



Course Syllabus: Applied Research  
College of Education  
EDUC 6753 X 11  
Fall 2025

Contact Information

Instructor: Dr. Emily Reeves Fyfe

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[Click here to enter text.](#)

Instructor Response Policy

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

Textbook & Instructional Materials

Creswell, J. W., & Creswell, J. D. (2022). *Research design qualitative, quantitative, and mixed methods approaches*. SAGE.

You will also be required to use the Student Resources Website for videos. This is a free website that comes with your book:

<https://edge.sagepub.com/creswellrd6e>

I will also provide additional material throughout the semester.

Course Description

Exact catalog description. "Practical application of quantitative and qualitative research theory and methodology leading to the completion of a formal report of original empirical research (file paper)."

Prerequisites: Score of 3.5 on GRE Analytical Writing Section or 4.0 on the Criterion On-Line Writing Evaluation, and 18 graduate hours to include EDUC 5053.

## Course Objectives/Learning Outcomes/Course Competencies

### **Objectives and Outcomes:**

1. Students can identify a researchable problem in their professional practice; then design, and implement an action research project to improve their practice.
2. Students understand and design informed consent to protect human subjects.
3. Students can analyze their data and derive empirical findings that inform their practice.
4. Students can effectively use APA (7<sup>th</sup> Edition) to format their research paper and bibliographic guide.

### **Dispositions**

1. Students will apply sound theory and methodology in research design.
2. As reflective practitioners, students will make professional decisions based on empirical data and sound scientific research.
3. Students will understand and protect the rights of participants involved in research. Students will be critical and scholarly in their use of published research to define issues and resolve problems in education.

### **Standards and Assessment**

Content and methodological standards for this course are held by West College of Education, American Educational Research Association, and the Midwestern State University Graduate Catalog. Ethical standards are those required by HSRC/OHRP. Manuscript style is set by the *Publication Manual* of the American Psychological Association, 7<sup>th</sup> Edition. The primary measure of those standards is the student's written research report.

### Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## Grading/Assessment

### Course Grade

Table 1: Points allocated to each assignment –

| Assignments     | Points |
|-----------------|--------|
| Discussions (7) | 35     |
| Final Paper     | 30     |
| Drafts (4)      | 20     |
| Reflections     | 15     |
| Total Points    | 100    |

Table 2: Total points for final grade.

| Grade | Points       |
|-------|--------------|
| A     | 90           |
| B     | 80 to 89     |
| C     | 70 to 79     |
| D     | 60 to 69     |
| F     | Less than 60 |

### **Paper Requirements by discipline**

You will get your topic approved by the professor.

### **CITI IRB Training Certificate:**

It is mandatory for all students to complete or renew the online preparatory course from CITI. You are required to produce the certificate before you apply for Human Subjects Approval.

### **Human Subjects – Blanket IRB:**

It is strongly suggested that you select a research project that will be covered under a Blanket IRB – this is critical to your success. Please stay on track with your calendar and work with your instructor to make sure you have a plan.

### **Assessments:**

For each discussion, your initial post is due Wednesday at 11:30 pm and your peer posts are due Sunday at 11:59 pm. Set up a system for yourself. If you miss a discussion, you will not receive credit. These are learning opportunities that will support you throughout your research.

All the assignments are due in drop box before 11:59 pm on Sundays. Please

make sure to submit them before the deadline because dropbox is set up not to allow late submissions. I will not accept the assignments in any other form (email attachments, hard copies, and so on...). Each assignment is a component of your final paper and by submitting the assignments on time, you are not only keeping yourself on track to complete your research but also being given the opportunity for feedback before you submit the section in your final paper.

#### Extra Credit

SI do not give extra credit.

#### Late Work

Unless you have specially rescheduled out to me with a plan, I will not accept late work.

#### Important Dates

Last day for term schedule changes: [Academic Calendar](#).

Deadline to file for graduation: [Academic Calendar](#).

