

TEL 706: Introduction to Doctoral Studies

Cohort 9, Class of 2017
Summer A 2014: May 19 - June 27
Thursdays 6:10-10:15 pm
3 credits (#44961 and #44962 in Course Catalog)

Place:	Downtown Cohort University Center 253	West Cohort Class Lab/Computer L1-06
Instructor: Email: Work Phone:	Nicole Blalock, Ph.D. nicole.blalock@asu.edu TBD	Cueponcaxochitl D. Moreno Sandoval, Ph.D. cueponcaxochitl@asu.edu 480-965-8378
Office Hours: Office Location:	By appointment Farmer 316I (Tempe)	By appointment Interdisciplinary B 353 (Tempe)

Course Description

This course is designed to set you up for success as you begin your doctoral program. This is a 3-credit course that fulfills part of the requirement for your Professional Core as a student in the Doctor of Education in Leadership and Innovation program. Our learning objectives are to a) examine what it means to be a doctoral student and compassionate leader in your field, b) introduce you to educational research at Arizona State University and beyond, c) explore the ways research informs your practice, and d) think about the challenges in conducting educational research. Your scholarly practice this term will center around our guiding question: **How might educational action research reflect issues of access, excellence and impact in your area of inquiry? For what purpose?** We will focus on four themes, described below:

Balance and Scholar Identity.

Among other factors, life as a successful doctoral student depends on your ability to prioritize your inquiry and practice in educational action research. Part of inquiry requires that you position yourself, through critical reflexivity of your predispositions, biases, etc. (Howard, 2012; Garcia and Ortiz, 2013), as a researcher in your content area. Whether you “belong to” the community in which you practice or not, critical reflexivity is essential to the ways in which you engage with a community of practice (Wenger, 2000). Over time, your identity as a scholar will deepen and your responsibilities in educational practice will shift. Taking leadership as a doctoral student requires a strong sense of purpose in your work. A successful leader eloquently faces his/her fears and insecurities, and acts from a place of understanding, while practicing dialogical listening (Paris and Winn, 2014), within the socio-political context in which you and your line of inquiry intersects. In other words, systems of power and privilege are to be made visible in order to theorize and practice a plan to increase access, excellence and impact in your action research. Your purpose for engaging in educational inquiry

(research questions) and practice will be your north star, and will guide your decisions as you face the complex challenges that you will face in personal, professional and academic circles. We cannot stress enough that this course will give you some space to immerse yourself in a journey of critical reflexivity and action for educational access, excellence and impact by addressing systems of power and change. As such, it is critical that we nurture a safe zone to fluidly theorize, critically reflect and take action within the complexity of education towards equity for all peoples.

Action Research.

A signature aim of this program is to develop action research practitioners engaging in mindful and reflexive practice. As a research approach, action research is initiated to serve local needs through evidence-based decision-making. It differs from other research methodologies in that the practitioner is also the researcher investigating actions with the focus of improving practice. In the most simplistic representation, individuals or groups engage in multiple cycles of inquiry whereby the outcome of each cycle informs the subsequent cycle through critical reflexivity and consensus-making.

Further, educational action research, as situated in local contexts, must monitor and manage participants' responses to change, some of which may include reluctance and resistance. The practice of educational research is, by necessity, coupled with the practice of "worthy witness" (Paris & Winn, 2014). Your job will be difficult in that it requires accounting for the varied perspectives of participants involved, including your own, in the action, research, and responses. Successful action researchers are versed with the abilities to: be reflective, facilitate group-based reflection, tap into tacit knowledge that would otherwise go unrecognized, and make decisions based on quantitative and qualitative materials produced by a variety of people and situations - and will practice research in ways that do not diminish the humanity of those involved.

Leadership and Innovations within Action Research.

This program is designed to develop leaders who are scholar-practitioners and agents of change. We use the term compassionate leader to recognize the rigor of scholarly practice that is required of a leader, *while* humanizing the approach to lead others for educational equity. This requires a level of emotional intelligence in ways that effectively works through conflict and resolution within a community of practice. You will learn to conduct research by carrying out increasingly more sophisticated studies in your workplaces. You will address authentic problems and needs through innovation and action that is informed by scholarship.

This program provides outcomes for leadership such as: Providing strategic leadership in educational settings; contributing leadership for innovative practices to address educational issues in a socially responsive manner; supporting community leadership through the integration of innovation in schools and communities; and rendering a vision for leadership that underscores national trends in educational innovation to confront regional and local community issues.

