I. Course Description:
This course is the first of four required core research courses and provides an overview to the steps in the process of educational research. In this course, students will explore common research designs appropriate to answering questions related to public education and to participate in a small group research project exercise that will include each of the steps in educational research, including identifying research problems, systematically reviewing relevant literature, selecting a research design, and identifying the appropriate methodology.

Course Credit Hour Justification:
This 3-credit hour course is an introductory core research requirement (12 credit hrs total). Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities, including but not limited to lectures and discussions of readings, case studies, and selected research projects. Additionally, the class will require students to devote a minimum of 6 hours to reading material and completing the necessary course requirements, such as but not limited to out-of-class discussions, recorded presentations, readings, developing small-group research projects, and writing academic papers. [total instructor-directed activities=45 hrs and total out-of-class activities=90 hrs; grand total of approximately 135 hrs for the 3 credits]

Diversity Statement: The James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

II. Intended Learning Outcomes/Goals/Objectives
This course also supports the mission of the Human Services and Educational Leadership Department, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
Program Learning Outcomes (PLO)

Students graduating with an Ed.D. in Educational Leadership will be able to:
1) use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2) demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3) apply theory and contextual knowledge to educational practice (EDLE 6341)
4) practice analytical and communication skills in leadership roles (EDLE 6345)
5) understand, design, and conduct research in educational leadership (EDLE 6199)

Students graduating with an Ed.D. in Curriculum and Instruction will be able to:
1) conduct and evaluate both qualitative and quantitative research.
2) advocate on behalf of rural communities and educational systems
3) synthesize curricular theory as it relates to curriculum communities and educational systems.
4) synthesize research based instructional practice.

Student Learning Outcomes (SLOs):
By the end of the course, students will be able to:
1. Understand the process of research.
2. Define a research problem and explain its importance.
3. Conduct a study of the literature and write a literature review.
4. Know the steps in the process of data collection.
5. Understand a variety of research designs and determine preferred research methodology for a particular study: qualitative, quantitative and mixed methods.
6. Use the most current version of APA appropriately including but not limited to references and citations.

III. Evaluation and Assessment (Grading)
*All decisions about the evaluation/grading of student material rest with the professor.
**Certain assignments are foundational for future assignments so it is critical to complete all assignments.

ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animoto Self-Introductions</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>10</td>
</tr>
<tr>
<td>CITI Training</td>
<td>15</td>
</tr>
<tr>
<td>APA In-Text Citation Quiz</td>
<td>10</td>
</tr>
<tr>
<td>APA Style Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15</td>
</tr>
<tr>
<td>Literature Review Matrix &amp; Synthesis Project</td>
<td>15</td>
</tr>
</tbody>
</table>
**Conducting Research Quiz** | 10  
**Journal Evaluation** | 15  
**Article Critique #1** | 15  
**Article Critique #2** | 15  
**Article Critique #3** | 15  
**Dissertation Evaluation** | 25  
---|---
**Total Available Points** | 175

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>175-158</td>
</tr>
<tr>
<td>B</td>
<td>157-140</td>
</tr>
<tr>
<td>C</td>
<td>139-124</td>
</tr>
<tr>
<td>F</td>
<td>Below 124</td>
</tr>
</tbody>
</table>

**LATE ASSIGNMENT POLICY**

It is the expectation that all assignments will be submitted on time; however, certain critical situations may warrant an extension. These situations must be communicated with the instructor in advance, and the discretion for an extension rests with the instructor.

**IV. Tentative Course Outline/Calendar**

The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Introduction to Educational Research</td>
<td>Animoto Introductions Discussion CITI Training</td>
</tr>
<tr>
<td>September 4</td>
<td>Scholarly Writing</td>
<td>APA In-Text Citation Quiz APA Style Quiz</td>
</tr>
<tr>
<td>September 18</td>
<td>Writing for Research</td>
<td>Literature Review Matrix &amp; Synthesis Project</td>
</tr>
<tr>
<td>October 2</td>
<td>Conducting Research</td>
<td>Conducting Research Quiz</td>
</tr>
<tr>
<td>October 16</td>
<td>Reporting and Evaluating Research</td>
<td>Journal Evaluation</td>
</tr>
<tr>
<td>October 30</td>
<td>Quantitative Design</td>
<td>Article Critique #1</td>
</tr>
<tr>
<td>November 13</td>
<td>Qualitative Design</td>
<td>Article Critique #2</td>
</tr>
</tbody>
</table>
V. Attendance/Engagement

Students are expected to be in attendance (regular logins to D2L), actively engage in discussions, complete all readings assigned for discussions and assignments, and complete all activities as assigned.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

Required:


*Other recommended and required readings will be placed in D2L.

VII. Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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. What does the instructor need to know about aspects of the course that went well and should be continued? What does the instructor need to know about aspects of the course that need more attention or should be replaced? What aspects of the course provided the greatest learning opportunity? Please know that the COE 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.

VIII. Student Ethics and Other Policies

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated
course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concern, or seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)  
www.sfasu.edu/deanofstudents  
936.468.7249  
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202  
www.sfasu.edu/humanservices/139.asp  
936.468.1041

The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thewhub
Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

Mental Health Information
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741