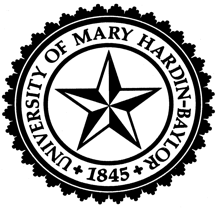
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**University of Mary Hardin-Baylor**

**Contact Information:**

**Professor: An Nguyen, Ed.D.**

**Office: Parker 112**

**Office Phone: 254-295-4719**

**E-mail: anguyen@umhb.edu**

**Office Hours:** Monday 11:00-3:00, Tuesday 11:00-1:00, Wednesday 1:00-3:00, Thursday 2:00-3:00, Friday 11:00-12:00, and other times by appointment.

**Professor: Aaron Baggett, Ph.D.**

**Office: Wells 140**

**Office Phone: 254-295-4553**

**E-mail: abaggett@umhb.edu**

**Office Hours:** MF: 9:00am-11:00am; W: 9:00am-12:00pm; MW: 2:00-3:30pm and by appointment

**Description of the Course**

**Course:** EDAD 7312 III Advanced Design and Methods, EDAD 7312-01 and 7312-02

**Term**: Fall 2019

**Catalog Description:** The purpose of Research III is to explore both quantitative and qualitative methods with an emphasis data analysis. Topics include inferential statistics, triangulation of data, and rigor. Students will develop a research proposal. SPSS software will be used for quantitative analysis.

**Time/Location Course Meets:** Weekend format with 5 sessions as indicated in program schedule.

**ADVANCED ACADEMIC ACTIVITY**

Doctoral courses contain appropriate advanced academic activity reflected in the areas of content, process, and product. The advanced activity is facilitated through the dimension of critical thinking (CT), synthesis and integration of materials (SI), depth of engagement of materials (DE), and contribution to scholarship (CS). The purpose of advanced academic activity is to demonstrate a higher level of sophistication and to emphasize separation from Masters level courses.

**Course Objectives:**

Course objectives are student behavioral outcomes that can be measured, evaluated, and supported through documentation. Course objectives relate to departmental objectives, to objectives of the University Graduate Program, and to the University Mission. Course objectives reflect advanced academic activity.

Upon the completion of the course, the student will:

1. collaborate with classmates to analyze and critique research problems and designs;
2. analyze and interpret quantitative and qualitative data;
3. develop a research methodology;
4. explore the Institutional Review Board process and the dynamics of ethics in research;
5. write and defend mock dissertation proposal;
6. critique mock dissertation proposals and provide feedback to peers;
7. \*\*develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course;
8. \*\*learn how to find and use resources for answering questions or solving problems;
9. \*\*gain factual knowledge (terminology, classifications, methods, trends) about research methods.

**Student Learning Outcomes:**

1. The P16 leader promotes success of all students in all areas addressed in the School Leaders’ Licensure Consortium (vision, culture of learning, research, learning environment, collaboration, ethics, and global impact).
2. The P16 leader has the ability to perform and analyze relevant educational research.

**Focus Questions**

The LEAD program maintains alignment and consistency by using a framework for instruction, learning, and application. This same framework applies to the series of Lead Read books for the comprehensive examination. The Focus Questions guide the exploration of the following themes: change, relationships, ethics, systems, decision-making, perspective, research, law, leadership, faith, contemporary issues, and resources.

1. ethics - Identify and discuss the legal and ethical issues faced by educational researchers today. How do you envision those issues influencing your doctoral research?

2. leadership/decision-making - Compare and contrast the use and misuse of educational research. Discuss a current research topic and how the results have been put to use and misuse by educational leaders.

3. resources/systems - Identify and analyze the fiscal, physical, intellectual, personnel, and emotional resources involved in your research study.

**Mode of Delivery and Credit Hour(s):** For online, hybrid, and other nontraditional modes of delivery, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting; forty-five (45) hours of work by a typical student for each hour of credit.

**Textbook**

Diez, D. M., Barr, C. D., & Çetinkaya-Rundel, M. (2019). OpenIntro statistics (4th ed.). OpenIntro.

Cronk, B. C. (2017). How to use SPSS: A step-by-step guide to analysis and interpretation (10th ed.). Routledge.

Creswell, J. W. & Guetterman, T. C. (2019). Educational research: Planning, conducting, and evaluating quantitative (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Creswell, J. W. (2015). 30 essential skills for the qualitative researcher. Sage Publications.

**Required Software**

SPSS 17.0 or newer (Student versions available)

[*http://answers.umhb.edu/technology/software-discounts*](http://answers.umhb.edu/technology/software-discounts)

**Lead Read:** The LEAD program maintains alignment and consistency by using a framework for instruction, learning, and application.  This same framework applies to the series of Lead Read books for the comprehensive examination.  The Lead Read experience is intended to introduce a rich framework of leadership perspectives, through a series of Lead Read books that students are expected to read outside of the required reading for each class. The main idea and key points in each text are important for testing purposes.  The 12 themes (change, relationships, ethics, systems, decision-making, perspective, research, law, leadership, faith, contemporary issues, and resources) serve as lenses to examine the content and make applications.  Specific examples from the text are necessary to strengthen student interpretations, and student opinions may support or contradict the author’s ideas.  Personal applications from the text also indicate learning and should be presented during the exam.  The Focus Questions located in each syllabus reinforce and guide the students toward further exploration of the 12 themes.

