I. Course Prerequisites: this core program course is limited to doctoral candidates formally admitted to the doctoral program in Educational Leadership and who have completed prerequisite courses in the doctoral program sequence.

II. Course Description and Justification:

AED 682 is an independent research and writing course that guide the students through the process of dissertation proposal writing. Few design elements follow:

1. For all course materials, please refer to the D2L Content page.
2. This course is hybrid. Out of the nine classes assigned, three are virtual (all three take place 1:00 pm to 5:00 pm the day of the class).
3. This is an academic search course. This course requires that you use systematic and rigorous academic search skills throughout your work.
4. This is an academic writing course. This course requires you to write often and extensively.
5. This course involves heavy reading and most of the readings you will do will be of your own choice. Be very meticulous in your selection of your readings.
6. This is a creative work course. The final product in this course is expected to be original, thoughtful, and scholarly.
7. This is a doing course. The more you engage with the craft, the better you become.
8. This is a semi-independent learning course. You are solely responsible for your work in this course, and your instructor will function as a guide and facilitator. The initiative is yours.
9. This is a highly sequential course. Every future step depends on the steps before it.

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that”

(Stephen King)
10. This is a **time sensitive** course. It will be very difficult to recover if you do not meet deadlines. **Acquiring needed references as soon as you can is highly recommended.**

11. This is a **time demanding** course. I advise you to invest heavily in this course when it comes to time.

12. This is a **third year course**. This course assumes that you have accumulated the needed research knowledge, skills, and dispositions to write a dissertation proposal.

13. Writing a dissertation proposal is a complex task that requires heavy guidance and support. **I am here for you to do that.** I highly encourage you to communicate with me as needed. We can meet via **Zoom** or face-to-face. You can always send me emails if the issues are simple. If they are complex and urgent, a Zoom will be our best option.

EDLE 682 (Developing the Dissertation Research Proposal) (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. The course meets 9 Saturdays throughout the semester. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, prepare a formal research design/methodology paper, full dissertation proposal **including the first three chapters** as well as front and back matter, a draft IRB application clearly aligned with the study, proposed timeline for completion of the dissertation research study, and a budget for all costs aligned with the study. Students will be expected to work approximately 6-12 hours each week outside of class during the semester as well as meet regular class meetings. During class meetings, in-class activities will include mapping of the dissertation proposal with a focus on the background of the research problem, statement and justification of the problems statement, and statement of the purpose of the study and research questions with clear delineation of the purpose in relation to the problem statement and research questions. An argument for significance of the study will be required as well as research assumptions, limitations, and delimitations as appropriate. A clear path of logic and reasoning should be apparent. As well, students will prepare a well-grounded review of literature in support of the research study that is clearly aligned with the conceptual and/or theoretical framework required to support the study. A detailed discussion of the research design and methods will be required and should clearly aligned with IRB guidelines. A detailed discussion of sampling/selection protocols, sample/participants, data collection and analysis, role of researcher, and related discussions essential to operationalizing the design are expected. During the regularly scheduled class meeting, each student will take part in in-class activities aligned with the student’s selected research. Activities include mapping Chapters I-III of the dissertation proposal, discussions and question/answer sessions, oral presentation of Chapters I-III, the research design/methodology paper, and the IRB application draft. Outside of class each student will be expected to examine relevant dissertations that align with the focus of his/her study, in-depth examination of relevant published research and literature in support of developing a well-grounded conceptual/theoretical framework, and in-depth examination of research designs in studies that align with their selected dissertation topic. Writing outside of class will be intense and require many hours of work, i.e., 6-12 hours per week outside class. Work within class will also be intense and require much of the time allocated for each class to be focused on individual and/or small group activities as determined by the professor of record.

**III. Areas of Study:**
1. The Dissertation Research Process
2. The Dissertation Proposal
3. Cultural Grounding of Educational Research
4. Theoretical Grounding of Educational Research
5. Methodological Grounding of Educational Research
6. Ethical Issues in Educational Research
7. Dissertation Proposal Writing
8. Academic Search Skills
9. Academic Writing Skills
10. APA for Academic Writing

IV. Informing Standards:

A. Stephen F. Austin State University mission statement: Stephen F. Austin State University (SFA) is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

B. James I. Perkins College of Education vision, mission, and core values: The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels. The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. Core values include academic excellence through critical, reflective, and creative thinking, life-long learning, collaboration and shared decision-making, openness to new ideas, to culturally diverse people, and to innovation and change, integrity, responsibility, diligence, and ethical behavior, and service that enriches the community.

