

Approval Chart for Curriculum Changes

A = Approve

I = Information Item¹

R = Advise & Respond²

Course Number EDUC 655 or Degree Plan(s) M.Ed. in Teaching and Learning
State the requested change and reason. A memo may be attached if more space is necessary.

See the attached memo.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	—	A		—			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another department: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes
 A = Approve I = Information Item¹ R = Advise & Respond²

		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			–	A	–
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEAC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEAC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

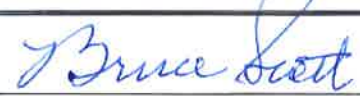
Requested Curriculum Change and Justification

We have created a new course, EDUC 655 Action Research for Classroom Teachers, to replace SPED 684 Assessment of Students with Exceptional Needs in the M.Ed. in Teaching and Learning degree plan. During the year-long student teaching residency, the M.Ed. students complete an action research project in their classrooms. Although the students take a research course earlier in the degree, we realized that they really need a second research course to provide additional support as they plan and implement their research studies. EDUC 655 will provide additional depth on action research design, IRB approval, data collection and analysis, and writing up findings. We decided that this new course will replace SPED 684 Assessment of Students with Exceptional Needs. SPED 684 focuses more on the diagnosis of disabilities rather than the classroom assessment strategies our students most need. Additionally, many of the topics in SPED 684 that are applicable for our students are taught in the other SPED courses in the degree: SPED, 577, 681, and 675. Moreover, 100% of the students in our first cohort passed the Special Education Supplement exam without taking SPED 684, providing us further evidence that they are receiving the content they need in the remaining SPED courses in the degree.

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	12-1-15
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
	1.29.2016
Signature	Approval date
Signature	Approval date

Dean(s)	
	1.29.2016
Signature	Approval date
Signature	Approval date

Teacher Education Council	
	2-15-16
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	EDUC 655 Action Research for Classroom Teachers
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Andrew Huddleston
2	Course Teacher	Dr. Andrew Huddleston
3	Course Title	Action Research for Classroom Teachers
4	Course Abbreviation (if title is over 30 characters)	Action Research
5	College	Education and Human Services
6	Department	Teacher Education
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	fixed credit
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	n/a
11	Maximum number of hours credit	3
12	Explanation for variable credit	n/a
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	3 hours per week
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☐ Standard ☒ Credit/No Credit (undergrad only) Dr. Bruce Scott confirmed that there is no Graduate School policy prohibiting the use of credit/no credit grading in graduate courses, and it is currently being practiced in other graduate courses on campus. See the attached email for

		a listing of graduate courses that are currently graded as credit/no credit. To receive credit for this course, students must complete all assignments to mastery as defined by the attached rubrics. Students may resubmit assignments as needed.
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This workshop-style course requires students to conduct an action research study in a year-long clinical teaching residency. Students design an action research study, obtain necessary approvals to conduct the research, collect and analyze data, and write up their findings in a journal-length manuscript suitable for publication.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	EDUC 653 and admission and enrollment in the M.Ed. in Teaching and Learning program
19	List any co-requisites	EDUC 691
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	not cross listed
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	no
	How often will it be offered? Fall	
22b	How often will it be offered? Spring	annually
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2017
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	n/a
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	yes Degree Plan • EDUC 653 Educational Research (3) • SPED 577 Teaching Students with High Incidence Disabilities (3) • SPED 681 Teaching

		Students with Low Incidence Disabilities (3) • SPED 674 Emotional and Behavioral Disorders in Children (3) • CONR 615 Managing Conflict in the Schools (3) • EDUC 688 Creating Effective Learning Environments (3) • EDUC 691 Education Workshop (3) • EDUC 687 Managing Data to Improve Student Learning (3) • EDUC 655 Action Research for Classroom Teachers (3) • EDUC 691 Education Workshop (3) • EDUC 686 Reframing Learning (3) • EDUC 621 Overcoming Learning Barriers (3)
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	No
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	Yes, the course will be/was offered as EDUC 640 Special Topics: Action Research for Classroom Teachers in January 2016. Enrollment will be/was 10 students.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	EDUC 655 Action Research for Classroom Teachers will replace SPED 684 Assessment of Students with Exceptional Needs in the degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	During the year-long clinical teaching residency, the M.Ed. students complete an action research project in their classrooms. Although the students take a research course earlier in the degree, we realized that they really need a second research course to provide additional support as they plan and implement their research studies. EDUC 655 will provide additional depth on action research design, IRB approval, data collection and analysis, and writing up findings. We decided that this new course will replace SPED 684 Assessment of Students with Exceptional Needs. SPED 684 focuses more on the diagnosis of disabilities rather than the classroom assessment strategies our students most need. Additionally, many of the topics in SPED 684 that are applicable for our students are taught in the other SPED courses in the degree: SPED, 577, 681, and 675. Moreover, 100% of the students in our first cohort passed the Special Education Supplement exam without taking SPED 684, providing us further evidence that they are receiving the content they need in the remaining SPED courses in the degree.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The intended audience for this course is graduate students in the M.Ed. in Teaching and Learning who are completing their year-long clinical teaching residency. The necessary prerequisite skills will include the following: the ability to read and understand educational research, the ability to conduct and write a
---	--	--

		literature review, the ability to properly cite sources in APA format, a basic understanding of action research design and analysis methods.
2	State the overarching course goal(s) in performance terms.	The students will be able to successfully design an action research study, obtain approval from the IRB and school district to conduct the study, collect and analyze the data, and write a journal-length manuscript describing the findings of the study.

