July 6, 2011

Max Poole, Ph. D.
Senior Associate Dean
College of Graduate Studies

Dear Dr. Poole,

I am submitting for your review the attached syllabus of IDS 7501: Issues and Research in Education for its compliance with the new Ethics/RCR requirements of the College of Graduate Studies. I have also attached the worksheet delineating each area and where it is covered over the course of the semester. Additionally, this course serves as the foundation for ethical discussions that continue into coursework throughout the doctoral degree in education.

Though our students are expected to complete the CITI training while they are conducting research throughout their doctoral program, I have also added that as a course requirement for all new students. They must submit proof of completion by a predetermined date on the syllabus. New texts have also been added to the supplemental section of the syllabus (of which they are required to read six books), including the Code of Federal Research Regulations and the Belmont Report.

Case studies of the ethical concepts, including plagiarism, authorship, data collection, and personal integrity, will be woven into class discussions and debates to assist in creating a concrete and thorough knowledge base. While this is a large class that is taught once per year for all incoming doctoral students in the College of Education, small groups and debates are utilized to facilitate discussion and understanding of the concepts. Please see the syllabus and worksheet for additional information. If you have any questions or concerns feel free to contact me at your convenience. Thank you for your continuing dedication to the education of all graduate students in the important arena of ethics.

Sincerely,

Mike Robinson, Ph. D.
Director of Doctoral Programs, College of Education
Department of Educational and Human Sciences
University of Central Florida  
College of Education  
Department of Educational & Human Sciences  
Counselor Education Program  
IDS 7501: Issues and Research in Education  
Fall 2011

Instructor: Edward H. Robinson, III, Ph.D.  
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Email: erobinso@mail.ucf.edu; bell.c@knights.ucf.edu  
Office: 322S Education  
Office Hours: By Appointment  
Telephone: 407-823-3819 (No voicemail)

Course Credit: 3 Hours  
Prerequisites: Admission to Ph.D. Program in Education  
Intended Audience: Students enrolled in the doctoral program in education

I. Descriptive Information

Course Description: An examination of major issues impacting education and related practical and methodological issues in research.

Guiding Principles of Scientific Research
The Committee (NCR) argued that all the sciences, including scientific educational research, shared a set of epistemological or fundamental guiding principles. The Committee argued that all scientific endeavors should:
• Pose significant questions that can be investigated empirically,
• Link research to relevant theory,
• Use methods that permit direct investigation of the questions,
• Provide a coherent and explicit chain of reasoning,
• Attempt to yield findings that replicate and generalize across studies, and
• Disclose research data and methods to enable and encourage professional scrutiny & critique.

These principles do not constitute an algorithm, checklist, or “how-to” guide; no single study is likely to encompass them all (although a well-designed and coordinated program of scientific research would). Rather, the Committee viewed the principles as professionally internalized norms that reflect dedication to the primacy of evidence; to healthy skepticism about knowledge claims; to ruling out all alternative explanations (“competitive argumentation”; see Schoenfeld, Smith, & Arcavi, 1993); to elucidating and reducing biases that might affect the research process; to disciplined, creative, and open-minded thinking; and to the free flow of constructive criticism.

Shavelson, D., Phillips, L, & Feuer, M 2003

II. Statement of Course Goals and Objectives

Goals:
1. To become familiar with core issues in education across disciplines
2. To examine the issues in educational research
3. To encourage inquiry in education to include perspectives from different disciplines within education.

Objectives:
1. Students will develop an understanding of some of the major issues in education.
2. Students will learn ways of working with individuals from a variety of disciplines within education to analyze problems in education, propose questions for inquiry, and to examine methodological issues in addressing relevant research.
3. Students will develop an understanding of the inquiry process in educational research.
4. Students will examine the interaction effects of culture, race and life-style on typical methodological issues in educational research
5. Students will be exposed to a variety of research projects that encompass both qualitative and quantitative approaches to inquiry in education.
6. Students will be given the opportunity to discuss educational issues with a variety of faculty and examine faculty research projects.
7. Students will investigate ways to fund educational research.
8. Students will develop an understanding of the ethical and legal issues in
conducting research in education including authorship, credit, and collaboration in research, research misconduct, data management, and informed consent.