C. The Doctorate in Educational Leadership Program scholar-practitioner model: all course goals and objectives, and, relatedly, all activities for the course, are instructed, in large part, by the following values: (1) acknowledging academic excellence as a cornerstone of the scholar-practitioner’s learning experience and in turn as a foundation of the scholar-practitioner’s work in the larger community an society, (2) recognizing that the work of a scholar-practitioner’s is intellectual and necessarily guided by cognitive reasoning as evidenced by critical, reflective, and creative thinking, (3) understanding the importance of life-long learning as a scholar-practitioner, (4) reflecting through practice the need for democratic and community based inquiry and decision making, (5) demonstrating, as a scholar-practitioner, an openness to new ideas, to culturally diverse people, and to innovation and change, (6) displaying all actions and decisions as a scholar-practitioner dispositions for integrity, responsibility, diligence, and ethical behavior, and finally (7) embracing the importance of service necessary to foster community and democratic citizenship. The following standards guide the curricular and pedagogical philosophy of this course:

1. The development of educational leader as scholar-practitioners who demonstrate depth of understanding of doing educational research characterized by an emphasis on personal self-examination, scholarly and disciplined inquiry, deep thinking and listening, and theoretical and practical applications as related to preparing an educational research proposal:
1.1 Develop an understanding of the design process.
1.2 Engage in research design with a focus on individual disciplined inquiry as it applies to the ethical and moral dimensions of being a dissertation student/researcher.
1.3 Demonstrate reflective practices about problems and experiences related to designing an educational research study.
1.4 Create a climate that promotes dialogic, reflective and reflexive processing and conversation.

2. The preparation of educational leaders as scholar-practitioners with the capacity and capability to provide strong scholarly and inquiry-based leadership within the cohort and doctoral program and concomitantly, in the context of school district, college, university, and community as related to leadership roles in social and educational change, professional growth and development, creating and sustaining a strong communitarian spirit, and development of the human potential:
2.1 Demonstrate an in-depth understanding of research design and the relationship of ethical and professional considerations related to the various dimensions and responsibilities of designing, implementing, and reporting dissertation research.
2.2 Demonstrate capacity to conduct research in relationship with doctoral faculty, dissertation committee members, and participants in the context in which the research is to be conducted.
2.3 Demonstrate capacity and capability to be disciplined and focused as a scholarly researcher.
2.4 Demonstrate a deep understanding of the design / research process in the development of scholar-practitioner leaders and the purpose of the design process in the larger context of the research experience.

V. Students’ Learning Outcomes: by the end of this course, students will be able to:

1. Identify the different elements of the research process and for a variety of research philosophies, paradigms, designs, and methods.
2. Identify the different elements of a research proposal and for a variety of research philosophies, paradigms, designs, and methods.
3. Identify best practices in cultural grounding of educational research.
4. Identify best practices in theoretical grounding of educational research.
5. Identify best practices in methodological grounding of educational research.
6. Identify best ethical practices in conducting educational research.
7. Pass the SFASU CITI training.
8. Produce an IRB application
9. Identify best practices in writing proposal abstracts and titles.
10. Appreciate the need for narrative coherence when writing educational research.
11. Identify best practices in academies search and use these in own writing.
12. Identify best practices in academies writing and use these in own writing.
13. Identify best practices in APA Style and use these in own writing.
14. Produce and present a dissertation proposal aligned with (1.) Through (13.) Above.

VI. Pedagogical Approach: a variety of instructional approaches are used in this course including mini-lectures, whole class discussions, one-on-one discussions, workshops, peer discussions, and case-based teaching.
VII. Readings:

A. Required Texts:


2. I highly recommend using this optional and relatively cheap PDF resource if you think you have issues with APA reporting of online resources ([https://www.apa.org/pubs/books/4210512](https://www.apa.org/pubs/books/4210512)). What is good about this resource is that it shares in few pages most of what you need to know about APA reporting of online references. Although some of the information exist in the complete manual, it is not as easily locatable as in this reference.