Collaboration.

One of the foundational principles of this program is the development of your collaborative acts, both within and outside the program, as a mechanism for leading change. In addition to workplace collaboration, our work with you during this course is designed to facilitate the development of your cohort into a collaborative community. Through course experiences we will initiate communities of practice behaviors so that together, you are stronger than you would be otherwise. It is our hope that after the course you will sustain these behaviors for the power they can provide to your learning endeavor and professional life. During our course sessions, be mindful of the ways in which you engage with one another.

Course Format:

This is a hybrid course, which means some face-to-face time has been released, and replaced with online activities, including your participation in:

- Online activities facilitated through BlackBoard
- Scholarly and Reflective writing
- Class meetings
- Activities through our combined course website:
<http://nicole-renee.com/actionresearchineducation/>

Required Texts to be purchased:

Levins Morales, A. (1998). *Medicine Stories: History, Culture and the Politics of Identity*. Cambridge: South End Press.

Paris, D. & Winn, M.T. (Eds.). (2014). *Humanizing research: Decolonizing qualitative inquiry with youth and communities*. Thousand Oaks, CA: Sage Publications.

Additional readings provided on BlackBoard:

Bautista, M., Bertrand, M., Morrell, E., Scorza, D. & Matthews, C. (2013). Participatory Action Research and City Youth: Methodological Insights From the Council of Youth Research. *Teachers College Record*, 115(100303), 1-23.

Chappell, D. Chappell, S. & Margolis, E. (2011). School as ceremony and ritual: How photography illuminates performances of ideological transfer. *Qualitative Inquiry*, 17(1), 56-73.

Denzin, N., Lincoln, Y. & Tuhiwai Smith, L. (2008). *Handbook of Critical and Indigenous Methodologies*. Thousand Oaks, CA: Sage Publications, Inc.

Garcia, S.B. & Ortiz, A.A. (2013). Intersectionality as a framework for transformative research in special education. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 13(2), 32-47.

- Gaudry, A.J.P. (2011). Insurgent research. *Wicazo SA Review*, 26(1), 113-136.
- Grosfuguel, R. (2008). Latin@s and the decolonization of the US empire in the 21st century. *Social Science Information*, 47(4), 605-622.
- Gould, S. J. (1981). *The mismeasure of man*. New York, NY: W.W. Norton and Company.
- Howard, T. C. (2003). Culturally Relevant Pedagogy: Ingredients for critical teacher reflection, 42(3), 195-202.
- Jordan, M. E. & McDaniel, R. (in press). Managing uncertainty during collaborative problem solving in elementary school teams: The role of peer influence in robotics engineering activity. *Journal of the Learning Sciences*. doi: 10.1080/10508406.2014.896254
- Lave, J. (2012). Changing Practice. *Mind, Culture and Activity*, 19(2), 156-171.
- Liou, D., Antrop-González, R. & Cooper, R. (2009). Unveiling the Promise of Community Cultural Wealth to Sustaining Latina/o Students' College-Going Information Networks. *Educational Studies*, (45), 534-555.
- McCarty, T. L. (2005). Indigenous Epistemologies and Education - Self-Determination, Anthropology, and Human Rights. *Anthropology and Education Quarterly*, 36(1), 1-7.
- Paufler, N. A. & Amrein-Beardsley, A. (2013). The random assignment of students into elementary classrooms: Implications for value-added analyses and interpretations. *American Education Research Journal*, 51(2), 328-362.
- Pivovarova, M. (2014). Should We Track or Should We Mix Them? *Mary Lou Fulton Teachers College*. Tempe: Arizona State University.
- Rosaldo, R. (1994). *Culture and Truth: The remaking of social analysis*. Boston, MA: Beacon Press.
- Shulman, L. S., Golde, C.M., Conklin Bueschel, A., & Kristen, J. (2006). Reclaiming education's doctorates: A Critique and a proposal. *Educational Researcher*, 35(25), 25-32.
- Thomas, M. H., Aletheiania, D. R., Carlson, D. L., & Ewbank, A. D. (2014). 'Keeping up the good fight': the said and unsaid in *Flores v. Arizona*. *Policy Futures in Education* 12(2), 242-261. doi: 10.2304/pfie.2014.12.2.242
- Tsosie, R. (2005). Engaging the spirit of racial healing within Critical Race Theory: An exercise in transformative thought. *Michigan Journal of Race and Law*, 11(21), 21-49.
- Tuhiwai Smith, L. (1999). *Decolonizing Methodologies: Research and Indigenous peoples*. New York: University of Otago Press.
- Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Educational Review*, 4(66), 711-731.
- Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, 7(2), 225-246.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community and cultural wealth. *Race Ethnicity and Education*, 1(8), 69-91.
- Zuberi, T. & Bonilla-Silva, E. (2008). *White logic, White methods: Racism and methodology*.