Please refer to the program document to determine the Lead Read book associated with this course.

**Academic Honesty**

As an institution committed to the Christian values of honesty and integrity, the University of Mary Hardin-Baylor expects all members of the learning community to commit themselves to high standards of academic integrity. Academic integrity is vital not only as we live out our Christian calling but also for our students’ success in their future vocations. To that end, students are expected to take responsibility for all the work they produce at the University and to ensure that it meets the University’s standards for academic integrity.

1. Written work should reflect the student’s own ideas and any use of others’ words, ideas, or patterns of thought should be appropriately quoted and/or cited.

• Plagiarism in any form is expressly prohibited.

• Failure to comply with the university’s copyright policy is expressly prohibited.

2. Students are responsible for understanding the instructor’s rules governing any particular piece of academic work and abiding by those rules. Any questions about persons or materials not authorized to be used on any particular assignment should be clarified before accessing those persons or materials.

• Submitting academic work produced with unauthorized assistance or materials is expressly prohibited. This may include assistance from fellow students, other faculty members, textbooks, notes, online resources, or commercial sources such as professional paper writers that are available for hire, or any other material that has not been authorized by the instructor for use.

• Papers (in whole or in part) or other work prepared for one course should not be submitted to meet the requirements of another course without express permission from the instructor.

3. Students assigned to collaborate in group projects should contribute their fair share of the work necessary to complete the project or notify the instructor of their failure to contribute.

4. Academic integrity requires that students be truthful in all their academic work.

• Falsifying research data, lab reports, or other academic work product is expressly prohibited.

• Students should refrain from disclosing the specific contents of any test, exam, or other required assignment to a student who will, or may, later be required to complete that same assignment.

• Students should refrain from soliciting or otherwise acquiring specific information about the contents of any test, exam, or other assignment that will, or may, be administered in the future.

5. As members of a learning community, we all have a responsibility to assure that all members have equal access to learning materials.

• Keeping, taking, intentionally misplacing or damaging library books, online files, laboratory equipment, or other academic resources in order to obtain an academic advantage over another student is expressly prohibited.

• Exhibiting behavior that disrupts the learning environment of the classroom deprives students of learning opportunities and may be grounds for expulsion from the class session. Students dismissed from a class for voluntary disruptions may be counted as absent for that class. Repeated incidents may be grounds for expulsion from the course.

6. Students taking online courses should be diligent to maintain the same standards of academic integrity for work performed off campus as for work performed in the classroom, the library, or other campus facilities. Online students should maintain strict privacy of their login identity and passwords.

7. The University’s standards of academic integrity go beyond the classroom to encompass all aspects of a student’s academic life.

• Falsifying an academic record, a degree plan, a prerequisite waiver, or any other official document is expressly prohibited.

• Students should not mislead any official of the University in order to secure a required form or otherwise obtain an academic advantage.

8. The University is a learning community in which participants are responsible for one another.

Assisting a student in any violation of the academic integrity standards is expressly prohibited. For example, providing or receiving unauthorized assistance, including (but not limited to) taking another student’s exam, providing answers to another student during a test, or contributing to another student’s written work without permission.

In furtherance of the mutual responsibility students share for academic integrity, students are expected to respond fully and candidly to any request from a University official for assistance in any investigation of violations of the University’s standards.

Failure to respond candidly and fully to such a request is a violation of the university’s standards.

This is not an exhaustive list and the university reserves the right to interpret and reasonably apply academic standards to individual situations.

A student who fails to meet these standards of academic integrity may receive a lower grade (including zero) on an assignment or a lower grade (including an "F" or "No Credit") for the course, as determined by the instructor. The penalty for academic

dishonesty may also include more severe penalties, up to expulsion from the University. Conduct which violates the student Code of Conduct may also be grounds for disciplinary action as described in the Student Handbook. For more information regarding academic integrity at UMHB, contact the Provost’s Office.

**Disabled Student Services and Accommodations:**

It is the student’s responsibility to request disability accommodations. If you require an accommodation for a disability, contact the UMHB Counseling, Testing & Health Services as early as possible in the term. The Course Catalog, Student Handbook and UMHB website provide more details regarding the process by which accommodation requests will be reviewed.

