

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (Subject and Number)	LEAD 782
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Wade Fish and Linnea Rademaker
2	Course Instructor	Wade Fish or Linnea Rademaker
3	Course Title	Research Methodology and Design
4	Course Abbreviation for Banner if title is more than 30 characters	Research Methods
5	College	College of Graduate and Professional Studies
6	Department or School	School of Education Leadership
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	Students will explore research methodologies that can be used to address research problems of practice. Within specific methodologies, students will learn of specific designs and how to structure research questions that reflect those designs. Students will work to integrate knowledge into decision-making about methodologies and designs within alignment-case studies.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	LEAD 714, 711, 701
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Spring 1 2022
24	Is this course required for a degree/s?	☐ No - only for program concentration

		☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course. EdD Program Map – 2021/2022 Catalog Year
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

Lead 782 will replace Lead 721, reducing the hours of Foundational Courses to 18 and increasing the Research Course hours to 21. The total Major Hours will remain the same at 60.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The Ed.D. program is now into its 6th year and it apparent to the Ed.D. faculty that our students require more instruction in research methods to adequately prepare them to conduct original research and write dissertations. LEAD 782 will be offered early in the program as a prerequisite to LEAD 784: Qualitative and Action Research Methods and LEAD 786: Qualitative Analysis.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Students enrolled in this course will be Ed.D. students. This course requires knowledge accumulated from the first three courses in the Ed.D program (714, 711, 701).

2. State the overarching course goal(s) in performance terms.

By the end of this course, students will be able to:

Module 1

Identify a research topic through the identification of a research gap and problem that is justified through previous scholarly literature

Align a research question based upon an identified research gap justified through previous literature

Reflect ethical implications of research that affects stakeholders, and is often collaborative in nature

Module 2

Understand the function of and how to align hypotheses statements with quantitative methodology research questions

Recognize how to identify and understand the appropriateness of continuous and categorical variables to align with research questions

Demonstrate the differences and understand the appropriateness of descriptive and inferential statistics.

Explain the importance of probability sampling towards the selection of an appropriate sample from a population.

Module 3

Explain how experimental and non-experimental designs are appropriate to explore particular research questions

Connect appropriate quantitative analyses to conduct different types of experimental and non-experimental designs

Explain the criteria to evaluate quantitative research and the influence of a parametric and/or non-parametric analysis approach

Module 4

Explore the nature of qualitative research design, action research and community-based participatory approaches

Identify the potential barriers to such approaches

Connect the benefits of such approaches to leadership and change management in your context and in other contexts

Module 5

Explore the differences between case study designs, basic qualitative designs, and other qualitative approaches

Connect how Research Questions are derived from research purpose and research design (intersectionally)

Apply how data collection helps to answer overall research questions

Recognize the differences between research questions and interview questions

Module 6

Identify various types of evaluation--program evaluation, organizational evaluation--and the importance of each to strong leadership

Articulate the importance of evaluation capacity building to organizational success and organizational change

Connect evaluation approaches with data collection methods

Discuss the importance of positionality, and power constructs in utilizing evaluation results

Module 7

Explore the connection between problems of practice and research methodology and design choice

Demonstrate the connection between rigorous research and fulfilling their vocation

B. Student Learning Outcomes and Measurements

Course Curriculum Mapping

Week	Course Level Objectives	Outcome Measures [List specific deliverable EX: Assignment: <title>, Discussion Question: <title>]	Aligned Student Learning Outcomes [#. #]
1	Identify a research topic through the identification of a research gap and problem that is justified through previous scholarly literature	Discussion: Thinking Through Research Topics and Contexts Assignment: Scholarly Article Connection	4.1 4.2
	Align a research question based upon an identified research gap justified through previous literature	Assignment: Scholarly Article Connection	4.1 4.2
	Reflect ethical implications of research that affects stakeholders, and is often collaborative in nature	Discussion: Thinking Through Research Topics and Contexts Assignment: Scholarly Article Connection	2.1 3.2
2	Understand the function of and how to align hypotheses statements with quantitative methodology research questions	Discussion: Research Questions and Hypotheses Statements	4.1 4.2
	Recognize how to identify and understand the appropriateness of continuous and categorical variables to align with research questions	Discussion: Research Questions and Hypotheses Statements	4.1 4.2
	Demonstrate the differences and understand the appropriateness of descriptive and inferential statistics.	Assignment: Quantitative Non-Experimental Scholarly Journal Article Review	4.1 4.2