New York, NY: Rowman & Littlefield Publishers, Inc.

***Additional readings may be added depending on the topics that surge from the discussions in class.

Additional Resources:

APA Style Guide <http://www.apastyle.org/>

Resource librarians can help you find particular resources, guide you in searching about topics, and are generally very knowledgeable about a wide variety of resources.

Downtown - Alexandra Humphreys alexandra.humphreys@asu.edu

West - Bee Gallegos bee.gallegos@asu.edu

ASU Writing Centers

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at: <https://studentsuccess.asu.edu/writingcenters>

SI (Supplemental Instruction)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Blackboard under the SI Study Group. Students can receive tutoring for various courses through University Academic Success Programs (UASP). Refer to our website:

<https://studentsuccess.asu.edu>.

Tutoring

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit

<https://studentsuccess.asu.edu/tutoring>

Course Assignments:

Discussion Leaders

On the first night of class, you will sign up to participate as a discussion leader for one of five sessions. Discussion leaders will work together to lead the group in a one-hour, focused session around that week's reading and theme. Although readings are not always directly about a specific topic, we ask that the discussion leaders (and all students) approach the reading from the week's theme (e.g. Leadership and innovation within action research) and explore how the readings would be useful/inform that particular topic when applicable.

Journals

Each class session we will have at least one quick-write session where you will sign into the blackboard shell and respond to a reflection prompt. Responses will be visible only to your instructors and are designed as a space for us to understand your thinking and writing on particular topics.

Reflection Papers

Reflection papers will serve as the culminating effort of each week's "online" portion of the class. These assignments will vary each week and be available and submitted via Blackboard.

Guidelines for Publishing Blog Posts

Adapted from the Equity Alliance guidelines for writing blogs about research for a general audience.

Unlike academic writing for journals, writers who participate in the blogging genre as public intellectuals use a personal, narrative style, which opens up the reading experience for parents and practitioners who may have little patience for scholarly discourse. You can write in first person or third, but make your writing friendly. When you introduce a new term, explain it without using technical language. You can even use hyper-links, giving the reader a place to go for a more in-depth understanding of the concept. Assume that your reader has not read the material you are reading in this class. Offer a brief summary or description of the topic you are writing about.

What is included in Blog Posts? Blog topics should be important to the writer but also be generative enough to create dialogue/conversation. Draw from the readings and topics in class that will engage readers to think about their practice, their values, and/or their perspectives through fresh eyes. As a blogger, you can use your expertise, which usually derives from researching and reading widely in the research literature and your own experiences in the field.

There are two kinds of blogging assignments for this course, described below.

Instructions for signing up to blog

In order to participate in the blog, you must sign up for a free Wordpress.com account and forward your username and email for that account to Dr. Nicole Blalock (nicole.blalock@asu.edu) before noon on May 26, 2014 to be added as an author on the class website.

1. Visit <https://signup.wordpress.com/signup/?user=1> and sign up for an account.
2. Locate the activation email from Wordpress in the email account you provided at sign up.
3. Click the activation link.
4. Forward the email and username used to create your account as described above so that you may be added to the class blog site.
5. When your account has been added to our site, you will receive another confirmation email. Click the activation link to add yourself as an author to our collaborative blog.
6. You will be given a new, randomly generated password for access our blog. Please keep this password for your records.
7. Sign in to our blog. Click on the profile link in the left hand menu and fill in your user information. Please fill in your first and last name so that your professors can link your name to your posts. You may choose to display a short name, your full name, or your username on the public blog (under the option “Display name publicly as..”) but we must have your first and last name in your profile in order to grade your work. You may choose to fill in a short bio, link social media accounts, etc. at your discretion. This will allow readers of the blog to connect with you.

Instructions for posting to blog

1. Visit <http://nicole-renee.com/actionresearchineducation/wp-login.php> and enter your wordpress username and the automated password generated for you to sign in.
2. Click on “Posts” and “Add New” in the left hand menu.
3. Enter all needed information for your post, checking your work against the Good Writer Checkify list located at the bottom of the post creation page.
4. If you need to leave your work and come back later before publishing your post, use the “Save Draft” button near the top, right hand side of the screen.
5. When you have completed all work for the post, “Publish”!