2. Competencies and Measurements

	Competency	Measurement
1	Students will demonstrate proficiency in designing a teacher action research study and getting necessary permissions to conduct the research.	Mini-Proposal IRB Application
2	Students will demonstrate proficiency in collecting and analyzing data to answer specific research questions.	Action Research Study
3	Students will demonstrate proficiency in identifying the preconceptions/biases other students bring to their research.	Bracketing Interview
4	Students will demonstrate proficiency in writing an action research manuscript suitable for publication.	Action Research Manuscript Finding a Journal for Publication
5	Students will demonstrate proficiency in exploring potential doctoral programs.	Finding a Doctoral Program
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Selections from these and other resources will be read and discussed in the course:

- Albaugh, B. M. (2013). Blogging about books: What we can learn from our students. *Networks: An On-line Journal for Teacher Research*, 15(2), 1-9. Retrieved from file:///C:/Users/aph97a/Downloads/454-2895-1-PB.pdf
- Anguiano, P. (2001). A first-year teacher's plan to reduce misbehavior in the classroom. *Teaching Exceptional Children*, 33(3), 52-55.
- Csak, N. L. B. (2002). "What's important when you're six?" Valuing children's oral stories. *Language Arts*, 79, 488-497.
- Hendricks, C. (2013). *Improving schools through action research*. Boston, MA: Pearson.
- Hubbard, R. S., & Power, B. M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
- Leavy, P. (2009). *Method meets art: Art-based research practice*. New York, NY: Guilford Press.
- Mertler, C. A. (2009). *Action research: Teachers as researchers in the classroom* (2nd ed.). Los Angeles, CA: Sage.
- Publication Manual of the American Psychological Association, Sixth Edition*. (2009). Washington, D.C.: American Psychological Association.
- Schoen, S. F., & Nolen, J. (2004). Action research: Decreasing acting-out behavior and increasing learning. *Teaching Exceptional Children*, 37(1), 26-29.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell.
- Wood, J. W. (2005). Moses's story: Critical literacy and social justice in an urban kindergarten. *Voices of Practitioners*. Retrieved from <http://www.naeyc.org/files/naeyc/file/vop/VoicesWood.pdf>

Additionally, samples of previous students' research manuscripts will be read and discussed.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

✓	1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
✓	2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
n/a	3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
n/a	4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
n/a	5	Resources — List resources (other than library or departmental 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.
n/a	6	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.
✓	7	Justification — Attach all documents referred to in Section II-2
✓	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
✓	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name EDUC655 Action Research for Classroom Teachers

Primary Department



Department Chair

12-1-15

Date



Dean of the College

1.29.2016

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: EDUC 655

Course Title: Action Research for Classroom Teachers

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Bruce Scott 1.29.2016
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☒ Denied ☐ DR 2-16-17
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

November 15, 2015

Dr. Andrew Huddleston
ED building 127
(325)674-2125
andrew.huddleston@acu.edu

Dr. Huddleston,
Thank you for the submission of EDUC655: Action Research for Classroom Teachers for review. Based on ACU new course application guidelines, I think the syllabus meets university syllabus requirements. The only minor problem I observed is that in your course readings you have a local file (by B. M. Albaugh) listed in your URL. You might want to verify and correct that. There is no need to bring it back to the Adams Center for further review.

This letter is not meant to be a final approval in the course application process. It is intended as a reference for the council members, who may have questions or comments of their own. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Marilyn Fong".

Director of Instructional Design
Adams Center for Teaching and Learning, Abilene Christian University

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

EDUC 655 Action Resear

Reviewer

Berlin Fang

Developer

Dr. Andrew Huddleston

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☒ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☐ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☐ Exam dates
- ☐ Assignments
- ☐ Due dates and other deadlines (and late assignment/exam policy)
- ☐ Schedule of readings and topics
- ☐ Statement to reserve the right to modify the calendar as necessary

Any comments?

Never submit passwords through Google Forms.

Powered by

This form was created inside of myACU.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)



Andrew Huddleston <aph97a@acu.edu>

Fwd: Credit/no credit

2 messages

Dana Pemberton <dlp94a@acu.edu>
To: Andrew Huddleston <aph97a@acu.edu>

Wed, Oct 21, 2015 at 8:34 AM

Dana Kennamer Pemberton, Ph.D.
Professor and Chair of Teacher Education
Abilene Christian University
Abilene, TX 79699
(325) 674-2112

----- Forwarded message -----

From: **Bree Beasley** <bac07a@acu.edu>
Date: Wed, Aug 19, 2015 at 4:32 PM
Subject: Re: Credit/no credit
To: Bruce Scott <wbs10a@acu.edu>
Cc: Michelle McMillan <mjb95g@acu.edu>, Donnie Snider <dcs03b@acu.edu>, Dana Pemberton <dlp94a@acu.edu>

Hi Dr. Scott,
Here are the courses that I am aware of:

- HIED 695 Capstone in Higher Education is CR/NC
- EDUC 661 Capstone in Curriculum and Instruction is graded P/F, but I have it set up in banner as "Standard Letter" (This may be my mistake. Should it be Pass/Fail?)
- EDUC 660 Capstone in School Principalship is P/F
- BIBM 602 GST Orientation is CR/NC

Thanks,
Bree

On Wed, Aug 19, 2015 at 4:17 PM, Bruce Scott <wbs10a@acu.edu> wrote:
Do we have any courses in Grad School that are credit/no credit or pass/fail?