3. Other Open Access readings (including the assignments’ instructions and corresponding PPTs) will be provided via D2L. As this is more of a writing course than a reading course from an instructor standpoint (from a student’s standpoint it is both), these readings are introductory and comprehensive. By this time in the program, it is your responsibility to evaluate your individual needs and to use any of the recommended readings below or other readings of your choice as you think helpful to your own purposes and needs. **References that are not available through Steen Library could be ordered via Inter Library Loans. I highly encourage you to acquire and read any books that you think you need as soon as you have enough information to do so.**

B. Selected Proposals and Dissertations Texts:


**C. Selected Academic Writing Texts:**


Williams, V. K. (2016). *I am not a writer and I am just in graduate school*. Tampa, FL: Chrysalis Consulting.


**D. Selected Literature Review Texts:**


**E. Selected Conceptual Grounding Texts:**


**F. Selected Introductory Research Texts:**


**G. Selected Introductory Qualitative Research Texts:**


**H. Selected Introductory Quantitative Research Texts:**


**I. Selected Introductory Mixed Methods Research Texts:**


**J. Selected Statistical Theory Texts:**


**K. Selected IBM SPSS Texts:**


**L. Selected Philosophy/Cultural Theory of Research Texts:**


**VIII. Calendar and Assessments:**

*A. letter grades:*
A = 90-100      B = 80-89      C = 70-79      D = 60-69      F (below 60%)

B. may affect your grade:

1. **Attendance** is very important, and for both face-to-face and virtual classes. Missing the class once should be accompanied by a documented justification. Missing the class twice may result in an automatic decrease of your final course grade by one letter. Missing the class more than twice may be discussed in a meeting with the program coordinator and you will be informed accordingly. In case of absence, it is your responsibility to make suitable make-up arrangements if/as needed.

2. It is very important to meet assignments’ deadlines. **Late work** may receive a grade reduced by 20% (an actual 90% for example becomes a 70%).

3. You are eligible to submit any work with which grade you are not satisfied but this should happen within two weeks of the date of receiving my feedback. Later **re-submissions** might be ignored.

4. No work will be accepted after the **deadline** assigned below (May 2).

5. No resubmissions will be accepted after the **deadline** assigned below (May 9).

6. All assignments must be completed to **earn an A** in this course. Not submitting the final research proposal or its presentation will reduce your grade by one letter.

7. An incomplete or **WH** grade will not be allowed for this course but under extenuating circumstances—these have to be documented and shared in a meeting with the program coordinator and department chair for approval.

C. Course Calendar:

**Saturday January 18th (face-to-face class):**

- Course introduction
- Course syllabus and timeline (D2L Unit 1)
- Course assignments (D2L Unit 2)
- APA (D2L Unit 3)
- Academic search skills (D2L Unit 4)
- Academic writing skills (D2L Unit 5)
- The research process as narrative (D2L Unit 6)
- Elements of the dissertation proposal (D2L Unit 7)

**Sunday January 19th to Saturday January 25:** Monday January 20 is MLK

- Work on your Area of Research Interest assignment (D2L Unit 8).
- Work on your Research Problem assignment (D2L Unit 9).
- Work on your Research Purpose assignment (D2L Unit 10).

**Saturday January 25th (no class):**
Your Area of Research Interest assignment (D2L Unit 8) is due by midnight.
Your Research Problem assignment (D2L Unit 9) is due by midnight.
Your Research Purpose assignment (D2L Unit 10) is due by midnight.
Arrange for a Zoom meeting with your instructor to take place on January 26, 27th, or 28th (no other dates will be available) to discuss your assignments above and the direction of future assignments. The meeting will most probably be between 60 and 90 minutes.

**Sunday January 26th to Saturday February 1:**

- Meet with your instructor via Zoom
- Based on the Zoom meeting’s feedback, you should start collecting references for the Cultural Grounding assignment.
- Except to receive detailed instructions for the Cultural Grounding and the Theoretical Grounding assignments no later than the midnight of Friday January 31.

