



**EDAD 595: Using Research for Best Practice  
01/02 W COURSE SYLLABUS: Fall 2016**

**Instructor:** Shari Farris Ed.D.

**Office Hours:** Remote by appointment

**Credits:** 3

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**Preferred Form of Communication:** Email/Phone by Appointment

**Communication Response Time:** within 24 hours

**COURSE INFORMATION**

***Textbook(s) Required:***

**American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.**

**Mills, G. E., & Gay, L. R. (2016). *Educational research: Competencies for analysis and applications* (11<sup>th</sup> ed.). Boston, MA: Pearson.**

**Course Description:**

This course provides a review of significant research designs used in the field of education in order to seek out “best practices” in the classroom, on the campus and district wide. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for “best practices.”

**Standards Addressed:**

*TAC 241.15 Principal Curriculum Standards*

(7) Learner Centered Instructional Leadership Management.

A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- Facilitate the development of a campus culture learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

*TExES Principal Competency 005*

The principal knows how to promote the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

#### *149.2001.001 Instructional Leadership*

The principal is responsible for ensuring every student receives high-quality instruction.

- 001c. Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps.

### **Student Learning Outcomes**

**The aspiring principal will demonstrate the ability to:**

1. Learn research methodologies relevant to education and apply to professional practice through the creation of a coherent research plan that supports instructional planning through data driven decision-making. [149.2001.001c]
2. Evaluate and apply research literature to educational problems. [TAC 241.15]
3. Impact the instructional environment through familiarity with general methods of data collection and analysis and how to draw conclusions based on data. [Competency 005; TAC 241.15; 149.2001.001c]
4. Synthesize the relationship between theory, research, and practice, and to use this understanding to become practitioner-scholars and consumers of research. [Competency 005; 149.2001.001c]
5. Facilitate the development of a campus learning culture that supports instructional improvement and change through an on-going study of relevant research and best practice. [TAC 241.15]
6. Monitor multiple forms of student data to inform instructional and intervention decisions that impact a narrowing of the achievement gaps. [149.2001.001c]

### **Course Requirements**

#### ***Minimal Technical Skills Needed***

**Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.**

#### ***Instructional Methods***

**This section describes how the learning process will be conducted (delivery modalities, course structure, Getting Started and types of learning activities and assessments).**

#### ***Student Responsibilities or Tips for Success in the Course***

**Examples include: Regularly logging into the course website, amount of weekly study and participation time expected, etc.**

## Assignments, Assessments, Methods

### Module Discussion Forums (Total of 20 points—four worth 5 pts. each) [TAC 241.15; Competency 005; 149.2001.001c]

Four modules (Weeks 1, 2, 4 & 5) within this course contain a discussion thread activity, which serves as a peer-review component for developing parts of the research proposal. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Initial posts are due by Wednesday at 10:00 p.m. Subsequent responses (replies to classmates) are due by Saturday at 10:00 p.m. Posts on Day 7 will not receive credit.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Mills & Gay (2015) speak of “grounding research in emergent theory” (p.16). Therefore, John, please go back to chapter one and integrate the components...

“Your research questions are yes/no. Mills & Gay (2015) discuss the component of effective research questions as those that may be answered as the result of unfettered investigation. While question number 2 is close, here’s a suggested revision...”

- Be sure to cite all material using *APA 6<sup>th</sup> edition*. You are encouraged to be succinct—keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you as well.
- Make certain to address the discussion prompt(s). This response does not mean you should not extend the topic, but do not stray from it.
- Discussions occur when there is dialogue, so build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. Exemplary students typically visit the discussion area 3-5 “different” times each module.

- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical and structural errors.