Bruce

--

For CEHS Departmental Support forms, handbooks, and policy, go to CEHS Departmental Support.

Bruce Scott, Ed.D.
Associate Dean for the College of Education and Human Services
Acting Associate Dean for the Graduate School
Chair for Graduate Studies in Education
Abilene Christian University
ACU Box 29009
Abilene, TX 79699-9009
(o) 325-674-2470
bruce.scott@acu.edu

Course Syllabus
EDUC 655 Action Research for Classroom Teachers
January Short Course 2017
3 credit hours

Instructor: Dr. Andrew Huddleston Email: andrew.huddleston@acu.edu
Assistant Professor Phone: (325) 674-2125
ED Bldg. 127
Office hours – By appointment.

Class Meetings: Monday thru Friday 8:00a.m.-4:50p.m. (Phillips Ed. Bldg. – Room 112)

Pre-requisite: EDUC 653 and admission and enrollment in the M.Ed. in Teaching and Learning

Co-requisite: EDUC 691

Mission Statements:

University Mission: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

College Mission: The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

Department Mission: The mission of the Department of Teacher Education is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Course Description:

This workshop-style course requires students to conduct an action research study in a year-long clinical teaching residency. Students design an action research study, obtain necessary approvals to conduct the research, collect and analyze data, and write up their findings in a journal-length manuscript suitable for publication.

Unique Christian Perspective:

The course will address action research from a Christian perspective in two ways. First, we will have an in-class discussion about research ethics, the IRB, and faith. This discussion will revolve around the following questions:

1. Why should Christians take research ethics seriously?
2. What might research ethics from a Christian perspective look like?
3. How might research ethics from a Christian perspective differ from those ethics held by secular researchers?

Second, we will have an in-class discussion about the importance of teacher research when a Christian is entrusted with the welfare of children. This discussion will revolve around the following questions:

1. Why might action research be useful to a Christian educator?
2. Why should the welfare of children be of particular interest to Christian educators?
3. How might action research conducted by a Christian differ from that conducted by secular educators?

Course Readings:

Selections from these and other resources will be read and discussed in the course:

- Albaugh, B. M. (2013). Blogging about books: What we can learn from our students. *Networks: An On-line Journal for Teacher Research*, 15(2), 1-9. Retrieved from <http://journals.library.wisc.edu/index.php/networks/issue/view/53>
- Anguiano, P. (2001). A first-year teacher's plan to reduce misbehavior in the classroom. *Teaching Exceptional Children*, 33(3), 52-55.
- Csak, N. L. B. (2002). "What's important when you're six?" Valuing children's oral stories. *Language Arts*, 79, 488-497.
- Hendricks, C. (2013). *Improving schools through action research*. Boston, MA: Pearson.
- Hubbard, R. S., & Power, B. M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
- Leavy, P. (2009). *Method meets art: Art-based research practice*. New York, NY: Guilford Press.
- Mertler, C. A. (2009). *Action research: Teachers as researchers in the classroom* (2nd ed.). Los Angeles, CA: Sage.
- Publication Manual of the American Psychological Association, Sixth Edition*. (2009). Washington, D.C.: American Psychological Association.
- Schoen, S. F., & Nolen, J. (2004). Action research: Decreasing acting-out behavior and increasing learning. *Teaching Exceptional Children*, 37(1), 26-29.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Malden, MA: Wiley-Blackwell.
- Wood, J. W. (2005). Moses's story: Critical literacy and social justice in an urban kindergarten. *Voices of Practitioners*. Retrieved from <http://www.naeyc.org/files/naeyc/file/vop/VoicesWood.pdf>

Additionally, samples of previous students' research manuscripts will be read and discussed.

Course Objectives:

Competency	Measurement Instrument	Measurement Standard
Students will demonstrate proficiency in designing a teacher action research study	Mini-Proposal IRB Application	Mini-Proposal and IRB Application rubrics (to mastery level).

and getting necessary permissions to conduct the research.		
Students will demonstrate proficiency in collecting and analyzing data to answer specific research questions.	Action Research Study	Data Collection and Analysis Rubric (to mastery level).
Students will demonstrate proficiency in identifying the preconceptions/biases other students bring to their research.	Bracketing Interview	Bracketing Interview Rubric (to mastery level).
Students will demonstrate proficiency in writing an action research manuscript suitable for publication.	Action Research Manuscript Finding a Journal for Publication	Research Paper Rubric (to mastery level). Finding a Journal for Publication Assignment (to mastery level).
Students will demonstrate proficiency in exploring potential doctoral programs.	Finding a Doctoral Program	Finding a Doctoral Assignment (to mastery level).