**Saturday February 1st (alternative delivery class):**

- This class will be a zoom classroom where you are expected to be logged-in and engaged for the entire duration of class (1:00 pm to 5:00 pm). Not doing so will mark you as absent for this class (please review syllabus absenteeism policy).
- The Zoom stable link is [https://sfasu.zoom.us/j/8727463271](https://sfasu.zoom.us/j/8727463271)
- Make sure your Zoom is functional before the start of the class.
- Purpose I of this Zoom class is to introduce you to the functionalities of Zoom.
- Purpose II of this Zoom class is to discuss questions you might have about any aspect of the course.
- Purpose III of this Zoom class is to discuss questions you have about my feedback on your Area of Research, Research Problem, and Research Purpose assignment.
- Purpose IV of this Zoom class is to discuss questions you have about my instructions for your Cultural Grounding and Theoretical Grounding assignments.
- Purpose V of this Zoom class is for you to start working on your Cultural Grounding assignment and ask for support as needed.

**Sunday February 2nd to Saturday February 8:**

- Work on your Cultural Grounding assignment (D2L Unit 11).
- Ask for a Zoom meeting if needed. You can also send emails with questions but I think Zoom is the best because of the complexity of the tasks at hand…and consequently the discussions around these tasks.

**Saturday February 8th (face-to-face class):**

- Facilitated workshop on the Cultural Grounding assignment (D2L Unit 11).
- Other issues as need arises.

**Sunday February 9th to Saturday February 15:**

- Work on your Cultural Grounding assignment (D2L Unit 11).
Ask for a Zoom meeting if needed. You can also send emails with questions but I think Zoom is the best because of the complexity of the tasks at hand…and consequently the discussions around these tasks.

**Saturday February 15th (no class):**

- Your Cultural Grounding assignment (D2L Unit 11) is due by midnight.

**Sunday February 16th to Saturday February 22:**

- Work on your Theoretical Grounding assignment (D2L Unit 12).
- Ask for a Zoom meeting if needed. You can also send emails with questions but I think Zoom is the best because of the complexity of the tasks at hand…and consequently the discussions around these tasks.

**Saturday February 22nd (alternative delivery class):**

- This class will be a peer-interaction class (you will be assigned to a peer at the beginning of the course).
- You are expected to be logged-in to D2L and to be engaged for the entire duration of class (1:00 pm to 5:00 pm).
- At 1:00 pm, email your peer (and Cc me) (1) my instructions for your Theoretical Grounding assignment and (2) your to-date work on this assignment. You will receive a similar email from your peer.
- Critically evaluate the work of your peer. (1) Share what you consider areas of weakness and (2) share ideas for improvement. It is the expectation that your critical evaluation will be thoughtful, relevant, deep, and authentic.
- At 3:30 pm, email your peer (and Cc me) your critical evaluation above. Use a word document to share your evaluation. You will receive a similar email from your peer.
- At 5:00 pm, email your peer (and Cc me) your reply to your peer’s critical evaluation. Use a word document to share your reply. You will receive a similar email from your peer.
- Failing to do the above will mark you as absent for this class (please review syllabus absenteeism policy).

**Sunday February 23rd to Saturday February 29:**

- Work on your Theoretical Grounding assignment (D2L Unit 12).
- Ask for a Zoom meeting if needed. You can also send emails with questions but I think Zoom is the best because of the complexity of the tasks at hand…and consequently the discussions around these tasks.

**Saturday February 29th (face-to-face class):**

- Facilitated workshop on the Theoretical Grounding assignment (D2L Unit 12).
- Other issues as need arises.

**Sunday March 1st to Friday March 6:**

- Work on your Theoretical Grounding assignment (D2L Unit 12).
- Ask for a Zoom meeting if needed. You can also send emails with questions but I think Zoom is the best because of the complexity of the tasks at hand…and consequently the discussions around these tasks.