9. Students will develop an understanding of personal ethics involved in being a graduate student, a researcher, and a teacher.

III. Texts


Readings will also be assigned from a variety of other sources. You will be selecting a number of other books as well. See Required Readings List.

IV. Major Topics

1. Educational Reform and the politics of education from phonics to vouchers.
2. Proven and Promising Practice in Education: What are they and how do we know.
3. The place of academic inquiry in education and the examination of educational issues.
4. Forms of academic inquiry in education.
5. Issues of training and perspective in educational inquiry.
6. Formulation of research questions the foundation of inquiry.
7. Methodological issues in educational research.
8. Ethical issues in educational research.
9. Grants and funding for educational research.
10. Systematic inquiry and developing a research line.
11. Examination of faculty research initiatives.
12. Identifying research interests and developing a plan to implement.
13. Technology issues in education
14. An examination of the concepts of social justice and social responsibility with regard to education.
15. The role of Department, Schools or College of Education within the University.
V. Course Requirements

1. Complete all assigned readings including six books from the recommended reading list
2. Quasi debate research
3. Quasi debate presentation
4. Six two page reflection papers.
5. Research rationale and question paper
6. Literature Review
7. Participation in class discussions
8. Completion of the CITI training

VI. Evaluation

Points:
1. Complete all assigned readings and TBAs.
2. Debate research. See #8
3. Debate presentation
4. Research Rational and question paper (20 points)
5. Six two page reflection papers (10 points)
6. Participation in class discussions (15 points)
7. Literature Review (25 points)
8. Debate notes and reflections (20 points)
9. Two structured inquiry papers (10 points)
10. Complete CITI training

Grading:

A 100-95
B 94-89
C 88-83
D 82-77
F 76 -
VII. Mode of Instruction

As a Ph.D. Seminar it is expected that students will prepare for class and actively be engaged in discussion during class as the primary mode of instruction. In addition there will be lecture, guest lecture and multimedia presentations, and panel discussions. Students will also work collaboratively on some assignments.

VIII. Administrative Requirements

Attendance:
Attendance is expected at all class sessions and it is expected that professional behavior will include being on time. Credit is awarded for participation (1 pt per class) and if you are late or not present you cannot earn credit for that class.

Assignments:
All assignments are due on the assigned date. Late work will be subject to a grade reduction.

IX. The Golden Rule: http://www.goldenrule.sdes.ucf.edu/

The Golden Rule is a compilation of various policies and procedures from ten different UCF departments and was specifically created to provide the answers to many of your questions regarding university rules and regulations. This publication attempts to define your rights and responsibilities and give you a better understanding of your role as a member of the UCF community.

Rules of Conduct:
1. Academic Dishonesty/Cheating

   a. Cheating is a violation of student academic behavior standards. The common forms of cheating include:
      i. Unauthorized assistance: communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else’s efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination
or course related material may also constitute cheating.

ii. Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.

iii. Plagiarism: whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

iv. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

2. Possessing and/or Providing False and Misleading Information and/or Falsification of University Records
3. Disruptive Conduct
4. Personal Abuse
5. Sexual Misconduct
6. Larceny/Property Damage
7. Hazing
8. Unauthorized use of Keys, and/or Entry
9. Misconduct at University Sponsored/Related Activities
10. Unlawful Possession, Use, or Sale of any Controlled Substance
11. Alcoholic Beverages Violation
12. Possession and/or Use of a Firearm and/or Dangerous Material
13. Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketing
14. Misuse of Computing and Telecommunications Resources
15. Gambling

X. Professional and Personal Attributes

UNIVERSITY OF CENTRAL FLORIDA – COLLEGE OF EDUCATION
UCF College of Education Code of Professional Conduct

Communication:

- Speaks and writes with fluency and clarity.
- Demonstrates standard English usage in writing and speaking.
• Is a good listener.
• Writes and speaks in a logical and understandable style, uses appropriate grammar and sentence structure, and demonstrates a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.
• Reads, comprehends, and interprets professional and other written materials.