Academic Integrity and Professional Dress:

The ACU Teacher Education Academic Integrity and Professional/Ethical Conduct Policy can be found in the Teacher Candidate Handbook (<http://www.acu.edu/academics/cehs/programs/teachereducation/documents/TeacherEdHandbookSeptember2012.pdf>). Academic integrity is expected at all times. Violations of academic integrity and other forms of cheating or plagiarism will be addressed as described in the policy. The ACU dress code should be observed for regular class attendance, and professional dress as described in the Teacher Candidate Handbook should be worn for all field work.

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 the 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 the Alpha office directly at (325) 674-2667.

Class Attendance/Professionalism:

You are expected to attend class each time we meet. **If it is necessary to miss class, you need to contact the instructor either by email or by phone.** For the purpose of this course, attendance is more than physical presence. Credit will only be given for **meaningful attendance**, meaning that you are **attending to** the task at hand. Absences will be assigned for behaviors including but not limited to, texting, sleeping, or disruptive talking. Meaningful attendance requires that you come to class prepared by **completing and bringing reading material** and assignments in order to actively participate and share in class discussions, activities, and reflections. **Two tardies or early dismissals will equal one absence.**

Since this is a one-week course, only one absence will be allowed. If you accumulate more than one absence, you may be dropped from the course. Assignments, including exams, which are missed due to absences, may not be made up, except in extreme cases as approved by the instructor. No distinctions are made between excused and unexcused absences except in the case of university-approved absences or illnesses with a doctor's note. No penalties are given for these absences.

Laptops, cell phones, and restroom: In the spirit of being a professional who shows respect for others, you may not be engaged in laptop or phone-based distractions during class. **Please put away laptops and cell phones during class unless they are required for a specific assignment.** You may use digital devices to access electronic texts and take notes on class material. Also, please be mindful that going to the restroom during lecture or group activities can interrupt your learning as well as your group members. Please be courteous about when you leave to use the restroom, and if possible, wait for the scheduled break.

Preparation of written work: This is graduate university course, so you are expected to exhibit competence in your written work. In addition, given that the focus of this course is education, it is essential that you demonstrate high levels of literacy for students in current and future classrooms and in written professional communications with colleagues, administrators, and parents. Therefore, your written products in this course will be graded not only for substance in your writing (clarity, depth, insight) but also with regard to the form of your written work (how you present the information stylistically). Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will be part of the grading process.

Late assignments: Tardiness in completing an assignment is highly discouraged. In order to achieve mastery, an assignment must be turned in on time.

Course Requirements:

Discussion Notes: For each assigned reading, you will be asked to complete a brief homework assignment. You will turn in this homework to show that you read and thought about the material and came to class prepared to discuss it. Participation in the class discussion and activities is required to receive mastery for this assignment. **Please have your homework**

printed and ready to turn in along with a printed or electronic copy of the readings at the beginning of class.

Mini Proposal: Students will create a mini-proposal for their action research that includes the problem, purpose, research questions, methods, and educational importance.

IRB Application: Students will complete and submit an IRB Application to receive approval to conduct their research.

Data Collection and Analysis: Once students have collected all necessary consent and assent forms, they will collect their data and then analyze it using the constant comparative method along with other analysis methods if applicable.

Bracketing Interview: Students will interview each other in partners to try to determine what background knowledge, assumptions, potential biases, etc... their peers bring to their research studies.

Research Paper: Students will use the writing process to create an approximately 20 page (not counting the title page, abstract, references, and appendices) word processed (12 pt. font, double spaced) manuscript reporting their action research that is suitable for publication.

Finding a Journal for Publication: The students will find a potential journal for submission of their research papers; they will gather information regarding length, scope, audience, type of research published, etc....

Finding a Doctoral Program: This activity will challenge students to begin thinking about doctoral work. Students will research a doctoral program they might someday be interested in and find information regarding cost, entrance requirements, financial aid, program requirements, practitioner vs. research doctorate, Ed.D. versus Ph.D., etc...

Grading

Mastery Assignments: This course is graded as credit/no credit. In order to receive credit, all assignments must be completed to mastery level. Mastery is defined for each assignment using the attached rubrics. Assignments that do not meet mastery must be revised and resubmitted (within a given time limit) until mastery is reached.

Anticipated Schedule of Topics

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

- action research design
- research ethics and applying to the IRB
- action research data collection methods

- action research analysis methods
- writing up action research
- finding a journal for publication
- finding a doctoral program

Approximate Daily Schedule (for the January week)

Note: Due to the timeline requirements for the IRB, students will design their studies and submit their projects to the IRB prior to the January short course. During the January short course week, the students will focus on data collection and analysis, along with writing the literature review and methods sections of their final papers. After the January short course, the students will collect their data, analyze it, and write up their findings. Outside of the January short course week, the students will meet periodically (at least twice a month) with their clinical teaching supervisors to further discuss and plan for these assignments.

- Reading discussions and activities.
- Independent reading and writing. I will meet with students throughout the day for one-on-one conferences (about 15 min each).

12:00p.m.-1:00p.m. - Lunch

- Independent reading and writing. Continue conferences.
- Share Time and Concluding Activities

Homework: Prepare readings and responses for the next day. Continue working on projects as needed.