	Explain the importance of probability sampling towards the selection of an appropriate sample from a population.	Assignment: Quantitative Non-Experimental Scholarly Journal Article Review	4.1 4.2
3	Explain how experimental and non-experimental designs are appropriate to explore particular research questions	Assignment: Quantitative Experimental Scholarly Journal Article Review	4.1 4.2
	Connect appropriate quantitative analyses to conduct different types of experimental and non-experimental designs	Assignment: Quantitative Experimental Scholarly Journal Article Review	4.1 4.2
	Explain the criteria to evaluate quantitative research and the influence of a parametric and/or non-parametric analysis approach	Discussion: Parametric vs. Non-Parametric Statistics	4.1 4.2
4	Explore the nature of qualitative research design, action research and community-based participatory approaches	Discussion: Action Research and Community-based participatory approaches in qualitative research: strengths and challenges in context Assignment: Identifying action research/participatory research problems and purposes	4.1 4.2
	Identify the potential barriers to such approaches	Discussion: Action Research and Community-based participatory approaches in qualitative research: strengths and challenges in context Assignment: Identifying action research/participatory research problems and purposes	2.1 2.2
	Connect the benefits of such approaches to leadership and change management in your context and in other contexts	Assignment: Identifying action research/participatory research problems and purposes	2.1 2.2

5	Explore the differences between case study designs, basic qualitative designs, and other qualitative approaches	Discussion: Case Study Design Assignment: Basic qualitative descriptive research vs. phenomenological research	2.1 2.2 4.1 4.2
	Connect how Research Questions are derived from research purpose and research design (intersectionally)	Discussion: Case Study Design	3.1 3.2 4.1 4.2
	Apply how data collection helps to answer overall research questions	Assignment: Basic qualitative descriptive research vs. phenomenological research	4.1 4.2
	Recognize the differences between research questions and interview questions	Discussion: Case Study Design Assignment: Basic qualitative descriptive research vs. phenomenological research	4.1 4.2
6	Identify various types of evaluation--program evaluation, organizational evaluation--and the importance of each to strong leadership	Assignment: Evaluation in Context	2.1 2.2 3.2 4.1 4.2
	Articulate the importance of evaluation capacity building to organizational success and organizational change	Discussion: Exploring Evaluation Capacity Building	2.1 3.1 3.2
	Connect evaluation approaches with with data collection methods	Assignment: Evaluation in Context	4.1 4.2
	Discuss the importance of positionality, and power constructs in utilizing evaluation results	Discussion: Exploring Evaluation Capacity Building	2.1 2.2 3.1 3.2 4.1 4.2

7	Explore the connection between problems of practice and research methodology and design choice	Assignment: Connecting research questions to research methodology and design	4.1 4.2
	Demonstrate the connection between rigorous research and fulfilling their vocation	Discussion: Evaluating research results in real-world contexts	2.1 3.2 4.2

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required Textbooks:

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 9781433832161
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory approaches. Guilford. ISBN: 9781462514380

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes. Previously approved. See March 2020 Academic Council docs
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.

6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

LEAD 782: Research Methodology and Design

2021 Section LEAD 782 3 Credits 10/14/2019 to 10/14/2020 Modified 09/14/2021

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Integration of Christian Faith

Leadership is a calling. For this reason, ACU's Ed.D. program embraces the Christian term vocation as a unifying concept that both distinguishes and enlivens the student's experience. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance.

Course Description

In this course, students will explore research methodologies that can be used to address research problems of practice. Within

specific methodologies, students will learn of specific designs and how to structure research questions that reflect those designs. Students will work to integrate knowledge into decision-making about methodologies and designs within alignment-case studies.

Program and Student Learning Outcomes

PLO 2: Leading in Learning and Development: *Graduates will create, interpret, and administer practices that contribute to learning and human flourishing in organizational contexts.*

- SLO 2.1: Learners will assess and engage others to reach organizational outcomes.
- SLO 2.2: Learners will creatively use resources to lead and complete organizational initiatives.

PO #3: Leading in Collaboration and Communication: *Graduates will build shared understanding and quality professional and personal relationships through available communication channels.*

- SLO #3.3: Learners will utilize effective communication strategies to promote productive and mutually beneficial relationships.
- SLO #3.4: Learners will implement collectively designed and organizationally beneficial change.

PO #4: Leading in Applying Research Evidence to Practice and in Organizational Assessment: *Graduates will demonstrate an understanding of data, information, and empirical evidence and will apply organizational assessment strategies to their organizational contexts.*

- SLO #4.1: Learners will identify and describe evidence-based practice techniques appropriate for their organizational contexts.
- SLO #4.2: Learners will seek to incorporate and promote methods of quantitative and qualitative research and data analysis to improve practice in organizational contexts.