### EDAD 595 Discussion Thread Grading Rubric

<i>Timeliness and quality of your initial posting. Post to allow sufficient time for peer feedback. Post by Wednesday at 10 p.m. of the module week.</i>	0 1 2 3
<i>Quality and timeliness of constructive feedback that you provide to at least two classmates in reviewing their work prior to Saturday at 10:00 p.m.</i>	0 1 2
	Point Total = /5

### Critical Assessment (CA) Assignment (30 points)

[TAC 241.15; Competency 005; 149.2001.001c]

**Instructions:** Meet with your mentor or campus principal to identify a problem or issue related to either campus culture, instructional leadership (aligned curriculum, effective instructional strategies, data-driven instruction, or interventions to impact student achievement), or professional development for teachers. Together, critically examine 2-3 sources of data (campus or district improvement plan, School Report Card, PEIMS data, benchmark exams, etc.) that support this issue or a problem that is in need of investigation or intervention. Based on your meeting with your mentor or campus principal, use the *Writing a Problem Statement* worksheet in doc sharing to develop a comprehensive and formal statement of the problem to be used as the foundation for your Action Research proposal. **This assignment is worth a total of 30 points.** Please use the Critical Assignment Rubric below to guide your thinking and discovery.

EDAD 595 CRITICAL ASSESSMENT RUBRIC	
Points	Statement of the Problem
20	The statement of the problem and need for the study are clearly addressed and supported by identifying 2-3 document sources and citations from scholarly research.
16	The statement of the problem is clear although a rare extraneous element is introduced. The problem is supported by identifying 2-3 document sources and citations from scholarly research.
12	The assignment has a statement of the problem, but additional, unrelated ideas distract the reader. The problem is not supported by 2-3 document sources but does include citations from scholarly research.
10	The assignment has a statement of the problem, but additional, unrelated ideas distract the reader. The problem is supported by 2-3 document sources but does not include citations from scholarly research.
8	The statement of the problem is unclear and not supported by document sources or citations from scholarly research.
4	The assignment lacks a statement of the problem or appears to reflect the writer's "free association."

0	Assignment not submitted.
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Points	References
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or have limited APA errors.
6	Some references are appropriate and/or have limited APA errors.
4	Many references are inappropriate and/or have a variety of APA errors.
2	Most references are inappropriate and/or have excessive APA errors.
0	Assignment not submitted.

**Research Plan (80 total points):** [149.2001.001c; Competency 005]

The core of this course is the development of a research plan. Through the analysis of multiple data sources and an investigation of relevant literature, you will identify a problem to further investigate. This problem needs to be one that is “researchable” and related to an area of instructional improvement or intervention in education. Throughout each module, you will conduct a series of activities to assist you in completing the formal research plan. With the inclusion of the components from the Critical Assessment (CA) Assignment (Statement of the Problem and References), the Research Plan will consist of the following seven sections:

- Statement of the Problem (20 pts.)
- Research Questions (10 pts.)
- Significance of Study (10 pts.)
- Selection of Sample (10 pts.)
- Design (10 pts.)
- Data Analysis (10 pts.)
- References (10 pts.)

**Total Possible Points= 80 points**

The previous two rubrics and the following five rubrics will be used to evaluate the seven parts of the Research Plan.

<b>595 Research Plan Grading Rubric</b> <i>CLAQWA (modified), Flateby &amp; Metzger - University of South Florida</i>	
<b>Module 2 Assignment</b>	
<b>Research Questions</b>	
10	All research questions are well written and relate to the research topic.
8	The majority of research questions are well written and relate to the research topic.
6	The research questions slightly deviate from the research topic and have room for improvement.
4	The research questions are unrelated to the research topic.
2	The research questions are poorly written and unrelated to the problem.
0	Assignment not submitted.
<b>Module 6 Assignment</b>	

<b>Significance of Study</b>	
10	The significance of the study clearly contributes to the research plan, which is obvious, specific, and appropriate.
8	The writer's significance of the study is present and appropriate for the research plan.
6	The writer's significance of the study is present and appropriate, but the elements may not clearly contribute to the statement of the problem.
4	The writer's significance of the study is inappropriate for the research plan.
2	The writer's significance is not evident.
0	Assignment not submitted.
<b>Selection of Sample</b>	
10	The target population is identified, and the appropriate method is used for the selection of the sample of participants. A description of participants is included and appropriate in the ability to provide data in answering research questions.
8	Little discussion of the target population exists; however, a sampling technique for the selection is discussed and appropriate in providing data for the research questions. A description of the participants is provided.
6	No discussion of the target population exists, and there is room for improvement regarding the sample technique used. No description of actual participants exists.
4	No discussion of the target population exists, and a poor sampling technique is used.
2	No discussion of the target population exists and/or no sampling technique is used. The participants targeted for the study are inappropriate for providing data to address the research questions.
0	Assignment not submitted.