Accommodation & Student Assistance Program

Brandon Skaggs, Vice President for Student Life

UMHB Box 8437

900 College Street

Belton, Texas 76513

Office: (254) 295-4496

Fax: (254) 295-4196

Email: bskaggs@umhb.edu

**Assignments and Grading:**

|  |  |  |
| --- | --- | --- |
| Activity: | Value | Due |
| Problem Statements/Brainstorm Methods | 10% | 9/2/18 |
| SPSS Homework 1 | 10% | 9/30/18 |
| SPSS Homework 2 | 10% | 10/21/18 |
| Dissertation Chapter 3 Methodology | 20% | 10/14/18 |
| Peer Review | 10% | 10/21/18 |
| Mock Proposal (Edited Paper and Presentation) | 20% | 12/1/18 |
| SPSS / Qualitative Quiz | 20% | 12/1/18 |
| Total | 100% |  |

A = 90 to 100

B = 80 to 90

C = 70 to 80

F < 70

**Student Decorum**

Class attendance is viewed by the instructor as critically important and imperative to success in this course. Students are expected to be present at ALL class meetings. Each class day involves critical interaction, content, and activities that are not shared or assessed at any other time. Therefore, if a student is absent from one class day, this will result in reduction of the course grade. An alternative assignment may be offered in lieu of a grade reduction at the discretion of the professor. No credit can be earned in this course if the student is absent for more than one class.

If you are absent, you have a responsibility to submit work that is due for that class period by the due date. Additionally, you have a responsibility to inquire of other students in class for notes, materials, and assignments from classes you miss.

The learning environment involves an exchange of ideas and an exploration of concepts between faculty and students and a certain level of decorum facilitates that learning environment. In order to create an effective learning environment, students pledge to:

1. Come to class prepared. This includes careful reading of assignments, being prepared to participate in discussions and completing any assignments that are due.

2. Be attentive and responsive in class

3. Respect fellow students’ opinions and ideas

4. Contribute to the class by making topic-specific comments as appropriate

5. Offer critiques and alternative ideas in a non-condescending manner

6. Provide a fair share of work to group projects and team activities

Examples of disruptive behaviors to avoid include:

1. Talking, sleeping, or otherwise distracting members of the class

2. Using electronic devices in class without permission or in a manner that disrupts the class or other students

3. Exhibiting argumentative or attention-seeking behavior

4. Failing to show respect or act with civility

Late Work Policy – Doctoral students are expected to submit assignments in a timely manner. In extreme circumstances, late assignments may be accepted with a penalty of one letter grade or more.

**Schedule of Course Activities:**

The topical outline lists the topics to be covered in the course and a timeline for delivery. Timeline will include specific structure and targets for *pre-session and intersession*.

The schedule of activities is tentative and may be modified based on class need. Any changes to the schedule will be posted on LMS in advance and discussed in class before due dates. The content includes:

Dr. An Nguyen

**Part 1/Week 1**

Chapter 1: Thinking Like a Qualitative Researcher

Activity: Picture Response from a Researcher

Chapter 2: Building on Quantitative Research Knowledge to Implement Qualitative Research

Activity: Quant/Qual Continuum/Scale—Review Articles

Chapter 3: Making Your Qualitative Project Rigorous and Conceptually Interesting

Activity: Article Assessment for Uniqueness

Chapter 6: Using Philosophy and Theory in Qualitative Research

Activity: Article Evaluation

Chapter 7: Anticipating Ethical Issues

Activity: Ethical Dilemmas

Chapter 12: Scripting a Qualitative Purpose Statement and Research Questions

Activity: Identify Central Phenomenon, Participants, and Research Site in Purpose Statements; And Create/Refine your purpose statement

Chapter 13: Understanding the Process of Qualitative Data Collection

Activity: Developing a Data Collection Plan

Chapter 14: Conducting a Good Observation (No Activity)

Chapter 15: Designing and Administering an Interview Protocol

Activity: Developing an Interview Protocol

**Intersession Assignments:**

1. Read chapters 18, 21, 22, 23, and 30 from the 30 Essential Skills text (Creswell, 2016)
2. In alignment with your topic and purpose statement, conduct an interview (recorded) using the protocol developed, and transcribe the interview in a Word document.
3. Create an 3-5 question open-ended survey within your identified topic. When we return, you will use Qualtrics to build your survey for online collection.

**Part 2/Week 2**

Chapter 18: Coding Text Data

Activity: Coding Interview Transcript Text Data

Chapter 21: Using a Computer Software Program for Data Analysis

Activity: Creating Qualtrics Qualitative Survey & Using Excel for Data Analysis

Chapter 22: Implementing Validity Checks

Activity: Developing a Validity Procedure

Chapter 23: Conducting Intercoder Agreement

Activity: Intercoder Reliability Check Using Interview Transcript Text Data

Chapter 30: Introducing Qualitative Designs

Activity: Designing Three Research Approaches from Five Types of Qualitative Designs

**Dr. Baggett**

**Session 1:**

**Diez et al. (2019), Chs. 1-2**

**Introduction to Data**

**Summarizing Data**

**Intersession: Cronk (2018), Chs. 1-4**

**Session 2:**

**Diez et al. (2019), Chs. 4-8**

**Distributiojns of Random Variables**

**Foundations for Numerical and Categorical Inference**

**Introduction to Correlation and Linear Regression**

**Intersession: Cronk (2018), Chs. 5-7**

**Additional Optional Readings/Resources**

Graduate students should access databases and websites that provide up-to-date articles, legislation, and research data related to their field of study and career pursuits. The UMHB Townsend Memorial Library (254-295-4637) can provide information regarding databases and websites, as well as access information.