Last Day to drop with a grade of "W:" [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

#### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

## College Policies

### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination

or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213

[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

#### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

#### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

#### Course Schedule

| Module | Date (Monday - Sunday unless noted) | Content  | Everything is due Sunday at 11:59 PM   |
|--------|-------------------------------------|--|--|
| 1      | August 25                           | Introduction and Literature Review Chapters 1 <u>and</u> 2 | <i>Chapters 1 &amp; 2 Discussions</i> <ul style="list-style-type: none"> <li>• <u>Initial discussion posts</u>: <b>Wednesday by midnight</b></li> <li>• Peer posts: <b>Sunday by midnight</b></li> </ul>                   |
| 2      | September 3 (Tuesday)               | Introduction and Literature Review Chapters 3 <u>and</u> 4 | <i>Chapters 3 &amp; 4 Discussions</i> <ul style="list-style-type: none"> <li>• <u>Initial discussion posts</u>: <b>Wednesday by midnight</b></li> <li>• Peer posts: <b>Sunday by midnight</b></li> </ul>                   |
| 3      | September 8                         | Introduction and Literature Review Chapters 5 <u>and</u> 6 | <i>Chapters 5 &amp; 6 Discussions</i> <ul style="list-style-type: none"> <li>• <u>Initial discussion posts</u>: <b>Wednesday by midnight</b></li> <li>• Peer posts: <b>Sunday by midnight</b></li> </ul><br><b>Draft 1</b> |

|    |              |   |  |
|----|--------------|---|--|
| 4  | September 15 | Methodology<br>Chapter 7 <u>and</u><br>Chapter 8, 9, or<br>10<br>depending on your<br>selected method | <i>Chapter 7 Discussion</i> <ul style="list-style-type: none"> <li>• <u>Initial discussion posts</u>: <b>Wednesday by midnight</b></li> <li>• Peer posts: <b>Sunday by midnight</b></li> </ul> <b>Reflection 1</b> |
| 5  | September 22 | Methodology<br>Chapter 8, 9, or<br>10<br>depending on your<br>selected method                         | <b>Draft 2</b>   |
| 6  | September 29 | Data<br>Collection/Analysis<br>Chapter 8, 9, or<br>10<br>depending on your<br>selected method         | <b>CITI IRB Training Certificate</b><br><b>Blanket IRB</b>   |
| 7  | October 6    | Chapter 8, 9, or<br>10<br>depending on your<br>selected method  | <b>I am happy to phone or video conference as requested by text.</b>   |
| 8  | October 13   | Chapter 8, 9, or<br>10<br>depending on your<br>selected method  | <b>I am happy to phone or video conference as requested by text.</b>   |
| 9  | October 20   | Chapter 8, 9, or<br>10<br>depending on your<br>selected method  | <b>Reflection 2</b>  |
| 10 | October 27   | Chapter 8, 9, or<br>10<br>depending on your<br>selected method  | <b>I am happy to phone or video conference as requested by text.</b>   |
| 11 | November 3   | Chapter 8, 9, or<br>10<br>depending on your<br>selected method  | <b>Draft 3</b>   |
| 12 | November 10  | Chapter 8, 9, or<br>10  |  |



|  |             |                                   |  |
|--|-------------|-----------------------------------|--|
|  |             | depending on your selected method | <b>I am happy to phone or video conference as requested by text.</b>   |
| 13   | November 17 | Discussion                        | <b>Draft 4</b><br>*This is a short week because of the break however, I will accept your work until November 30. |
| November 24-28 Thanksgiving Break                        |             |                                   |  |
| 14/15  | December 1  |                                   | <b>Final Research Paper Reflection 3</b><br><b>***Nothing will be accepted after December 7</b>                  |
| December 5 – Last day of Classes - I do not give finals. |             |                                   |  |

## **References/Scientifically-Based Research/Additional Readings:**

- American Psychological Association. (2019). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.
- Collaborative Institutional Training Initiative (CITI Program). (2021). Research, Ethics, and Compliance Training: CITI Program. <https://About.Citiprogram.Org/>. <https://about.citiprogram.org/en/homepage/>
- Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research. Sage publications.
- Creswell, J. W. (2014). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (5th ed.). Pearson.
- Creswell, J. W. (1999). Mixed-method research: Introduction and application. In Handbook of educational policy (pp. 455-472). Academic Press.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications, Inc.
- Huck, S. W. (2011). Reading Statistics and Research (6th ed.). Pearson.
- Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. Revised and Expanded from "Case Study Research in Education.". Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104. 10
- Patton, M. Q. (2014). Qualitative research & evaluation methods: Integrating theory and practice. Sage publications.
- Salkind, N. J., & Frey, B. B. (2019). Statistics for People Who (Think They) Hate Statistics (7th ed.). SAGE Publications, Inc.