Blog comments

You will be notified at your email when someone comments on one of your posts. Please sign in to Wordpress and either mark as SPAM, Approve, or Approve and Reply to your post comments as appropriate. This is a great opportunity for discussion and interaction with your peers, other scholars, and the public.

Blog assignments

1. Each week, write a response to the readings on the intersections, tensions and/or agreements within the scope of this class. These posts should be Categorized under “Access, Excellence, and Impact” Include one or more of the following:

- 1) the description of an insight or strong point of agreement/disagreement,
- 2) a question or uncertainty,
- 3) a critique, and/or
- 4) a connection of the readings to your own research agenda.

Blog posts should be approximately 600 words

Blog posts due on: May 27, June 3, June 10, June 17 by 11:59 pm

2. In addition, each week, you will blog a brief review of scholarly research publications related to your research topic. These blog posts will help the creation of your Annotated Bibliography in this course. These blog posts will be Categorized under “Research Topics”. This exercise is intended to keep you on track in your doctoral program by reading and writing about sources in your research topic each week. The blog posts that you write for this assignment will reflect a “review of scholarly research” as it is meant to report more deeply about a particular piece of literature.

In each post, please include:

1. The full APA citation at the beginning of the post.
2. Enough summary of the article to know what the piece is about, how research was conducted, and what was discovered.
3. Strengths and Critiques of the categories included in the Graphic Organizer (Found under “other resources” in our Blackboard shell.
4. A response to at least two of the following -
 - Relate the reading to what you know from other readings, experiences, and/or conversation
 - New ideas or brainstorms the study suggests for your area of interest
 - What further study might effectively build on this piece of research

What implications it has for exploring humanizing, accessible, and/or equitable education research

Blog posts should be approximately 1,000 words

Blog posts due May 30, June 6, June 13, June 20 by 11:59 pm

Annotated Bibliography

You will begin to develop your literature library around your area of inquiry through the six weeks of this course by beginning the process of reviewing literature. The culminating assignment will be an annotated bibliography consisting of 15 - 20 relevant references, some of which you will have blogged and engaged in dialogue about throughout the six weeks.

Writing an annotated bibliography is one way of the first preparations for a research project and ultimately a useful reference for literature review. While collecting sources on your topic, you will be reading critically. This process allows you to see what has been done in the literature and where your own research or scholarship can fit. In reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and structure your own point of view.

Your bibliography should be presented with citations following APA guidelines and in alphabetical order, followed by a descriptive and evaluative analysis. The purpose is to inform the reader of the relevance, accuracy, and quality of the source cited. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority. Each annotation will be between 250 and 300 words and include:

- 1) Summarize the central theme and scope,
- 2) comment on the intended audience,
- 3) compare or contrast the work with another or others you have cited,
- 4) explain how this work illuminates your topic,
- 5) discuss how this work is connected to a practice of inquiry that seeks to establish equity and impact in education.

Additional Reading:

<http://guides.library.cornell.edu/criticallyanalyzing>

<http://www.stevendkrause.com/tprw/Chapter%206.pdf>

Grading:

		Points earned
Attendance 15% 6 sessions at 3 points each	18 points	
Effort and Participation 15% 6 sessions at 3 points each	18 points	
Journals 10% 6 entries at 2 points each	12 points	
Reflection papers 15% 6 reflection papers at 3 points each	18 points	
Blogs on readings: Access, Excellence and Impact 10% 4 blogs at 3 points each	12 points	
Blogs on review of literature covering research topics 10% 4 blogs at 3 points each	12 points	
Annotated Bibliography 12.5% 15 resources at 1 point each	15 points	
Final Grade (points possible)	105 points	

*Note: Final grade will be calculated out of 102 points.

We work in a field that is incredibly demanding of our physical, intellectual, emotional, and spiritual¹ beings. While we need to think critically about the complexity of systems of power as they intersect with educational access, excellence and impact, we must support one another to inspire collective action and work with integrity. Attendance and participation include being in class on-time, balancing your listening and speaking contributions, and your effort towards contributing to a classroom ecology that spawns creativity, critical thinking and inspiration. Submit work via blackboard. Each assignment that is turned in late will be docked one point for each day late.

¹ Our philosophy on *spirit* as a term: from the Latin root, *spirare*, which means to breathe. It is not associated with a religious affiliation nor a metaphysical experience.

