

Murray State University

DEPARTMENT: EARLY CHILDHOOD & ELEMENTARY EDUCATION

COURSE PREFIX: EDU COURSE NUMBER: 798 CREDIT HOURS: 3

I. TITLE: Specialty Study

II. COURSE DESCRIPTION AND PREREQUISITE(S): Selection of a problem, collection of data, and interpretation of data in preparation for writing a research paper.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and Interstate New Teacher Assessment and Support Consortium (InTASC) addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify the overall structure and process related to the creation and defense of a specialty study (KTS 1, 8; InTASC 4, 6, 9, 10),
- B. identify and evaluate a research problem related to teaching and learning (KTS 1,5,7; InTASC 4,6,9,10),
- C. utilize library resources to investigate the problem (KTS 1; InTASC 4,9),
- D. apply APA style in the creation of a bibliography (KTS 1; InTASC 4,9),
- E. develop a literature review (KTS 1; InTASC 4,5,9),
- F. synthesize an introduction of the problem with the literature review (KTS 1,7; InTASC 4,5,9),
- G. develop an appropriate methodology (KTS 1,5,7; InTASC 4,6,9),
- H. comply with all institutional policies regarding human subjects research (KTS 1; InTASC 4,6,9),
- I. collect data in a manner consistent with ethical and practical considerations (KTS 1, 5; InTASC 4,6,9),
- J. analyze the data in a manner appropriate for the approved design (KTS 1,5,7; InTASC 4,6,9),
- K. develop conclusions based upon the analysis (KTS 5,7; InTASC 6,9),
- L. represent all data and findings in a manner consistent with APA guidelines (KTS 5, 6,7; InTASC 4,6,9), and
- M. defend the study before a committee (KTS 1, 6, 7, 9,10 ; InTASC 4,6,9,10).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on policies, standards, and issues concerning the problem being investigated.

The CAEP/EPBSB theme of assessment and gap closure are addressed as the candidate empirically investigates a research problem related to teaching and learning.

IV. CONTENT OUTLINE:

Developed individually for each student based upon the topic and student's needs.

V. INSTRUCTIONAL ACTIVITIES:

Discussion and written feedback of the Ed.S. study chapters

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students are required to collect and analyze human subjects data, after having their topic and procedures approved by the IRB (where appropriate)

VII. TEXT(S) AND RESOURCES:

Students will utilize the MSU library holdings and instructor-provided resources
APA style manual (current edition)

VIII. EVALUATION AND GRADING PROCEDURES:

This is a pass/fail course. Successful completion of this course depends upon when the Ed.S. study is completed and defended with the student's Ed.S. committee. "R" grades will be given for those who fail to complete the course within one semester. The grading policy specified in the Graduate Bulletin will followed for those students obtaining the R grade.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION:

Students enrolled in this course should understand that the specialty study is writing intensive and takes a considerable amount of time and effort—only rarely is completed in one semester. The reasons for this is that the study is empirical (requires collection of human subjects data from people or archives), requires statistical analyses, requires several rounds of editing from the faculty member, and requires substantial formatting. Typically, the instructor meets face to face with the student to outline the study, followed by electronic communication for edits and feedback. Ideally, turn-around time is less than one week, although this varies depending upon the semester. Lastly, it is important to understand that the study must be defended, finalized, and signed by all committee members and other administrators on campus at least three weeks before expected graduation.