EDAD 595 Using Research for Best Practice
COURSE SYLLABUS: SUMMER 2023

INSTRUCTOR INFORMATION

Instructor: Dr. Peter Williams, Associate Professor
Office Location: Education North #105 & TAMUC Dallas (office TBD)
Office Hours: by Zoom and appointment
Phone: available in D2L course announcements
University Email Address: Peter.Williams@tamuc.edu
Preferred Form of Communication: Email, appointment, SMS (for quick or urgent)
Communication Response Time: Normally 24 hours
Appointment Calendar: https://peterwilliams.youcanbook.me/

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Mertler, C.A. (2022). *Introduction to educational research, 3rd* ed. Sage.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7th ed.* American Psychological Association. ISBN: 978-1-4338-3216-1

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."

The *syllabus/schedule are subject to change.*

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; 149.200`.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]

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COURSE REQUIREMENTS

Minimal Technical Skills Needed

Be able to use
- the learning management system
- Microsoft Word, Excel, and PowerPoint
- Windows system or Mac system.

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered at A&M-Commerce' Dallas campus and supplemented through the D2L Learning Management Platform. The course is structured so that content may be engaged in weekly modules, with experiential learning building to the culminating assignment. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice. This application is referred to as Practitioner Pedagogy. To the latter point, the course is a scaffolded action research project, designed to inform the aspiring principal how to use data to solve issues or challenges in the local setting.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is Graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content. Please feel free to contact me any time you have questions. It is your responsibility to keep me informed, to do the work required, turn in assignments on time, to carve out the time necessary to do the work, and to take care of yourself in the process.

Tips:
- This might be a helpful rule: if I spend an hour on something, and really give it my all, but I still can't get it, it's time to ask for help. Don't be afraid to ask for help! Don't just sit there getting frustrated!
- Get to know your cohort as they will be an important source of support, as you will be for them. Find your tribe amongst the whole group. Some groups create a group on social media to support each other.
- Understand that grad school is an emotional journey, besides an academic pursuit. It is full of excitement, some fear, joy, sadness, etc.. Some describe it as a roller coaster. Use the journey to learn to recognize your emotions and use them as data. What are your "feels" telling you? The better you get at this, the better a school leader you will be. Emotional intelligence, as some call it, is a leader competency.
- Get used to learning new words, phrases, and concepts. Treat it like a language learning experience. Keep notes of the new words you hear and read, and learn them.

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- You will think at some point that you do not belong in this class or program. This is normal. It does not mean that you do not belong; it only means that you are being stretched a bit (or a lot). Some call it the imposter syndrome.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments
For this course, you will be required to complete the following assignments:
1) Critical Assessment (30 pts)
2) Research Plan (80 pts)
    a. Research plan
    b. Research report
2) Participation in class discussions Total of 20 pts.
3) 2 Reviews of Journal Articles (20 points each) Total of 40 pts.
4) Reflection on Practice: Total of 10 pts.
Total possible points for course assignments = 160 pts.

Class Participation (Total of 20 points) [TAC 241.15; Competency 005; 149.2001.001c]

In class meetings within this course we will engage in an activity and reflection, related to designing of an applied research project for the final project. Participation in the activities is critical for maximizing your learning experiences in this course. You are required to be part of the learning community who interact, through discussion and participation in activities, to enhance and support the professional development of the group. Part of your grade for the course includes my assessment of the quality and quantity of your participation in the group activities and associated discussion. I will take attendance and make notes of your level of engagement in class activities.

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, disproportionality of disciplinary or academic processes and outcomes, data-driven instruction, or interventions to impact student achievement), or

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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 (in D2L) to develop a comprehensive and formal statement of the problem to be used as the foundation for your research plan. **This assignment is worth a total of 30 points.** Please use the Critical Assessment 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 is 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.

Points	References
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or limited APA errors.
6	Some references are appropriate and/or limited APA errors.
4	Many references are inappropriate and/or a variety of APA errors.
2	Most references are inappropriate and/or excessive APA errors.

