I. Course Description:

Introduction to research terminology and methods. Development of a research project proposal including comprehensive review of literature over a topic of choice is included. Designed for graduate students with skills to conduct self-directed projects.

This course is completed in less than an eight-week format depending on the semester it is taken. The course still contains 16 weeks of modules covering all components aligned to the National Association of Early Childhood Education Advanced standards. The course content is held in an online format requiring the students to engage in learning modules, online discussion boards, online written assignments, and online quizzes. There are checklists available to the students to monitor their progress. Primary source readings and textbook examinations are woven into the content modules to support key concepts or provide perspectives on required expectations of the course. Additional scholarly resources are required on multiple assignments and students should engage a minimum of two hours per week in obtaining support through independent investigations of published works. Due to the nature of the reduced class time each student should engage in activities inside the course modules and outside investigations a minimum of 12 hours per week. Introduction to research terminology and methods. Development of a research project proposal, including comprehensive review of literature over a topic of choice is included. Designed for graduate students with skills to conduct self-directed projects.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) 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.

Mission Statement
The mission of the James I. 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.

Values
In the College of Education at SFA, we value and are committed to:
- Service that enriches the community,
- Openness to new ideas, to culturally diverse people, and to innovation and change;
- Collaboration and shared decision-making,
- Integrity, responsibility, diligence, and ethical behavior;
- Academic excellence through critical, reflective, and creative thinking;
- Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/)

ECH 510 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course is aligned with Standards set forth by the National Association for the Education of Young Children. Creating caring and enthusiastic professionals who are dedicated to continued professional and intellectual development is a primary goal of this course.

**PLOs and SLOs**

**PLO 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:**

*Candidates know assessment is central to the practice of early childhood professionals; design and select assessments to systematically observe, document, and assess young children; and work in partnership with families and other professionals to positively influence development* (NAEYC 3).

- **SLO 3.17** Candidates understand assessment data (standardized scores, percentile ranks, raw scores) and use this data to inform instructional decisions or plan instructional tasks.
- **SLO 3.18** Candidates understand how to use appropriate assessments for the identification of special populations, including students who show developmental delays and those who are advanced in comparison to age-level peers.
- **SLO 3.19** Candidates conduct assessments demonstrating professionalism and ethical behavior, including observing confidentiality of student information.

**PLO 6: GROWING AS A PROFESSIONAL:**

*Candidates are collaborative early childhood partners who conduct themselves as professionals and use ethical guidelines and professional standards, make informed decisions, and are informed advocates for sound educational practices and policies who recognize valid and credible research, evaluate, and synthesize it to inform practice* (NAEYC, 6).

- **SLO 6.1** Candidates demonstrate professional demeanor and behaviors.
- **SLO 6.2** Candidates demonstrate professional reflection of own work and work of others.
- **SLO 6.3** Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.
- **SLO 6.11** Candidates synthesize peer-reviewed articles in their field of study.
SLO 6.14 Candidates analyze valid and credible research articles. (assessment: articles in their area of interest utilizing the library database to find peer-reviewed journal articles.)
SLO 6.15 Candidates evaluate the strengths and weaknesses of peer-reviewed articles in their field of study.
SLO 6.16 Candidates synthesize current issues related to early childhood education. (assessment: write a proposal to investigate a relevant issue in education, identifying independent and dependent variables, a problem statement, and appropriate qualitative or quantitative methodology) (InTASC 6).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Quizzes
   - Human Subjects Quiz, Research Methods Quiz & Action Research Quiz - (20 pts. each for 60 pts.)
     The purpose of these quizzes is to assess your understanding of the modules and readings. Additionally, these quizzes assess certain SLOs in the course.
   - Standard One, Two, Three, Four, Five, and Six (ungraded quizzes)
     The purpose of these quizzes is to assess your understanding up through this point in the program. These quizzes do not reflect course content and will not impact your grade in the course.