Week	Course Level Objectives	Outcome Measures	Aligned Student Learning Outcomes
1	Identify a research topic through the identification of a research gap and problem that is justified through previous scholarly literature	Discussion: Thinking Through Research Topics and Contexts Assignment: Scholarly Article Connection	2.1, 3.4, 4.1, 4.2
	Align a research question based upon an identified research gap justified through previous literature	Assignment: Scholarly Article Connection	2.1, 3.4, 4.1, 4.2
	Reflect ethical implications of research that affects stakeholders, and is often collaborative in nature	Discussion: Thinking Through Research Topics and Contexts Assignment: Scholarly Article Connection	2.1, 3.4, 4.1, 4.2
2	Understand the function of and how to align hypotheses statements with quantitative methodology research questions	Discussion: Research Questions and Hypotheses Statements	4.1, 4.2
	Recognize how to identify and understand the appropriateness of continuous and categorical variables to align with research questions	Discussion: Research Questions and Hypotheses Statements	4.1, 4.2
	Demonstrate the differences and understand the appropriateness of descriptive and inferential statistics.	Assignment: Quantitative Non-Experimental Scholarly Journal Article Review	4.1, 4.2
	Explain the importance of probability sampling towards the selection of an appropriate sample from a population.	Assignment: Quantitative Non-Experimental Scholarly Journal Article Review	4.1, 4.2

3	Explain how experimental and non-experimental designs are appropriate to explore particular research questions	Assignment: Quantitative Experimental Scholarly Journal Article Review	4.1, 4.2
	Connect appropriate quantitative analyses to conduct different types of experimental and non-experimental designs	Assignment: Quantitative Experimental Scholarly Journal Article Review	4.1, 4.2
	Explain the criteria to evaluate quantitative research and the influence of a parametric and/or non-parametric analysis approach	Discussion: Parametric vs. Non-Parametric Statistics	4.1, 4.2
4	Explore the nature of qualitative research design, action research and community-based participatory approaches	Discussion: Action Research and Community-based Participatory Approaches Assignment: Identifying action research/participatory research problems and purposes	2.1, 2.2, 3.3
	Identify the potential barriers to such approaches	Discussion: Action Research and Community-based Participatory Approaches Assignment: Identifying action research/participatory research problems and purposes	2.1, 2.2, 3.3
	Connect the benefits of such approaches to leadership and change management in your context and in other contexts	Assignment: Identifying action research/participatory research problems and purposes	2.1, 2.2, 3.3
5	Explore the differences between case study designs, basic qualitative designs, and other qualitative approaches	Discussion: Case Study Design Assignment: Basic qualitative descriptive research vs. phenomenological research	2.1, 2.2, 3.3, 3.4, 4.1, 4.2
	Apply case study characteristics to provided examples.	Discussion: Case Study Design	2.1, 2.2, 3.3, 3.4, 4.2
	Connect how Research Questions are derived from research purpose and research design (intersectionally)	Assignment: Basic qualitative descriptive research vs. phenomenological research	2.2, 3.4, 4.1, 4.2
	Apply how data collection helps to answer overall research questions	Discussion: Case Study Design Assignment: Basic qualitative descriptive research vs. phenomenological research	2.1, 2.2, 3.3, 3.4, 4.1, 4.2
6	Identify various types of evaluation--program evaluation, organizational evaluation--and the importance of each to strong leadership	Assignment: Evaluation in Context	2.1 , 4.1, 4.2
	Articulate the importance of evaluation capacity building to organizational success and organizational change	Discussion: Exploring Evaluation Capacity Building	2.1, 2.2, 3.3, 3.4
	Connect evaluation approaches with with data collection methods	Assignment: Evaluation in Context	2.1, 4.1, 4.2

	Discuss the importance of positionality, and power constructs in utilizing evaluation results	Discussion: Exploring Evaluation Capacity Building	2.1, 2.2, 3.3, 3.4
7	Explore the connection between problems of practice and research methodology and design choice	Assignment: Connecting research questions to research methodology and design	4.1, 4.2
	Demonstrate the connection between rigorous research and fulfilling their vocation	Discussion: Evaluating research results in real-world contexts	2.1, 2.2, 4.1, 4.2

Course Materials

- American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. ISBN: 9781433832161
- Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory approaches. Guilford. ISBN: 9781462514380

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week and post on multiple days within the module. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59 pm CST. You are also expected to respond to at least 2 of your classmates' postings for each discussion question. No late posting will be accepted.

Scholarly Article Connection

This assignment demonstrates the connection between a research problem, purpose of study, and research questions that guide recommendations for further study.

Quantitative Non-Experimental Scholarly Journal Article Review

This assignment investigates how scholarly researchers align a quantitative methodology analysis approach to their purpose of study and research questions, use sampling procedures to collect data and report descriptive and inferential statistics.

Quantitative Experimental Scholarly Journal Article Review

This assignment investigates how scholarly researchers present a quantitative methodology experimental study.

Identifying action research/participatory research problems and purposes

The assignment explores published, peer-reviewed research that are examples of action research or community-based participatory research, and connects the author's (or authors') identified problem and purpose with the chosen research design.

Basic qualitative descriptive research vs. phenomenological research

This assignment explores the nature of a basic descriptive design, and of a phenomenological design to see which might work for them in their setting.