Continuous Improvement:
• Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, how one thinks.
• Is intellectually and academically curious.
• Is receptive to suggestions for improving professional knowledge and skills.
• Is willing to accept and adapt to change.
• Is committed to life-long learning.

Critical Thinking:
• Computes, thinks logically, and solves problems.

Diversity:
• Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.
• Is tolerant, adaptive, open-minded, supportive, encouraging.
• Recognizes and demonstrates awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.
• Values diversity; promotes social justice, equity, and democracy.
**Book List and References**

Allitt, P. (2005) *I'm the teacher, you're the student: a semester in the university classroom*  
Philadelphia : University of Pennsylvania Press

San Francisco : Jossey-Bass

Cambridge, Mass. : Harvard University Press

London, Routledge

Buckingham, England: Open University Press

Stamford, CT. : Ablex Pub.


Needham Heights, MA.: Allyn and Bacon

Chicago, : University of Chicago Press

Chicago, R. McNally

Arlington, VA : Educational Research Service

San Francisco: Jossey-Bass

Code of Federal Research Regulations:
http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html


designing college courses. San Francisco, Calif. : Jossey-Bass


Tice, S. et.al. (2005) University teaching : a reference guide for graduate students and faculty 2nd ed. Syracuse, N.Y. : Syracuse University Press


Vesilind, A. (2000) So you want to be a professor?: A handbook for graduate students
Thousand Oaks: Sage Publications


CITI Training Information

Instruction page:

Website:
www.citiprogram.com
## Calendar Fall 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment(s) Due</th>
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<tbody>
<tr>
<td>8/24</td>
<td><strong>Introduction:</strong> Syllabi &amp; Assignments; Graduate Student Ethics &amp; Personal Integrity within Academia; Debate Groups &amp; Topics, Immodest proposals, The Normal School</td>
<td>N/A</td>
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<tr>
<td>8/31</td>
<td>The greatest single resource you will need to be successful in a Ph.D. program: <strong>Terrie Sypolt 235C Library</strong> 9:00 - noon don’t be late-seats go fast</td>
<td>N/A</td>
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<tr>
<td>9/7</td>
<td>Debate research and team meeting</td>
<td>N/A</td>
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<tr>
<td>9/14</td>
<td><strong>Dissertations 101:</strong> It is too early to start writing but not too early to start planning; Research design, Probabilities and Pitfalls</td>
<td>First Inquiry Paper</td>
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<tr>
<td>9/21</td>
<td>Debate 1</td>
<td>Debate Summary</td>
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<tr>
<td>9/28</td>
<td><strong>Research Design</strong> (cont.): Research questions and rationale; Authorship in Academia; Research Misconduct</td>
<td>Two Reflections Second Inquiry Paper</td>
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<tr>
<td>10/5</td>
<td>Single subject and other interesting designs; Integrity in Data Management: Fabrication, Falsification, &amp; Confidentiality; Literature review</td>
<td>N/A</td>
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<td>10/12</td>
<td>Research and Public Policy</td>
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<td>10/19</td>
<td>Debate research &amp; team meeting</td>
<td>N/A</td>
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<tr>
<td>10/26</td>
<td>Debate #2</td>
<td>Debate Summary; Research Question Paper</td>
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<td>11/2</td>
<td><strong>Journal Discussion</strong></td>
<td>Two Reflections</td>
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<td>11/9</td>
<td>Funding Education &amp; Research; Ethical &amp; Legal Pitfalls in Academia</td>
<td>N/A</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>11/16</td>
<td><strong>Grant Writing; Plagiarism &amp; Self-Plagiarism</strong></td>
<td>Proof of Completion of CITI Training</td>
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<td>11/23</td>
<td>Debate research &amp; team meeting</td>
<td>N/A</td>
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<tr>
<td>11/30</td>
<td>Debate #3</td>
<td>Literature Review rough draft; Two Reflections</td>
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<tr>
<td>12/7</td>
<td>Final Exam</td>
<td>Literature Review</td>
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