

**CHAMINADE UNIVERSITY OF HONOLULU**  
**M.ED. COURSE SYLLABUS**  
**EDUC 791 Action Research Proposal**  
**Summer Graduate Program Online 2015**  
**July 7, 2015 – Sept 12, 2015**  
EDUC 791-90-3: Action Research Proposal  
3 credits, online

<b>TITLE:</b>	<b>CHAMINADE UNIVERSITY OF HONOLULU</b> <b>M.ED. COURSE SYLLABUS</b> <b>EDUC 791 Action Research Proposal</b> <b>Summer Online 2015</b> EDUC 791-90-3—Action Research Proposal -- 3 credits, online
<b>INSTRUCTOR:</b>	Dr. Chris Cavanaugh, EdD, SPHR, CPT, ACC President and Executive Consultant, Pathseekers II, Inc. (University) <a href="mailto:christine.cavanaugh@adjunct.chaminade.edu">christine.cavanaugh@adjunct.chaminade.edu</a> (Home) <a href="mailto:Pathseekers2@yahoo.com">Pathseekers2@yahoo.com</a> Chapel Hill NC and Washington DC
<b>OFFICE HOURS:</b>	By Appointment via Conference Call (please email to the following emails for an appointment) (University) <a href="mailto:christine.cavanaugh@adjunct.chaminade.edu">christine.cavanaugh@adjunct.chaminade.edu</a> (Home) <a href="mailto:Pathseekers2@yahoo.com">Pathseekers2@yahoo.com</a>
<b>TIME and LOCATION:</b>	Online via eCollege
<b>TEXTBOOKS:</b>	Required (Available in Book Store and Online): Book Title: <b>All You Need to Know About Action Research</b> , AUTHOR(S): Jean McNiff & A Jack Whitehead ( ISBN #: ISBN-10: 085702583X   ISBN-13: 978-0857025838)  <b>Additional Recommended Resources</b> (Check in Book Store/Online and in Library): - <b>Handling Qualitative Data</b> , Lynn Richards, ISBN # 978-1848602182, Sage Publications, 2nd ed - <b>The Sage Dictionary of Social Research Methods</b> , Victor Jupp, ISBN # 978-0761962984, Sage Publications, 1st edition - <b>Teacher as Reflective Practitioner and Action Researcher</b> , R.D. Parsons and K.S. Brown, ISBN #9780534557119, Wadsworth Thomson Learning, 1st edition - <b>Action Research: A Guide for the Teacher Researcher</b> (to include MyEducationLab and access code), G.E. Mills, ISBN # 9780138020217, Pearson Education, Inc., 4th edition <b>Also recommended from previous courses:</b> - <b>American Psychological Association</b> . (2010). <i>Publication manual of the American Psychological Association</i> . (6th ed.). Washington, DC. - <b>Educational research in an age of accountability</b> . Slavin, R (2007). Boston, MA: Pearson Ed.
<b>LIVETEXT:</b>	Submission of your final paper (as part of EDUC793) may require a LiveText account. Login to LiveText at <a href="http://www.livetext.com">www.livetext.com</a> If you do not have a LiveText account, contact the Education Division. For technical assistance with LiveText, contact <a href="mailto:support@livetext.com">support@livetext.com</a> Expect a 24-hour response time.
<b>eCOLLEGE:</b>	Your “online classroom” is eCollege! Go to: <a href="http://chaminade.ecollege.com/">http://chaminade.ecollege.com/</a> User ID: 7-digit CUH student number Password: Last 4 digits of your SSN Click on the Academics PSH Tab at the upper left (under the Chaminade logo). For technical questions: Contact the Chaminade eCollege helpdesk at <a href="mailto:helpdesk@chaminade.ecollege.com">helpdesk@chaminade.ecollege.com</a> , or call (866) 647-0654.
<b>CATALOG DESCRIPTION:</b>	In this course, practitioners will write a proposal for an action research project, conduct a small pilot project, and collect baseline data in preparation for completing an action research project. PREREQ: ED703