Mini-Proposal Rubric

	Mastery	Emerging	Inadequate
Problem	Clearly identifies the research topic. References three or more academic sources (theory or research studies) related to the research topic. Clearly demonstrates the need for the study and why its findings will be useful to the teacher and educational community.	Identifies the research topic. References two sources related to the research topic. Demonstrates the need for the study and why its findings will be useful to the teacher and educational community.	The research topic is unclear. References fewer than two sources related to the research topic. The need for the study and its importance to the teacher and educational community is unclear.
Purpose	Clearly states and explains the purpose of the study.	States the purpose of the study.	The purpose of the study is unclear.
Research Questions	Lists research question(s) for the study. Qualitative questions can clearly be answered through observations, interviews, and/or documents. Qualitative questions are open-ended enough to allow for surprises but specific enough to address the research topic. Quantitative questions (if applicable) are appropriate for the methodology that will be used.	Lists research question(s) for the study. Qualitative research questions are somewhat open-ended and somewhat specific enough to address the research topic. Research questions (qualitative or quantitative) are somewhat answerable given the methodologies that will be used.	Lists research question(s) for the study. Research questions are closed-ended. Research questions (qualitative or quantitative) are unanswerable given the methodologies that will be used.
Methods	Clearly describes who the participants in the study will be and how many there will be. Clearly describes how the participants will be selected. Clearly describes at least three data collection methods that will be used (e.g., interviews, head notes, journaling, questionnaires, documents etc...). Specifically describes the logistical details for data collection (e.g., who will be interviewed and how many times, how many observations and when, how often journaling will occur, who will complete questionnaires and when, what documents will be collected, etc...). Clearly describes any data analysis methods that will be used. (For qualitative methods this will consist of the constant comparative method with initial coding followed by identifying major categories with supporting codes.)	Somewhat clearly describes who the participants in the study will be and how they will be selected. Somewhat clearly describes the data collection methods that will be used. Somewhat clearly describes the details of data collection. Somewhat clearly describes the data analysis methods.	Who the participants are in the study and how they will be selected is unclear. The data collection methods along with the details of their use is unclear. The data analysis methods that will be used are unclear.

Educational Importance	Clearly explains why this study will be important not only for your classroom but for the larger educational community as well. Connects this paragraph to the problem and purpose statements, revisiting the need for the study and the contributions it will make.	Somewhat clearly explains why this study will be important. Vaguely connects this paragraph to the problem and purpose statements.	The importance of the study is unclear, and no connection is made to the problem and purpose statements.
APA	Excellent use of APA 6 th edition. Few, if any, formatting errors. Reference list is included at the end of the document.	Emerging use of APA 6 th edition. Some formatting errors. Reference list is included at the end of the document.	Inadequate use of APA 6 th edition. Several formatting errors. Reference is incomplete or not included at the end of the document.
Mechanics	Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Adequate command of standard English that skillfully communicates meaning to readers with clarity and fluency, and has minimal errors that do not interfere with understanding.	Inadequate command of standard English; major errors or repeated minor errors that interfere with understanding

IRB Rubric

	Mastery	Emerging	Inadequate
Correct grammar/ punctuation/spelling/ APA	Excellent/professional writing and use of APA.	Emerging use of professional writing and/or APA.	Inadequate use of professional writing and/or APA.
Completed IRB application	IRB application is fully and clearly completed as per the criteria listed below and discussed in class.	IRB application is mostly completed as per the criteria listed below and discussed in class but some information is missing or unclear.	IRB application is incomplete or inadequately completed.
Completed vulnerable populations form	Form is fully and clearly completed as per the criteria listed below and discussed in class.	Form is mostly completed as per the criteria listed below and discussed in class but some information is missing or unclear.	Form is incomplete or inadequately completed.
Completed HIPAA/FERPA form	Form is fully and clearly completed as per the criteria listed below and discussed in class.	Form is mostly completed as per the criteria listed below and discussed in class but some information is missing.	Form is incomplete or inadequately completed.
Purpose/ background	Clearly demonstrates the purpose and need for the research as per the criteria listed below. Contains clearly written research questions that are answerable with your selected methodology. Cites at least three scholarly sources in the background.	Somewhat clearly demonstrates the purpose and need for the research as per the criteria listed below. This section may be somewhat lacking in terms of clearly written research questions and scholarly sources in the background.	Inadequately demonstrates the purpose and need for the research as per the criteria listed below. This section inadequately meets the expectations for of clearly written research questions and scholarly sources in the background.
Methods/	Clearly describes the	Somewhat clearly	Inadequately

analysis	data collection methods and methods of analysis that will be used in the study as per the criteria listed below. This section contains a reference list of all sources cited in the application at the end of this section.	describes the data collection methods and methods of analysis that will be used in the study as per the criteria listed below. This section may be lacking in containing the required citations.	describes the data collection methods and methods of analysis that will be used in the study as per the criteria listed below. This section inadequately contains the required citations.
Data collection tools	Provides all needed data collection tools as per the criteria listed below.	Provides most of the needed data collection tools mostly as per the criteria listed below.	Is missing several of the required data collection tools and fails to address many of the criteria listed below.
Consent/assent forms	Provides any needed consent/assent forms. All consent/assent forms contain all the required information as per the criteria listed below.	Provides most of the needed consent/assent forms. The consent/assent forms contain most of the required information as per the criteria listed below.	Several consent/assent forms are missing. Those present are missing a good deal of the required information as per the criteria listed below.
FERPA consent form	Provides all the required information as per the criteria listed below.	Provides most of the required information as per the criteria listed below.	Is missing a good deal of the required information as per the criteria listed below.