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 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 disproportionate representation or misrepresentation of marginalized groups (discipline, special education, gifted and talented), equitable instructional improvement, such as narrowing of the achievement gaps, or specific measures of academic intervention focused on fair and equitable distribution of educational resources.

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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, the Research Plan will consist of the following sections:

- Statement of the Problem (20 pts.)
- Research Questions (10 pts.)
- Significance of Study (10 pts.)
- Methodology
    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.

	595 Research Plan Grading Rubric CLAQWA (modified), Flateby & Metzger - University of South Florida
	Assignment
	Research Questions
10	All research questions are well written and relate to research topic.
8	Majority of research questions are well written and relate to research topic.
6	Research questions slightly deviate from research topic and have room for improvement.
4	Research questions are unrelated to research topic.
2	Research questions are poorly written, unrelated to problem.
0	Assignment not submitted
	Assignment
	Significance of Study
10	The significance of study clearly contributes to the research plan, which is obvious, specific and appropriate.
8	The writer's significance of study is present, appropriate for the research plan.
6	The writer's significance of study is present and appropriate, but elements may not clearly contribute to the statement of the problem.
4	The writer's significance of study is inappropriate for the research plan.
2	The writer's significance is not evident.
0	Assignment not submitted
	Selection of Sample
10	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was

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	included and appropriate in ability to provide data in answering research questions.
8	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.
6	No discussion of target population and room for improvement in sample technique used. No description of actual participants.
4	No discussion of target population and poor sampling technique used.
2	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
0	Assignment not submitted
Module 7 Assignment Research Report	
Design	
10	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions posed in the research plan. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions posed in the research plan. Room for improvement with description.
6	Procedure for collecting and analyzing data was average for research questions posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions statements posed in the research plan.
0	Assignment not submitted
Data Analysis	
10	Description of analysis of data excellent. Methods used for analysis of data appropriate.
8	Description of analysis of data good. Methods used are appropriate with some room for improvement.
6	Description of analysis of data average.
4	Little description of analysis of data. Need major revisions.
2	Inaccurate description provided for analysis of data.
0	Assignment not submitted

Research Design Critique (2 @20 points each) [TAC 241.15]

In modules 3 & 5, students will survey a research report (total of 2) from a **peer reviewed** scholarly journal to evaluate 3 central methodologies: quantitative research, mixed methods research, and qualitative research. It is acceptable to use the Waters

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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* and Qualitative *[modules 4 & 5]* (narrative, ethnographic, or case study designs; or experimental, or quasi-experimental design). 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 2 reports will count 20 points:
--Module 3 Research Design Critique Report (20 pts.)
--Module 5 Research Design Critique Report (20 pts.)
Total Possible Points= 40 points

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

EDAD 595 Research Design Critique Grading Rubric *CLAQWA (modified), Flateby & Metzger - University of South Florida*	
Points	**Assignment Requirements**
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.
Quality of Details	
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.
Quantity of Details	
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.

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2	Additional details are needed to develop most points.
1	Virtually no details are present.
0	Assignment not submitted.
Grammar and Mechanics	
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
	Earned Point Total: /20

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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- 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

- Current anti-virus software must be installed and kept up to date.

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/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time 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.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course shell in D2L via the student web portal: myleo.tamuc.edu. If you do not know your CWID or

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have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

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.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

This course is a blended class. You will need access to an email account on a daily basis. I will be emailing during the course to communicate information, assignments, and other addenda. **You need to check your myLeo email each day for these communications**. You also need to periodically review updated announcements within the EDAD 595 course home page for updated information pertaining to this course.

Our primary mode of communication is through the online course and in class, but I am available through other modes of communication, too. If you need to discuss something, make an appointment 24 hours ahead of time via my Appointment Calendar (listed top of syllabus). If you have a quick question (not a discussion), or an urgent message, you may text me, but use phone text judiciously.

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In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, PowerPoint, and Excel. **All assignments submitted electronically must be in MS Office formats**. All assessments will receive feedback within 5 days of the module end date.