**Monday March 16th:**
- Your Theoretical Grounding assignment (D2L Unit 12) is due by midnight.

**Tuesday March 17th to Saturday March 21:**
- Your Research Questions assignment (D2L Unit 13) is due by midnight of Tuesday March 17.
- Arrange for a Zoom meeting with your instructor to take place on March 18 or 19th *(no other dates will be available)* to discuss your assignment above and the direction of future assignments. The meeting will most probably be between 60 and 90 minutes.
- Meet with your instructor via Zoom on March 18 or 19th.
- Except to receive detailed instructions for the Methodological Grounding assignments no later than the beginning of class on Saturday March 21.

**Saturday March 21st (face-to-face class):**
- Facilitated workshop on the Methodological Grounding assignments (D2L Units 14 through 23).
- Other issues as need arises.

**Sunday March 22nd to Saturday March 28:**
- Work on your Research Philosophy, Research Paradigm, and Research Design assignments (D2L Units 14, 15, and 16 respectively).

**Saturday March 28th:**
- Your Research Philosophy, Research Paradigm, and Research Design assignments (D2L Units 14, 15, and 16 respectively) are due by midnight.

**Sunday March 29th to Saturday April 4:**
- Work on your Research Method, Research Instrument, and Method of Data Analysis assignments (D2L Units 17, 18, and 19 respectively).

**Saturday April 4th (face-to-face class):**
- Your Research Method, Research Instrument, and Method of Data Analysis assignments (D2L Units 17, 18, and 19 respectively) are due at the beginning of class.
- Facilitated workshop on the Methodological Grounding assignments (D2L Units 14 through 23).
- Other issues as need arises.

**Sunday April 5th to Wednesday April 8:**
- Work on your Sampling, Sample, and Unit of Analysis assignments (D2L Unit 20).

**Wednesday April 8th:**
- Your Sampling, Sample, and Unit of Analysis assignments (D2L Unit 20) are due by midnight.

**Monday April 13th to Saturday April 18:**
- Work on your Research Procedures, IRB Application, and CITI assignments (D2L units 21, 22, and 23 respectively).

**Saturday April 18th (alternative delivery class):**
- Your Research Procedures, IRB Application, and CITI assignments (D2L units 21, 22, and 23 respectively) are due at the beginning of class.
- This class will be a zoom classroom where you are expected to be logged-in and engaged for the entire duration of class (1:00 pm to 5:00 pm). Not doing so will mark you as absent for this class (please review syllabus absenteeism policy).
- The Zoom stable link is [https://sfasu.zoom.us/j/8727463271](https://sfasu.zoom.us/j/8727463271)
- Make sure your Zoom is functional before the start of the class.
- Purpose I of this Zoom class is to discuss questions you might have about any aspect of the course.
- Purpose II of this Zoom class is to discuss questions you might have about any of the Methodological Grounding assignments.
- Purpose III of this Zoom class is to discuss questions you might have about any of the previous assignments (prior to Methodological Grounding’s).
- Purpose IV of this Zoom class is for you to work on any assignments of your choice and ask for support as needed.

**Sunday April 19th to Saturday April 25:**
- Work on your (Assumptions, Limitations, and Delimitations), Definition of Terms, Proposal Abstract, and Research Title assignments (D2L units 24, 25, 26, and 27 respectively).

**Saturday April 25th (no class):**
- Your (Assumptions, Limitations, and Delimitations), Definition of Terms, Proposal Abstract, and Research Title assignments (D2L units 24, 25, 26, and 27 respectively) are due by midnight.

**Sunday April 26th to Saturday May 2:**
- Work on your Research Proposal, Research Proposal Presentation, and Securing a Dissertation Chair assignments (D2L units 28, 29, and 30 respectively).

**Saturday May 2nd (face-to-face class):**
- This is the last class and course day.
Your Research Proposal, Research Proposal Presentation, and Securing Dissertation Chair assignments (D2L units 28, 29, and 30 respectively) are due at the beginning of class.

**Sunday May 3rd to Friday May 9 (optional):**

- Use this time window to work on any course aspect with which submission you are not satisfied. Resubmit as needed. Do not submit individual assignments but your proposal and proposal PPT. do not resubmit individual assignments.

**Friday May 9th (no class, optional):**

- Midnight of this date is the deadline to make any resubmissions. Again, these should be submitted using both a full proposal and a full proposal PPT. Do not resubmit individual assignments.