<p><b>MAJOR COURSE TOPICS</b> <i>(Big Ideas and Essential Question)</i></p>	<ol style="list-style-type: none"> <li>1. Action research supports the practitioner’s development as a change agent in instructional settings.</li> <li>2. Action research is a means of identifying the source of educational problems and evaluating solutions, leading to improved student achievement.</li> <li>3. Engaging in critical reflection enables practitioners to identify their strengths and needed areas of improvement, thus supporting the development of best practices in education.</li> </ol> <p><b>Essential Question:</b> How can educators apply the principles of scientific inquiry to everyday problem solving and decision making?</p>	
<p><b>CONCEPTUAL FRAMEWORK</b></p>	<p>The Education Division’s Conceptual Framework is based upon a set of beliefs that flow from the University’s vision and mission statements, the Division’s vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.</p> <p>The Education Division’s mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.</p>	
<p><b>PROGRAM LEARNING OUTCOMES (PLO):</b></p>	<p><i>The Education Division’s mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders.</i></p> <p><b>Upon completion the successful graduate will:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (<b>REFLECTIVE PRACTICE</b>);</li> <li>2. differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (<b>THEORY</b>);</li> <li>3. apply research-based practice characterized by caring, mutual respect for diverse populations (<b>DIVERSITY</b>);</li> <li>4. design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (<b>DESIGN</b>);</li> <li>5. critique and analyze academic literature and research methodologies (<b>SCHOLARSHIP</b>) ;</li> <li>6. demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (<b>COMMUNICATION</b>) ;and</li> <li>7. demonstrate ability to engage in and facilitate academic and professional dialogue within a community of learners (<b>LEADERSHIP</b>).</li> </ol>	
<p><b>COURSE LEARNING OUTCOMES:</b></p>	<p style="text-align: center;"><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Explain the steps and processes of action research (PLO 5)</li> <li>2. Engage in critical reflection to change and improve various aspects of practice (PLO 1)</li> <li>3. Identify the relevant research designs for a particular action research project (PLO 4)</li> <li>4. Develop necessary procedures, instruments, and methods for collecting data (PLO 4)</li> <li>5. Develop and write a proposal for an action research project (PLO 6)</li> </ol>	<p style="text-align: center;"><b>How will outcome be achieved?</b></p> <ol style="list-style-type: none"> <li>1. Threaded Discussions</li> <li>2. Threaded Discussions and Peer Reviews</li> <li>3. Threaded Discussions and Peer Reviews</li> <li>4. Action Research Proposal</li> <li>5. Action Research Proposal</li> </ol>
<p><b>GRADING SCALE:</b></p>	<p style="text-align: center;"><b>A = 92 or above    B = 82-91    C = 72-81    F= 69 or lower</b></p>	

**ACADEMIC REQUIREMENTS:**

<b>Assignment (alignment to PLOs)</b>	<b>Points</b>	<b>Description/Rubric</b>	<b>Submission</b>
Discussion Forums (PLO 1, 2, 3, 4, 7)	30	Participate in six discussion forums based on prompts posted in eCollege (You must submit and respond to colleagues to receive full credit 5 points each)	eCollege discussions
First Submission #1 (PLO 1, 2, 4, 5)	10	Submission your draft prospectus/first three chapters (from ED 703) with any corrections/updates in the Dropbox provided in eCollege	eCollege Dropbox
Peer Review Submission #2 (PLO 1,2, 4, 5)	20	Submission your updated action research proposal to your peers for feedback and submit in the Dropbox provided in eCollege	eCollege Dropbox
Signature Assignment (PLO 5,6)	40	Produce a final proposal that demonstrates your ability to analyze and synthesize major ideas, principles and research in an educational topic. This will include Chapters 1-4 (Introduction, Literature Review, Methodology, and Data Collection sections)	eCollege Dropbox

