is expected, especially due to the limited meeting dates and broad coverage of material. Missing more than two classes will result in a significantly lower grade or being dropped from the class (depending on the number of absences and quality of class participation). Prior notification of absence is expected if possible, but will not necessarily excuse your absence from being counted against you; each absence will be reviewed on a case-by-case basis. Class interruptions, such as late arrivals, early departures, answering phone calls, sending/receiving electronic messages, or using computers for non-course-related purposes are highly discouraged.

Academic Integrity: Students are expected to demonstrate academic integrity in two respects: (1) proper citation of informational sources in written and orally presented work; and (2) unless otherwise stated, completion of all work individually, such that submitted work is original to each student. In more practical terms, for every assignment each student should (1) follow APA guidelines on citing sources, and (2) compose work in his/her own words according to his/her own interpretation of the material. Independent work allows the instructor to assess *each* student’s level of understanding of course material. Students may discuss course material prior to completing assignments in order to facilitate an understanding of concepts, but students should work on assignments separately to avoid submission of work identical (or nearly so) in part or in whole. Submitting work from outside sources that is not your own similarly constitutes plagiarism. Please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>) under the heading “For Students - Research & Citation - Citing research & Avoiding plagiarism”.

Grading Policies: For each assignment, a set of written instructions will be provided that describes the expected content, structure, and format. Grades for assignments will reflect adherence to these instructions, as well as accuracy and quality of content. Instructions/guidelines and grading rubric for the assignments will be posted on Blackboard.

Late work: No higher than a B can be earned on an assignment that is **2 days** overdue. In other words, the assignment will be graded starting at a “B” and additional points will be lost for incorrect, incomplete, or unsatisfactory responses, as outlined in the assignment rubric.

I will not review a student’s assignment for errors prior to submission of the assignment for a grade, which amounts to “pre-grading.” In other words, when asking for assistance with assignments, students must come prepared to the instructor with **specific** questions, not general requests to review work. Similarly, I will not review drafts of papers outside the context of a meeting to discuss specific questions about the paper. This policy is set in order for me to provide **equivalent** feedback to all students in the course.

I will assign an “Incomplete” for the course only under the conditions described in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>).

Final grades of A, B, C, and lower will be assigned according to the number of points earned in the course, as shown in the section below on "Evaluation."

Requirements. In addition to mandatory class attendance, as described above in "Course policies," students will be evaluated on their completion of the assignments described below.

Evaluation of Assigned Work:

- Critical Reflection on Reading(s) (3) x 10 = 30 points
- Projects #1-2 x 10 points each = 20 points
- Projects #3-5 x 15 points each = 45 points
- Updated contact information = 5 points

Total points = 100

Grading scale for Final Course Grade

- A = 100-90%*
- B = 89-80%*
- C = 79-70%, etc.*

Assignments: The assignments are important for reinforcing the comprehension of course concepts, (delivered through class participation and materials posted on Blackboard) and for meeting student learning outcomes. **Instructions** for completing each assignment are posted on Blackboard. **Learning objectives** are stated on each set of assignment instructions and correspond to the course learning objectives and student learning outcomes outlined on p. 1-2 of this syllabus.

Most work in this course will be completed on an individual basis, although group work may be undertaken when specified by the instructor, and in which case, further guidelines on individual and group assignments will be posted on Blackboard. When assignments are specified as **individual work**, each student must submit his/her own original work as reflections of his/her own conceptualizations, phrasing, and language. Independent work allows the instructor to assess *each* student's level of understanding of course material. When assignments are stated as group work, each group member is expected to fulfill responsibilities as assigned by the group. Full participation on group assignments is vital to their success, and group work is intended to refine collaboration skills necessary in educational contexts.

Assistance with writing & citations: Students are expected to submit work that is proof-read and formatted in APA-style, where applicable. If you need assistance with APA style or general scientific writing skills, please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>). Useful APA-style tutorials are provided on their website under the heading "Helpful Information -- Citation Styles".

Course Schedule

Please Note: Course topics, meeting dates, assignment due dates, and other course content is subject to change under discretion of the instructor, so please check UTEP email and Blackboard regularly for updates.

Date	Topics
3/20	CLASS MEETING (President's Office) Ed.D. Program information <i>How-To:</i> CV, Dissertations – format & locating <u>Topic Intro:</u> Educational Leadership as a field of study
3/22	Assignment due on Blackboard (online) Critical Reflection on Reading(s) [CRR-A]

3/27	Assignment due on Blackboard (online) Project #1
3/29	CLASS MEETING (Office of the Vice President of Instruction) Guest scholar <i>How-To</i> : ERIC, RefWorks, APA format Workshop: Educational Leadership as a field of study
4/3	Assignment due on Blackboard (online) Project #2
4/5	CLASS MEETING (President's Office) Guest scholar <i>How-To</i> : Peer-reviewed journal publications <u>Topic Intro</u> : Epistemology, Methodology, Theoretical/conceptual frameworks
4/10	Assignment due on Blackboard (online) Critical Reflection on Reading(s) [CRR-B]
4/12	CLASS MEETING (Office of the Vice President of Instruction) Guest scholar <i>How-To</i> : Literature reviews Workshop: Epistemology, Methodology, Theoretical/conceptual frameworks
4/17	Assignment due on Blackboard (online) Project #3
4/19	CLASS MEETING (President's Office) Guest scholar <i>How-To</i> : Professional conferences & presentations <u>Topic Intro</u> : A Reflective Practitioner
4/24	Assignment due on Blackboard (online) Critical Reflection on Reading(s) [CRR-C]
4/26	CLASS MEETING (Office of the Vice President of Instruction) Guest scholar <i>How-To</i> : Academic writing with APA format Workshop: A Reflective Practitioner
5/1	Assignment due on Blackboard (online) Project #4
5/3	CLASS MEETING (Location TBA) Guest scholar <i>How-To</i> : Ed.D. program milestones – First-Year Project, Capstone, Proposal, Dissertation <u>Topic Intro</u> & Workshop: Scholarship, Science, and the Dissertation process
5/8	Assignment due on Blackboard (online) Project #5