Correct grammar/punctuation/spelling/APA: Excellent/professional writing and use of APA. Cites at least seven different sources, three of which are actual studies related to the research topic. Includes a reference list at the end of the purpose/literature review section.

Completed IRB application: IRB application is fully completed. List Dr. Andrew Huddleston as your faculty advisor. List yourself as the principal investigator. List your cooperating teacher and university supervisor as investigators as well along with their school affiliations. The project is not being funded by an outside agency. Your recruitment procedures will likely consist of sharing your research proposal with the students and/or teachers in your year-long clinical teaching placement that you would like to participate in your study. You will then likely send an information letter to the parents. Adults interested in participating (if applicable) will sign consent forms, and students interested in participating will sign assent forms. Parents will need to

give their consent for their children to participate. The students and teachers in your study will likely not be financially compensated for their participation. However, they may experience some intangible benefits from their participation. Be sure to describe what these might be. Although there will likely be no substantial risks to your participants in the study, be sure to describe what small risks they might experience. Otherwise, do discuss any special precautions that will be utilized to minimize risk and ensure subject safety. Confidentiality will be ensured by replacing all names with pseudonyms on interview transcripts, field notes, and documents. A key showing original names with assigned pseudonyms will remain under lock and key and/or password protection. No identifying names will be used in conference presentations or publications. (Additional instructions will be given in class.)

Completed vulnerable populations form: Check Box 1 for children and Box 6 for students and complete the corresponding sections of the form. (Specific instructions for completing this form will be given in class.)

Completed HIPAA/FERPA form: Complete only Section 1 of the form. (Specific instructions for completing this form will be given in class.)

Purpose/background: Begin by describing the purpose of your study and the research question(s) your study will address. The purpose statement only needs to be a few sentences long. The research questions should be answerable by the methodologies you will describe in the methods/analysis section (e.g., qualitative methods for documenting a process and/or participants' perspectives; quantitative approaches for determining if a relationship exists). Then provide a literature review citing key peer-reviewed studies or published book chapters that have been conducted related to your research topic. **The literature review should clearly demonstrate that your proposed topic has yet to be fully explored, and it should clearly explain how your proposed study will meaningfully add to the knowledge base regarding your topic of interest.**

Methods/analysis: The Methods/analysis section should be thorough and descriptive and include a reference list at the end that contains all the sources listed in the application. Discuss the methods you will use to collect data. Include at least three types of data collection (e.g., interviews, head notes, journaling, questionnaires, documents etc...). Cite at least one source for how you collected the data (e.g., Hubbard & Power, 2003 for qualitative methods). The data you propose to collect should be a plausible means for getting the necessary information to answer your research questions. Finally, explain how you will analyze the data. This should consist of using the constant comparative method (initial coding and then collapsing the codes into hierarchies with parent and child codes) if using qualitative methods. You will then use your emerging themes to determine what additional data you will need to collect. Describe any statistical analysis you will do (if using quantitative methods). Cite at least one source for how you analyzed the data (e.g., Hubbard & Power, 2003).

Data Collection Tools: Attach any interview protocols and/or questionnaires/surveys you will use in the study. All interview protocols and/or questionnaires/surveys should be designed to collect adequately collect the data necessary to address your research questions. Qualitative interview protocols and/or questionnaires should consist of open-ended questions that elicit data-

rich answers. **For qualitative interview protocols, put a note at the bottom of the page explaining that questions may vary and additional questions may be asked depending on the answers of the participants.**

Consent/assent forms: Provide any needed consent/assent forms. If any adults will be participating in your study, they will need to sign a consent form. If any children will be participating in the study, they will need to sign an assent form, and their parents will need to sign a permission form. See the attached consent/assent form templates. Copy any that you need word for word and then change the wording as needed to meet the requirements of your study. All consent and assent forms will need to have the following elements (as applicable):

- a description of the study, its purpose, and what the participants will be asked to do
- a description of any risks and discomforts participants might experience by participating in the study
- a description of any benefits participants might experience by participating in the study
- a description of any incentives you will provide for participating in the study
- a description of how privacy/confidentiality will be maintained
- an explanation that taking part in the research is voluntary
- researcher's contact information for any questions participants might have
- a place for participants to sign agreeing to participate in the research

FERPA consent form: See the attached FERPA consent form templates. Copy it word for word and then change the wording as needed to meet the requirements of your study. All FERPA consent forms will need to have the following elements (as applicable):

- which records will be disclosed
- the purpose of the disclosure (research)
- to whom they will be disclosed (the research team)