Evaluation in context

This assignment explores evaluation types and determines what type of data is required of each type of evaluation. It further explores the implications for evaluation questions.

Connecting research questions to research methodology and design

This assignment connects the work completed in previous weeks and identifies the needed linkage between research questions and implied research methodology and design.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html) (<https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html>), where you may find detailed information regarding what constitutes academic dishonesty and resultant

disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Addressing Questions about Your Course and Your Course Performance within the EdD Course Coordinator Model: Student Expectations

The Instructor is the first person to contact for questions about academic issues.

Students are expected to contact their Instructor for questions related to academic content including interpretation of assignment instructions, questions about feedback, or any other academic issues.

After having contacted the Instructor, if a concern is still unresolved, the Instructor will initiate a consultation with the Course Coordinator.

In courses running more than one section, the Course Coordinator oversees and manages all sections of the course. The Course Coordinator is a full or adjunct faculty member who has taught the course several times and is well versed in the academic content and the Student Learning Outcomes of the course.

If the matter is still unresolved or if the Instructor is also the Course Coordinator, the Ed.D. Program Director will be consulted.

Issues often arise from misunderstandings or varying interpretations and are best resolved at the lowest level, between the student and instructor. The Instructor is the first person to contact for questions about academic issues.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>)

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

Points Per Assignment

Deliverable	Week	Type	Points
Thinking Through Research Topics and Contexts	1	Discussion	5
Scholarly Article Connection	1	Assignment	5
Research Questions and Hypotheses Statements	2	Discussion	5
Quantitative Non-Experimental Scholarly Journal Article Review	2	Assignment	10
Parametric vs. Non-Parametric Statistics	3	Discussion	5
Quantitative Experimental Scholarly Journal Article Review	3	Assignment	10
Action Research and Community-based Participatory Approaches	4	Discussion	5
Identifying action research/participatory research problems and purposes	4	Assignment	10
Case Study Design	5	Discussion	5
Basic qualitative descriptive research vs. phenomenological research	5	Assignment	10
Exploring Evaluation Capacity Building	6	Discussion	5
Evaluation in Context	6	Assignment	10
Evaluating research results in real-world contexts	7	Discussion	5
Connecting research questions to research methodology and design	7	Assignment	10
		Total Points	100

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)



In March 2020, the Academic Council approved a change in the Ed.D. core curriculum to add another research course, LEAD 782: Research Methodology and Design. This request was based on the Ed.D. faculty's determination that students would benefit from an additional research course to prepare them to conduct original research and write their dissertations. (See March 16, 2020, Academic Council documents)

LEAD 782 has now been completed and is tentatively slated to begin running in Spring 2022. It will be offered early in the program as a prerequisite to LEAD 784: Qualitative and Action Research Methods and LEAD 786: Qualitative Analysis. Both LEAD 784 and LEAD 786 will undergo minor modifications to align the courses.

Total program hours are unaffected and remain at 60, as LEAD 782 replaces LEAD 721: Contemporary Issues in Organizational Leadership. Certain elements of LEAD 721 will be incorporated into LEAD 711: Theories and Practices of Effective Leadership and other leadership courses. Ed.D. Student Learning Outcomes (SLO) remain unchanged and are addressed in multiple courses including LEAD 782.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: August 2, 2021
TO: Dr. Karen Maxwell
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 782 – Research Methodology and Design

After reviewing the syllabus and course application, the library can adequately support the proposed course. Please contact your library liaison, Dr. Melissa Atkinson (melissa.atkinson@acu.edu), if additional resources are needed to support the course. Thank you for letting us examine the course syllabus and application.

ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

M E M O R A N D U M

DATE: August 10, 2021
TO: Dr. Karen Maxwell, Program Director for Doctor of Education in
Organizational Leadership
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: Course Application for LEAD 782: Research Methodology and Design

After reviewing the course application and syllabus, Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is able to support the proposed course. Please let the DCS team know if additional instructional design support is required for the course. Thank you for letting us review the course application and syllabus.

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: LEAD 782

Highlight the item that corresponds to the requested change.

		Program	Dean	College Academic	Provost	President
	Change to a Course					
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

		Program	Dean	College Academic	Provost	President	Board of Trustees
	Change to a Degree Plan						
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

		Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
	Change to Undergraduate University Requirements								
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

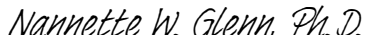

Karen Maxwell (Sep 15, 2021 16:29 CDT)

Sep 15, 2021

Karen Maxwell

Date

Dean(s)


Nannette W. Glenn, Ph.D. (Sep 15, 2021 16:50 CDT)

Sep 15, 2021

Nannette Glenn

Date

College Academic Council

Joey Halbert

Date

University General Education Council

N/A

Chair's signature

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

Phil Schubert

Date