<b>Module 7 Assignment</b>	
<b>Design</b>	
10	The procedure for collecting and analyzing data is sound, effective, and realistic to address the research questions posed in the research plan. It provides a clear roadmap to the reader.
8	The procedure for collecting and analyzing data is appropriate for the research questions posed in the research plan. There is room for improvement relating to the description.
6	The procedure for collecting and analyzing data is average for the research questions posed in the proposal with room for improvement.
4	A procedure for collecting and analyzing data is attempted to address the research questions posed in the proposal; however, a better description is needed.
2	The procedure of collecting and analyzing data is inappropriate and unrelated to the research questions statements posed in the research plan.
0	Assignment not submitted.
<b>Data Analysis</b>	
10	The description of the analysis of data is excellent. The methods used for the analysis of data are appropriate.
8	The description of the analysis of data is good. The methods used for the analysis of data are appropriate with some room for improvement.
6	The description of the analysis of data is average.
4	Little description of analysis of data exists. There is a need for major revisions.
2	An inaccurate description is provided for the analysis of data.
0	Assignment not submitted.

**Research Design Critique Report (3 @20 points each) [TAC 241.15]**

In modules 3–5, students will survey “peer reviewed” scholarly journals to evaluate 3 central methodologies: quantitative research, mixed methods research, and qualitative research. It is acceptable to use the Gee Library at Texas A&M University Commerce (online or on campus) or any library that affords ease of use or accessibility. Within each methodology, specific designs are applicable to research in education: *Quantitative [module 3]* (correlational or causal comparative design); *Mixed Methods [module 4]* (action research design); and *Qualitative [module 5]* (narrative, ethnographic, or case study designs). Within each corresponding module, use the given methodology but select one of the designs given. The Research Design Critique Report template is listed in doc sharing. Please use the template to complete the assignment.

Each of the 3 reports will count 20 points:

- Module 3 Research Design Critique Report (20 pts.)
- Module 4 Research Design Critique Report (20 pts.)
- Module 5 Research Design Critique Report (20 pts.)

**Total Possible Points= 60 points**

The following rubric will be used to evaluate each Research Methods Report completed for Modules 3, 4, and 5.

<b>EDAD 595 Research Methods Report Grading Rubric for Modules 3, 4, and 5</b> <i>CLAQWA (modified), Flateby &amp; Metzger - University of South Florida</i>	
<b>Points</b>	<b>Assignment Requirements</b>
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills the assignment requirements.
2	Addresses the appropriate topic but omits most or all of the assignment requirements.
1	Is off topic or vaguely addresses the topic.
0	Assignment not submitted.
<b>Quality of Details</b>	
5	Provides details that help develop each element of the text and provides supporting statements, evidence, or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth, and accuracy.
3	Provides details that are related to the elements of the text but does not support those elements with sufficient clarity, depth, or accuracy.
2	Provides details that are loosely related to the elements of the text, but they are lacking clarity, depth, and accuracy.
1	Provides details that do not develop the elements of the text.

0	Assignment not submitted.
<b>Quantity of Details</b>	
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
0	Assignment not submitted.
<b>Grammar and Mechanics</b>	
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text, possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
0	Assignment not submitted.
<b>Earned Point Total: /20</b>	

### Evaluation and Assessments

Assignments completed for this course should not have been used in other courses. **You must complete all assignments to earn an A in this course. Late submission of assignments is frowned upon and accepted ONLY with prior approval and at the discretion of the professor. Assignments will not be accepted nor graded beyond the final day of the course. The following Grading Rubric reflects an overview of points and the corresponding letter grade.**