Data Collection and Analysis Rubric

	Mastery	Emerging	Inadequate
Data Collection	Completely collects all of the data described in the IRB application. Any changes related to data collection have been approved by your university supervisor and Dr. Huddleston.	Collects most of the data described in the IRB application. Most changes related to data collection have been approved by your university supervisor and Dr. Huddleston.	Does not collect all of the data described in the IRB application. Did not get changes related to data collection approved by your university supervisor and Dr. Huddleston.
Field Notes	Field notes are thoroughly fleshed out in a clear and coherent manner to the extent that they make sense to someone not present for the observation. All names have been replaced with pseudonyms. Includes date and start and stop time at the top of the field notes.	Field notes are fleshed out but in a somewhat coherent manner, hindering the clarity of the notes to outsiders. Is lacking one or more of the following: names replaced with pseudonyms, date, and/or start and stop time.	Field notes are not fleshed out in a coherent manner, greatly hindering the clarity of the notes to outsiders. Is lacking several of the following: names replaced with pseudonyms, date, and/or start and stop time.
Interview Transcriptions	Includes date and start and stop time at the top of the transcription. Includes date checked for accuracy at the end of the transcription. Is free of spelling, grammar, and punctuation errors. Replaces all names with pseudonyms. The interview is transcribed in its entirety if it is your first interview or an interview transcribed by a paid transcriber. For all other interviews, only sections that relate to your emerging themes are transcribed.	Is missing one or more of the following: date of interview, start and stop times, date checked for accuracy, and names replaced with pseudonyms. Contains some spelling, grammar, and punctuation errors. The first interview and interviews transcribed by a paid transcriber are mostly transcribed. For all other interviews, most sections that related to your emerging themes are transcribed.	Is missing several of the following: date of interview, start and stop times, date checked for accuracy, and names replaced with pseudonyms. Contains numerous spelling, grammar, and punctuation errors. The first interview and interviews transcribed by a paid transcriber are not completely transcribed. For all other interviews, few sections that related to your emerging themes are transcribed.
Level I Coding	All interviews, field notes, and documents collected are coded. Appropriate chunks of text are coded (not line-by-line but not excessively large chunks either). These codes describe recurring themes in the data. This open coding is completed for about the first 20% of your data to create a list of about 15-20 codes. These 15-20 codes are then used to code the remaining 80% of the data collected. Additional codes are created as needed to represent	Most interviews, field notes, and documents collected are coded. Mostly appropriate chunks of text are coded. These codes describe recurring themes in the data. This open coding is somewhat overused or underused based on the target recommendations for level I coding.	Few interviews, field notes, and documents collected are coded. Inappropriate chunks of text are coded. The codes inadequately describe recurring themes in the data. The open coding is incomplete and improperly used.

	new themes that emerge from the data.		
Level II Coding	Drawing on your research questions, literature review, and/or theoretical framework, 3-5 level II codes are clearly identified. These may be some of the most common or significant level I codes. They may also result from combining a number of level I codes or showing how some of the level I codes relate to one another. These codes will be the major findings you discuss in your paper.	Level II codes are somewhat clearly identified.	Level II codes are not identified.
Codebook	A codebook is created representing all level I codes and level II codes. The codebook contains the following information: the name of the code, the level of the code (I or II), a definition of the code, and an example of the code.	A codebook is created representing most level I codes and level II codes. The codebook contains most of the following information: the name of the code, the level of the code (I or II), a definition of the code, and an example of the code.	A codebook is created representing few of the level I codes and level II codes. The codebook is missing several parts of the following information: the name of the code, the level of the code (I or II), a definition of the code, and an example of the code.
Memos	One memo is written for each of your level II codes. The memo contains correct grammar, spelling, and punctuation. The memo thoroughly reflects on the nature of the code, its relationship to the research questions, its significance to the study, etc...	Memos are written for most of the level II codes. The memos contain mostly correct, grammar, spelling, and punctuation. The memos reflect on the nature of the codes, their relationship to the research questions, their significance to the study, etc...	Memos are written for just some of the level II codes. The memos contain incorrect grammar, spelling, and punctuation. The memos inadequately reflect on the nature of the codes, their relationship to the research questions, their significance to the study, etc...
Quantitative Analysis	If applicable, any quantitative analysis is entirely completed as outlined in the IRB, using the correct procedures.	If applicable, any quantitative analysis is mostly completed as outlined in the IRB, using somewhat correct procedures.	If applicable, any quantitative analysis needed is incomplete as outlined in the IRB, and incorrect procedures are used.

Bracketing Interview Assignment

This assignment is designed to identify what background knowledge, assumptions, potential biases, etc... we bring to our research.

Activity Steps

1. Choose a partner to interview.
2. Draft interview questions that are designed to identify the background knowledge, assumptions, potential biases, etc... your partner brings to his or her research. Be sure to draft open-ended questions that will get your partner talking.
Ex. Tell me about your research project.
How did you decide on your research project?
What do you know about the topic you will be researching?
What do you expect to find in your research?
So you mentioned that you're studying X, what do you think about X? How do you feel about X?
3. Interview each other. Each interview should last about 20-30 minutes. A minimum of 20 minutes is required.
4. Record the interviews with two digital recorders. You can check one out from the ACU Library if needed.
5. Listen to the interview recording and consider the following questions:
 - Briefly describe your partner's research project. What's the topic? What does he/she hope to learn?
 - What background knowledge does your partner bring to his/her research?
 - What theoretical framework will he/she use to understand his/her findings (if applicable)?
 - What assumptions does he/she bring to his/her research?
 - What potential biases does he/she bring to his/her research?
 - How might his/her background knowledge, theoretical framework, assumptions, and potential biases influence how he/she understands his/her research findings?
 - What advice would you provide your partner to help him/her be open to alternative explanations than those he/she might expect to find in his/her research?
6. Write a two to three page reflection (two-page minimum, not counting cover sheet, double spaced, Times New Roman 12 point font) answering the questions list above on number five.