**D. Important Dates and Assignments:**

1. Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>January 18th</td>
<td>Face-to-face class</td>
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<tr>
<td>January 25th</td>
<td>Area of Research Interest assignment due</td>
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<td>Research Problem assignment due</td>
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<td>Research Purpose assignment due</td>
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<td>January 26th, 27th, or 28th</td>
<td>Zoom meeting about submission on the 25th and about future assignments. You will receive future instructions 2-3 days later.</td>
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<tr>
<td>February 1st</td>
<td>Zoom class (1:00 pm to 5:00 pm)</td>
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<td>February 8th</td>
<td>Face-to-face class</td>
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<td>February 15th</td>
<td>Cultural Grounding assignment due</td>
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<tr>
<td>February 22nd</td>
<td>D2L class (1:00 pm to 5:00 pm). Before you start this class, make sure you have substantive work to share about your Theoretical Grounding assignment.</td>
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<td>Research Philosophy, Research Paradigm, and Research Design assignments due</td>
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<tr>
<td>January 25th</td>
<td>Area of Research Interest &lt;br&gt; Research Problem &lt;br&gt; Research Purpose</td>
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<tr>
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<td>Zoom meeting</td>
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<td>April 25th</td>
<td>Assumptions, Limitations, and Delimitations &lt;br&gt; Definition of Terms &lt;br&gt; Proposal Abstract &lt;br&gt; Research Title</td>
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<tr>
<td>May 2nd</td>
<td>Research Proposal &lt;br&gt; Research Proposal Presentation &lt;br&gt; Securing Dissertation Chair</td>
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<td>Deadlines for assignments are listed in the assignments section.</td>
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**IX. Course Policies:**

*Academic Accommodation for Students with Disabilities (Policy 6.1 and 6.6):* To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
**Academic expectations:** this is a synthetic and integrated doctorate course that requires an investment on your behalf of reflective time and effort. You are expected to submit assignments of good quality and contribute positively to the intellectual, academic, and professional growth of your cohort.

**Intellectual expectations:** in this course, you are expected to demonstrate some essential intellectual characteristics including but not limited to those of inquiry, critique, openness, reflexivity, and rigor.

**Personal expectations:** in this course, you are expected to treat everybody with respect and good manners. Your communications should meet professional standards expected from a doctorate student and an aspiring scholar-practitioner.

**Work quality:** as a doctorate student, you are expected to give your best in completing the course work. Assignments should be completed with care, meet all assignment criteria, and show authenticity, inventiveness, and depth. Your writing is expected to be coherent, creative, and does not include spelling, syntax, or grammar mistakes. You are expected to use APA style for formatting, citation, and referencing at all times.

**Participation and engagement:** in this course, you are expected to engage with course materials, your colleagues, and your instructor in authentic ways that will contribute to your growth and other students in the class.

**Late and missing work:** All assignments must be completed in order to receive an A in the course. Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 70.

**Hints for success:** be organized and manage your time properly. Be proactive. Communicate if you need to. Be open to learning and reflexively embrace change.

**Instructor support:** I am here to help you WHENEVER you need help, and it does NOT matter how many times you will need it! Please communicate with me as frequent as you need to. This is my job here! It will be my pleasure to answer an email of yours, communicate with you via Zoom, or meet you in person if you need to. There is no irrelevant question or concern!

**Academic Honesty (Student Academic Dishonesty, Policy 4.1):** Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam
- falsifying or inventing of any information, including citations, on an assignment; and/or
- helping or attempting to help another in an act of cheating or plagiarism

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades (Policy 5.5):** At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Course Evaluation:** Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Code of Conduct (Policy 10.4):** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Class Attendance and Excused Absence (Policy 6.7):** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor
shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. Being absent for two classes will result in lowering your grade by one letter (an A for example will become a B, A B will become a C).

**X. Disclaimer:** This syllabus is a plan. Plans sometimes change based on implementation. The instructor reserves the right to revise, alter and/or amend any section in this syllabus, as deemed necessary. Students will be notified by email of any such revisions, alterations and/or amendments. In such a case, the syllabus will be amended and a new version will be both emailed and uploaded to D2L. Rationales for the amendment will be provided and students will be allowed to express their opinion about the change.