Instructor: Barbara Qualls, Ph.D.

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Office Phone: 936-468-1592

Other Contact Information: quallsba@d2l.sfasu.edu

Course Number: RSCH 6314

Course Title: Applied Research in the Educational Setting

Prerequisite: Admission to the doctoral program

Course Description:
This course serves as a preparatory course in the dissertation methodology writing process. The focus of the course is the further development of the student’s capacity for writing the dissertation proposal of the first three chapters of the traditional doctoral dissertation and completion of the IRB application. The collective set of assignments and activities will offer the student opportunities for examination and critique of proposals and dissertations, review of qualitative/quantitative and mixed methods design, and evaluative experience in the selection of appropriate methodologies. The construction of viable research questions will be completed both in group and individual activities. The core objective of this course is to provide guidance and motivation to the doctoral student so that, upon completion of the course, the appropriate skills are in place for the construction of the individual proposal and IRB under the direction of the dissertation chair and committee.

Course Justification:
RSCH 6314 spans 16 weeks. Summer sessions contain the same assignments and expectations for time, although the number of weeks may be less. The course contains extensive written content that includes the same information students in a similar face-to-face lecture course receive, requiring students to engage the online modules for at least 3 hours per week. Primary source readings and embedded or assigned additional readings are part of the content, used to support key concepts or provide perspective on components of the proposal construction process. In addition, students are required to read at least one monograph-length work during the semester, complete discussions and other activities over the course content, and complete multiple writing, video, and discussion
assignments that evaluate their ability to think globally, interpret primary sources, and consider appropriate research designs and methodologies for different types of research and/or exploratory questions and projects. For every clock hour a student spends engaging with the content, s/he spends two hours completing associated activities and assignments.

**Required Textbooks:** (all required texts are available in both paperback and e-edition)


*Note that the newer edition (6th) is available and is the preferred book. However, if you have the 2017 edition from a previous course, it will be fine for this course.*


**Additional Readings:**


Further reading assignments will be embedded in the course and assigned for topical application at the specific time the course is offered.

**QClassroom:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**Program Learning Outcomes:**

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
2. demonstrate knowledge of ethical and moral responsibilities of leadership
3. apply theory and contextual knowledge to educational practice
4. practice analytical and communication skills in leadership roles
5. understand, design, and conduct research in educational leadership
Student Learning Outcomes:

1. design and plan original research project in each of the 3 major research design modalities
2. apply humanities/social science/scientific writing skills with APA guidelines
3. participate in the peer review process
4. analyze research and other topics in collaboration and shared decision-making with colleagues

Tentative Course Outline: Calendar with Modules with Major Topics, Assignments, Assessments

<table>
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<tr>
<th>Duration</th>
<th>Module Number</th>
<th>Due date for Discussions and Dropbox products</th>
<th>Description of assignment and product(s)</th>
<th>Point Value per Module activity</th>
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<tbody>
<tr>
<td>Intro Week</td>
<td>Readings</td>
<td>9.12.2023 11:59 PM/CST</td>
<td>Philosophical worldviews and strategies of inquiry <strong>Discussion:</strong> Identify a topic of interest, and posit a viable combination of worldview, strategy, and research method. Responses are encouraged but not required. <strong>Narrative/individual</strong> products will be submitted in Dropbox.</td>
<td>20 points</td>
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<tr>
<td>Week 2</td>
<td>Module 1</td>
<td>9.05.2023 11:59 PM/CST</td>
<td>Literature Review: Steps, D-base searches, mapping-assigned topic <strong>Dropbox:</strong> Conduct a 20-item search, and construct a map. Write an abstract of 6 identified journal articles.</td>
<td>20 points</td>
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<tr>
<td>Week 3</td>
<td>Module 2</td>
<td>9.12.2023 11:59 PM/CST</td>
<td>Theoretical bases for research: Where lens and bias converge-assigned topic <strong>Dropbox:</strong> Locate 1 study written from each of the methodologies. Evaluate whether/how a theoretical lens shaped the research design. 1) Qualitative 2) Quantitative 3) Mixed-</td>
<td>20 points</td>
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Methods. Lenses might include any of the following: Race/ethnicity, Sex, Class, Origin, Religion, Language, as well as other perspectives.