Date	Learning Area	<b>Assignments DUE!</b> Points will be deducted for late assignments!
Unit 1 Week of July 7-12	Welcome, Introduction, and Overview <i>What Do I Need to Know?</i>	1. Review Syllabus 2. Review Course Readings (Review Chapter 1-4) 3. Email changes/ one paragraph BIO to instructor to share with class. ( <a href="mailto:Christine.cavanaugh@adjunct.chaminade.edu">Christine.cavanaugh@adjunct.chaminade.edu</a> ) 4. Start your first discussion online
Unit 2 Week of July 13-19	Action Research Proposal: Review of your current draft proposal <i>Why Do I Need to Know?</i>	1. Course Readings (Review Chapter 5-8) 2. <b>**Draft #1 - Submit to Instructor ** (10 pts)</b> <i>(NOTE: All assignments are due in drop-box by 5pm EDT by the due dates listed to be graded)</i>
Unit 3 Week of July 20-26	Action Research Proposal: <i>How Do I Find Out?</i>	1. Course Readings (Chapter 9-11) 2. Continue working on your Action Research Proposal 3. #1 Discussion online due by July 26 <sup>st</sup> (5 pts)
Unit 4 Week of July 27-Aug 2	Action Research Proposal: <i>How Do I Generate Evidence to Support My Claim to Knowledge?</i> - <i>Monitoring Practice and Looking for Data</i> - <i>Gathering, Sorting and Storing Data</i>	1. Course Readings (Chapter 12-13) 2. Continue working on your Action Research Proposal 3. #2 Discussion online due by Aug 2 <sup>nd</sup> (5 pts) 4. <b>**Peer Review** (See details in eCollege) Instructor has selected 2 other papers for you to provide in-depth review/comments/feedback. (10 points) You have two weeks to provide your Feedback and comments (Word using track changes and checklist) between July 27<sup>th</sup> and Aug 9<sup>th</sup></b>
Unit 5 Week of Aug 3-9	Action Research Proposal: <i>How Do I Generate Evidence to Support My Claim to Knowledge?</i> - <i>Turning the Data into Evidence</i>	1. Course Readings (Chapter 14) 2. Continue working on your Action Research Proposal 3. <b>**Peer Review - Continue to review/comment on your peers paper ** (Due NLT Aug 9<sup>th</sup> for 10 pts)</b>
Unit 6 Week of Aug 10-16	Action Research Proposal: <i>How Do I Test and Critique My Knowledge?</i> - <i>Testing the Validity of Your Claims to Knowledge</i>	1. Course Readings (Chapter 15) 2. Continue working on your Action Research Proposal 3. #3 Discussion online due by Aug 16 <sup>th</sup> (5 pts)
Unit 7 Week of Aug 17-23	Action Research Proposal: <i>How Do I Test and Critique My Knowledge?</i> - <i>Establishing the Legitimacy of Your Claims to Knowledge</i>	1. Course Readings (Chapter 16) 2. Continue working on your Action Research Proposal 3. #4 Discussion online due by Aug 23 <sup>rd</sup> (5 pts)
Unit 8 Week of Aug 24-30	Action Research: <i>How Do I Test and Critique My Knowledge?</i> - <i>Engaging with the Politics of Knowledge</i>	1. Course Readings (Chapter 17) 2. Continue working on your Action Research Proposal 3. #5 Discussion online due by Aug 30 <sup>th</sup> (5 pts)
Unit 9 Week of Aug 31-Sept 6	Action Research Proposal: Final Edits/Reviews	1. #6 Discussion online due by Sept 6 <sup>th</sup> (5 pts) 2. Final editing/proofing/review of your Action Research Proposal
Unit 10 Week of Sept 7-13	Completed Final Assignment LAST DAY OF CLASS is Sept 7 <sup>th</sup>	<b>** Final Version of Action Research Proposal Due (40 points) due SEPTEMBER 7<sup>th</sup> at 5pm Eastern Daylight Time*</b>

**POLICIES:****Attendance:**

This is a three-semester hour class, which would usually meet one night a week for approximately 4 hours (10-week accelerated semester). In addition, outside assignments may be expected to require two hours for every hour of class time. Online classes will have time for online discussion as well as other assignments equivalent to the time required for an on campus class. However, it must be recognized that online classes may take more time than traditional classes, depending on the speed of the technology used, the expertise of the user, and other factors. You can therefore expect to spend 8-12 hours per week on this class.

Students are expected to attend regularly all courses for which they are registered. **Attendance in online means logging in and responding as directed by the specified deadline.** Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

**The Education Division has adopted the following attendance policy:**

1. Absences totaling more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should drop the class. (Graduate (10 classes): More than one absence lowers grade one letter.)
2. Tardy: 10% of class time is equivalent to  $\frac{1}{2}$  class absence. (Graduate (4 hour class): 30 min. =  $\frac{1}{2}$  class absence)

**Late Policy:**

- Assignments are due on the date indicated in eCollege, unless changes to the due dates are announced on the eCollege email and/or Virtual Office forum. For each 24 hour period (including weekends) work is handed in late, the overall grade for that assignment will be deducted by 10% of the total possible points (e.g., if the total possible points for an assignment are 10, you will lose 1 point per day, etc.). No late work will be accepted later than 5 days from due date.
- The signature assignment will not be accepted late.
- Late points may be waived if there are documented extenuating circumstances (e.g. medical emergencies). It would be helpful if you contacted me BEFORE the assignment's due date.

**Writing Standards**

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

**Plagiarism** - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook**, **General Catalog**, and the **Education Division Policy Manual** for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.