Calendar of Topics, Readings, and Assignments

Wk	Date	Theme	Reading/Visiting Faculty	Assignments Due
1	May 22			Sign up to lead discussions on readings; 'How' and 'What' questions for visiting student Q&A
2	May 29	<i>Balance and scholar identity</i>	Discuss <ul style="list-style-type: none"> ● Garcia & Ortiz, 2013 ● Gould, 1981 ● Howard, 2003 ● Levins Morales, 1998 (pp. 3-130) ● Paufler & Amrein-Beardsley 2013 ● Shulman et al, 2013 Visiting Faculty: Dr. Audrey Amrein-Beardsley	Sign up for a Wordpress.com account, fill in profile information, and forward your email and username to nicole.blalock@asu.edu Reflection Paper 1 & 2 due May 29 by 6 pm Reading Blog #1 due May 27 Research Topic Blog #1 due May 30
3	June 5	<i>Communities of practice within action research and leadership</i>	Discuss <ul style="list-style-type: none"> ● Bautista et al, 2013 ● Denzin et al, 2008 ● Liou et al, 2009 ● Thomas et al, 2014 ● Wenger, 2010 Visiting Faculty: Dr. Melanie Bertrand	Reflection Paper 3 due June 5 by 6 pm Reading Blog #2 due June 3 Research Topic Blog #2 due June 6
4	June 12	<i>Leadership and innovation within action research</i>	Discuss <ul style="list-style-type: none"> ● Jordan & McDaniel, in press ● Zuberi & Bonilla-Silva, 2008 ● Yosso, 2005 ● Tuhiwai-Smith, 1999 Visiting Faculty: Dr. Michelle Jordan	Reflection Paper 4 due June 12 by 6 pm Reading Blog #3 due June 10 Research Topic Blog #3 due June 13
5	June 19	<i>Action research</i>	Discuss <ul style="list-style-type: none"> ● Lave, 2012 	Reflection Paper 5 due June 19 by 6 pm

			<ul style="list-style-type: none"> ● McCarty, 2005 ● Paris & Winn, 2014 ● Pivovarova, 2014 ● Rosaldo, 1994 <p>Visiting Faculty: Dr. Margarita Pivovarova</p>	<p>Reading Blog #4 due June 17</p> <p>Research Topic Blog #4 due June 20</p>
6	June 26	<i>Wrap-up, Culminating projects, Moving forward</i>	<p>Discuss</p> <ul style="list-style-type: none"> ● Chappell, Chappell, & Margolis, 2011 ● Gaudry, 2011 ● Grosfuguel, 2008 ● Tsosie, 2005 <p>*Additional readings may be added depending on the weekly discussions.</p> <p>Present annotated bibliographies</p>	<p>Reflection Paper 6 due June 26 by 6 pm</p> <p>Annotated Bibliography Due June 23 at 9:00 am</p>

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

In addition, we will give you an internal evaluation form to fill out online about your experiences in the course in Week 3 and 6. Your input is necessary for our reflections as professors as we design and implement the course in the future. Thank you for taking the time to carefully reflect about your learning experiences in this course.

Grade Appeals

The professional responsibility for assigning grades is vested in the instructor of the course and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog/>.

University/Mary Lou Fulton Teachers College Policies

Student Conduct

- *Professional Behavior*

It is expected that students exhibit professional behavior inside the classroom, during intern placements, working with other students outside of the class on assignments related to this class, in addition to behavior in the classroom on ASU's campus. If at any time a student's behavior does not meet the standards of the program as delineated in the Professionalism Rubric, the instructor may refer the student for a Professional Improvement Plan (undergraduate) or academic probation (graduate).

- *Academic Integrity/Plagiarism*

ASU policy states "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities." The Blackboard shell is embedded with a plagiarism software that detects for this issue. For more information see <http://provost.asu.edu/academicintegrity>.

- *Harassment*

*ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:
Downtown campus: 522 N. Central Avenue, Post Office Room 247, 480-496-4111
Polytechnic campus: Administration Building suite 102, 480-727-1060
Tempe campus: Student Services Building room 263, 480-965-6547
West campus: UCB 301, 602-543-8152)*

- *Electronic Communication*

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

Accommodations

- *Disability Accommodations for Students*

Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (<http://www.asu.edu/studentaffairs/ed/drc/>).

It is the student's responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

- *Religious Accommodations for Students*

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

- *Military Personnel Statement*

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

All in all, your doctoral journey will beget challenges and accomplishments along the way. We are looking forward to walking with you.

-Drs. Cueponcaxochitl and Blalock.