| Week 4-5 | Module 3 | 9.19.2023 11:59 PM/CST | Proposal format(s) and ethics-assigned topic and partner
Dropbox: Write two-page topical outline for 4 proposals, 1 in each format.
1) constructivist/interpretivist format, 2) advocacy or participatory format, 3) quantitative format, and 4) mixed-methods format.
Dropbox: Exchange with a partner and edit for voice, tense, bias, and fat. | 40 points/20 per Dropbox |
| Week 6 | Module 4 | 10.03.2023 11:59 PM/CST | Components of the proposal: Introduction-assigned topic
Discussion: Submit 3 narrative hooks. Open discussion/evaluation of the effectiveness of each. At least 2 responses are required.
Dropbox: Write the introduction of a proposed study. Include one paragraph each for the research problem, the related literature about this problem, deficiencies in the literature, audiences who will find the study of interest, and the purpose of the study. | 8 points/ Discussion 12 points/ Dropbox |
| Week 7 | Module 5 | 10.10.2023 11:59 PM/CST | Components of the proposal: Purpose statement, peer review-assigned topic, and partner
Discussion: Write a purpose statement for a 1) qualitative, 2) quantitative, and 3) mixed-methods study. Start with the paragraph script provided in Creswell, filling in the blanks. Submit, partner review/critique. | 20 points |
| Week 8-9 | Module 6 | 10.17.2023 11:59 PM/CST (Submit one set of RQs) 10.24.2023 | Components of the proposal: Research question(s) and hypotheses
Dropbox: Develop RQs and evolve to Hypotheses.
Qualitative – 1 central question, 5 to 7 sub-questions | 20 points – Qual 20 points – Quan |
### Quantitative

**11:59 PM/CST (Submit one set of RQs)**

*Quantitative – 1 set of questions that focuses on independent/dependent variables, another set of questions that focuses on the relationship and correlation of variables.*

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<tr>
<th>Week 10.11</th>
<th>Module 7</th>
<th>11.07.2023 11:59 PM/CST</th>
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|  |  | Quantitative proposal: Designing and administering surveys, identifying population/sample, instrumentation  
**Dropbox:** Write a mini-proposal utilizing quantitative components  
Three chapters: Introduction, Lit Review, Methodology  
Total 10 pages – emphasis on methodology. *This mini-proposal will be produced with assigned topics.* |
|  |  | 40 points |

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<th>Week 12-13</th>
<th>Module 8</th>
<th>11.28.2023 11:59 PM/CST</th>
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|  |  | Qualitative proposal: Characteristics, researcher’s role, data collection and recording, data analysis and interpretation  
**Dropbox:** Write a mini-proposal utilizing qualitative components  
10 pages – emphasis on methodology. *This mini-proposal will be produced with assigned topics.* |
|  |  | 40 points |

| --- | --- | --- |
|  |  | Mixed-methods proposal: Difference from both qualitative and quantitative. appropriate notation  
**Dropbox:** Write a mini-proposal using mixed-methods components  
Total 10 pages – emphasis on methodology. *This mini-proposal will be produced with assigned topics.* |
|  |  | 40 points |

**Total:** 300 points

**Grading Scale:**
- **A = 270 – 300**
- **B = 240 – 269**
- **C = 210 – 239**
- **F = 0 - 238**
Other Relevant Information:

Course Evaluations:
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 Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Student Ethics and Policy

Important course-relate policies:

Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7
Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

Academic Integrity: Policy 10.4
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student

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. 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.

Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 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

Additional Information Specific to Educator Preparation:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward the realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.