2. Discussion (10 pts.)
   - ECH Action Research Discussion (10 pts.) – In this discussion, you will:
     o Post a minimum of 2-3 action research ideas topic ideas.
     o Tell why each topic is of interest to you.
     o Identify any potential concerns or obstacles in moving forward with each topic.

3. DropBox Assignments (200 pts.)
   - Action Research Plan (50 pts.) – You will write your Action Research Plan and upload in the course DropBox.
   - Chapter I: Introduction (50 pts.) – You will complete an introductory chapter for you action research project.
   - Article Critiques (50 pts.) – You will select five scholarly research articles and perform a critique of the article. You will submit it in the DropBox.
   - Chapter II: Review of Literature (50 pts.) – You will complete a review of literature related to your action research project. This assignment will be uploaded into the DropBox.

IV. Evaluation and Assessments (Grading):

Grading Scale:
A (100-90%)
B (89-80%)
C (79-70%)
F (69% or below)
In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of the total number of points earned!
### V. Tentative Course Outline/Calendar:

**Course Timeline for ECH 510 – Spring 2020**

All items due by Sunday at 11:59 p.m. during the specified week unless otherwise noted.

<table>
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<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
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| **Week 1**       | Review these modules: Before Class Begins, Syllabus & Timeline, APA
| January 15-19    | Begin the What is Action Research? Module     | Checklists: Syllabus & Timeline, APA, & What is Action Research? (linked on the summary page in each of these modules)
|                  |                                               | Quizzes: Standard One, Standard Two, & Standard Three                      |
| **Week 2**       | Begin the Focusing Your Action Research Module | Quizzes: Standard Four, Standard Five, Standard Six, & Action Research Quiz |
| January 20-26    |                                               | Discussion: Action Research Topics (Initial post due January 23; Responses to peers due January 26.) |
|                  |                                               | Checklist: Focusing Your Topic                                             |
| **Week 3**       | Begin the Institutional Review Board For Human Subjects Module | Quiz: Human Research Subjects Participation Quiz                             |
| January 27-February 2 |                                               | Checklist: IRB                                                             |
| **Week 4**       | Begin the Research Methods Module             | Quiz: Research Methods Quiz                                                |
| February 3-9     |                                               | Dropbox: Action Research Plan                                               |
|                  |                                               | Checklist: Action Research                                                 |
| **Week 5**       | Begin the Writing Chapter I Module            | DropBox: Chapter I: Introduction Assignment                                |
| February 10-16   |                                               | Checklist: Writing Chapter I                                               |
| **Week 6**       | Begin the Literature Reviews Module           | DropBox: Article Critiques                                                 |
| February 17-23   |                                               | Checklist: Literature Reviews                                              |
| **Week 7**       | Begin the Writing Chapter II Module           | DropBox: Begin work on Chapter II: Literature Review Assignment (Due next week) |
| February 24-March 1 |                                               |                                                                            |
| **Week 8**       | Continue with the Writing Chapter II Module   | DropBox: Chapter II: Literature Review (Due March 4).                       |
| March 2-4        |                                               | Checklist: Writing Chapter II                                              |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education. 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 College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.

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VIII. Student Ethics and Other Policy Information:

**Attendance**

This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

Regular class attendance (logging in) and participation is required of all students. Students must be attending and participating in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

**Academic Accommodation for Students with Disabilities**

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, 936-468-3004 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/disabilitieservices/.

**Student Academic Dishonesty:**
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 Semester Grades Policy**
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.

**Student Code of Conduct**
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. 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 policy 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.

IX. Other Relevant Course Information:

Drop Class
Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens
In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies
- Late Work—Late work receives no points unless there is prior approval from the instructor.
- Make-up Work Policy—The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will not be allowed. In the event that make-up work is accepted, a grade reduction of the instructor's decision will by applied to the work. Absolutely no make-up work will be accepted the last week of the session.
- “Redo Work” Policy—Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.