Please feel free to email me at Peter.Williams@tamuc.edu if you have questions. Each of the modules within the EDAD 595 course shell has a link entitled *Module Q&A,* where you can post questions and review responses to questions that pertain to course information as you progress through this course. The Q&A is for general questions about assignments and/or course materials.

Please communicate with me in whichever form you are most comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via telephone, you are welcome to do so. Please schedule a phone (or Zoom) conference before you call me, using my Appointment Calendar (listed at top of syllabus). Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 cpi (characters per inch), double-spacing, and one-inch margins.

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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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

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:
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:

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Office of Student Disability Resources and Services

Texas A&M University-Commerce

Waters Library- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. **Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145.** For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

University's Pandemic Response

"A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty

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have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. "

"Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments."

Week	Units	Topics	Assignments
1	6/6	Module 1: *Introduction to Educational Research (3rd ed) by Mertler (2022)* Chapter 1 – What is Educational Research Chapter 2 – Research Process Chapter 3 – Identifying a Research problem	1. M1 Assignment (Identify Research Topic, Statement of the Problem)

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2	6/13	Module 2: APA Library Databases Ethics *Mertler* Chapter 2--Overview of the Educational Research Process Chapter 4--Ethics in Educational Research	Module 2 Assignment (References, Research Questions)
3	6/20	Module 3: Describing and testing hypotheses with quantitative methods *Mertler* Chapter 7 – Quantitative Research Methods	Module 3 Assignment (M3 Research Design Critique Report)

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4	6/27	Module 4: Action research and mixed methods to address inequities in schools.
		
		Mertler
		  Chapter 8 – Mixed-Methods Research
		  Chapter 9 – Action Research
		
		Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed-method research: A social justice perspective. *Journal for Social Action in Counseling & Psychology, 5*(2), 69-83. https://doi.org/10.33043/JSACP.5.2.69-83
		Choose one
		
		Cammarota, J., & Romero, A. F. (2009). A social justice epistemology and pedagogy for Latina/o students: Transforming public education with participatory action research. *New Directions for Youth Development, 2009*(123), 53-65. https://doi.org/10.1002/yd.314
			Module 4
			
			MODIFICATION: NO ASSIGNMENT DUE THIS WEEK PRESENTATIONS NEXT WEEK: PPT DUE.
			Choose one article to review from one of the following. You may turn this in next week:
			1. Your project reference list
			2. IDRA.org/research/
			3. Special Issue on Research and Social Justice
			4. Articles listed in modules 4 & 5.

5	7/4	Module 5: Qualitative research, social justice, and cultural responsiveness *Mertler* Chapter 6 – Qualitative Research Methods Proposing and Implementing Research for Social Change *Mertler* Chapter 10 – Writing a Research Proposal Chapter 11 - Qualitative Data Collection & Analysis Chapter 12--Quantitative Data Collection Chapter 13--Quantitative Data Analysis **Other Resources:** *Examples of counter-narratives:*	Module 5 Assignment In Class Presentations (M5 Research Design Critique Report: experimental, quasi-experimental report or a qualitative report)

The *syllabus/schedule are subject to change.*

Desai, S. R. (2020). Unloved, unwanted, and unsure: The counternarratives of incarcerated youth. *Teachers College Record, 122*(8), 1-40. https://doi.org/10.1177/016146812012200806

Fink, A., & Brito, M. (2021). Real big data: How we know who we know in youth work. *Child & Youth Services, 42*(2), 150-178. https://doi.org/10.1080/0145935X.2020.1832888

Examples of Action Research
Domínguez, A. D. (2021). ¡Venceremos!: Challenging school barriers with Latinx youth participatory action research. *Journal of Latinos and Education*, 1-15. https://doi.org/10.1080/15348431.2021.1935258

Example of Content Analysis
Kye, H. (2020). Who Is Welcome Here? A Culturally Responsive Content Analysis of Makerspace Websites. *Journal of Pre-College Engineering Education Research (J-PEER), 10*(2), Article 1. https://doi.org/10.7771/2157-9288.1190

The *syllabus/schedule are subject to change.*