**Grading Rubric:** A: 160 – 144    B: 143 – 128    C: 127 – 112    D: 111 – 96    F: 95 – 0

**For this course, you will be required to complete the following assignments:**

- |   |                  |
|---|------------------|
| 1) Research Plan (80 points)                      | Total of 80 pts. |
| 2) 4 Discussion Board Postings (5 points each)    | Total of 20 pts. |
| 3) 3 Reviews of Journal Articles (20 points each) | Total of 60 pts. |

**Total possible points for course assignments = 160 pts.**

### TECHNOLOGY REQUIREMENTS

- **To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.**



- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## ACCESS AND NAVIGATION

### *Pearson LearningStudio (eCollege) Access and Log in Information*

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](#) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable

problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.  
*Policy for Reporting Problems with Pearson LearningStudio*

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

#### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

#### Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

#### FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	Android App URL:	<a href="https://play.google.com/store/apps/details?id=com.pearson.ls.phone">https://play.google.com/store/apps/details?id=com.pearson.ls.phone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COMMUNICATION AND SUPPORT

### *Interaction with Instructor Statement*

Please email me at [shari.farris@tamuc.edu](mailto:shari.farris@tamuc.edu) should you have questions regarding the course. You will receive a response within 24 hours. If you would like to set up an appointment to speak by phone email me possible days/times that work best for your schedule. It is important for you to check your MyLeo email frequently for important messages, updates, and reminders.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### *Course Specific Procedures/Policies*

Late work is not accepted, unless prior approval received by the instructor. Points may be deducted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

### **Attendance**

This is an online class therefore attendance is up to you! You may be required to work as a team on various activities. The quality of your contributions and regular participation in weekly activities will be considered attendance. It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to stay current

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### *University Specific Procedures*

#### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### *TAMUC Attendance*

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### *Academic Integrity*

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### *ADA Statement*

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### *Nondiscrimination Notice*

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### *Campus Concealed Carry Statement*

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

<b>COURSE OUTLINE / CALENDAR</b>
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Each module begins on a Monday and concludes the following Sunday at midnight except for Module 7, which ends on Thursday, March 3, 2016, at midnight. Please refer to each module for specific due dates for discussions and assignments.

<b>Module 1—WEEK ONE: 8/29-9/4</b>
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Introduction to Educational Research (Chapter 1) Selecting & Defining a Research Topic (Chapter 2) Critical Assignment <i>Discussion Forum; Module 1 Assignment (Identify Research Topic, Statement of the Problem)</i>
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<b>Module 2—WEEK TWO: 9/5-9/11</b>
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APA Tutorial Library Databases Review of Literature (Chapter 3) Prepare and Evaluate Research Plan (Chapter 4) <i>Discussion Forum (Research Questions); Module 2 Assignment (References, Research Questions)</i>
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<b>Module 3—WEEK THREE: 9/12-9/18</b>
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Survey Research (Chapter 7) Correlational Research (Chapter 8) Causal-Comparative Research (Chapter 9) <i>No Discussion Activity; Module 3 Assignment (M3 Research Design Critique Report)</i>
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<b>Module 4—WEEK FOUR: 9/19-9/25</b>
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Experimental Research (Chapter 10)  
Single Subject Experimental Research (Chapter 11)  
Mixed Methods (Chapter 15)  
Action Research (Chapter 16)  
*No Discussion Activity; Module 4 Assignment*

**Module 5—WEEK FIVE: 9/26-10/2**

Qualitative Data Collection (Chapter 19)  
Narrative Research (Chapter 12)  
Ethnographic Research (Chapter 13)  
Case Study (Chapter 14)  
*No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report)*

**Module 6—WEEK SIX: 10/3-10/9**

Select a Sample(Chapter 5)  
Select Measuring Instruments (Chapter 6)  
*Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)*

**Module 7—WEEK SEVEN: 10/10-10/13 (Thursday)**

Data Analysis (Chapters 17, 18, and 20)  
Preparing a Research Report (Chapter 21)  
Evaluating a Research Report (Chapter 22)  
*Discussion Forum, Module 7 Assignment (Design, Data Analysis)*