Due Date: Tuesday January 6th by midnight

Turn in your interview questions with your reflection. Include the following information on your title page:

Name
 Bracketing Interview
 Length of Interview: Number of Minutes
 Recording Devices: List the two devices you used for recording.
 Person Interviewed:

Bracketing Interview Rubric

	Mastery	Emerging	Inadequate
Cover Sheet	Includes all necessary info.	Includes most of the necessary info.	Includes little of the necessary info or doesn't have a cover sheet at all.
Interview Questions	The interview questions are open-ended and elicit the needed information for the assignment.	The interview questions are mostly open-ended and elicit most of the needed information for the assignment.	The interview questions are not open-ended and do not elicit the needed information for the assignment.
Interview	The interview is at least 20 minutes long. The interview is recorded with two digital recorders.	The interview is almost 20 minutes long. The interview is recorded with one digital recorder.	The interview is well under 20 minutes long. The interview is not recorded.
Reflection	Clearly and thoroughly answers the questions in number five listed above. Reflection is a two-page minimum, not counting the cover sheet, double spaced, with Times New Roman 12 point font.	Answers the questions in number five listed above. Reflection is almost a two-page minimum, not counting the cover sheet, double spaced, with Times New Roman 12 point font.	Answers some of the questions in number five listed above. Reflection is well below the two-page minimum, not counting the cover sheet, double spaced, with Times New Roman 12 point font.
Grammar/Spelling/Punctuation	Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Adequate command of standard English that skillfully communicates meaning to readers with clarity and fluency, and has minimal errors that do not interfere with understanding.	Inadequate command of standard English; major errors or repeated minor errors that interfere with understanding

Action Research Manuscript Outline

Instructions: You will use the writing process to create an approximately 20 page (not counting the title page, abstract, references, and appendices) word processed (12 pt. font, double spaced) manuscript. Include the following sections in your manuscript:

I. Title Page

- APA Format
- See sample

II. Abstract

- 150 words or less, written in third person, no references cited

III. Introduction (introductory paragraphs; do not include "Introduction" as a heading) (approx. 0.5-1 page)

- Hooks the reader
- Prepares the reader
- May include a scenario from your classroom

IV. Purpose (approx. 0.5-1 page)

- States main research question and supporting questions
- Describes the purpose of the research

V. Related Literature (approx. 2-3 pages)

- Reports what other have already found about your research topic
- Cites 6-8 related studies; cites 2-4 related sources in addition to the studies
- Describes the need for your study

VI. What I Did (approx. 2-3 pages)

- Describe participants and school/classroom demographics (e.g., students, ethnicity, etc...)
- Describe how you selected participants
- Describe methods of data collection (cites at least one source for how you collected your data)
- Describe how you analyzed the data (cites at least one source for how you analyzed your data)

VII. What I Found (approx. 8-10 pages)

- Describe what you found, results (narrative, expository, or alternative representation)
- Shares key themes developed through constant comparative analysis.
- Clearly answers research questions.
- May include charts, graphs, tables or other visual displays showing results
- May include sample of student work, journal entries; the actual samples may be scanned and included in the Appendix

VIII. Implications for Teachers (What did you learn?) (approx. 2-3 pages)

- What did you and your students learn from this research project?
- Summarize findings
- Draw conclusions
- Describe impact of research on your teaching practices and on student learning
- What further questions have emerged as a result of your research?

IX. References

- Use APA style (see APA Manual, 6th edition)

X. Appendix

- If needed, may include student work samples, survey forms, questionnaires, etc...

Research Paper Rubric

	Mastery	Emerging	Inadequate
Introduction	Clearly hooks the reader with an engaging story, quote, image, etc... that relates to the research topic and prepares the reader for the study.	Introduces the research topic and prepares the reader for the study but not in an engaging way that hooks the reader.	Inadequately introduces the research topic and fails to prepare the reader for the study.
Purpose	Clearly states the purpose of the study. Lists and explains the research question(s) for the study. Qualitative questions can clearly be answered through observations, interviews, and/or documents. Qualitative questions are open-ended enough to allow for surprises but specific enough to address the research topic. Quantitative questions (if applicable) are appropriate for the methodology that will be used.	States the purpose of the study. Lists research question(s) for the study. Qualitative research questions are somewhat open-ended and somewhat specific enough to address the research topic. Research questions (qualitative or quantitative) are somewhat answerable given the methodologies that will be used.	The purpose of the study is unclear. Lists research question(s) for the study. Research questions are closed-ended. Research questions (qualitative or quantitative) are unanswerable given the methodologies that will be used.
Related Literature	Cites six to eight peer-reviewed studies or published book chapters that are related to the research topic. Two to four related sources that are not research studies are cited as well. The literature review clearly demonstrates that your proposed topic has yet to be fully explored and clearly explains how the proposed study will meaningfully add to the knowledge base regarding the topic of interest.	Somewhat clearly demonstrates the purpose and need for the research. Two to four related sources are cited but not six to eight related studies.	Inadequately demonstrates the purpose and need for the research as per the criteria listed below. This section is lacking the required references.

What I Did	Clearly describes who the participants in the study were and how many there were. Clearly describes how the participants were selected. Clearly describes at least three data collection methods that were used (e.g., interviews, head notes, journaling, questionnaires, documents etc...). Specifically describes the logistical details for data collection (e.g., who was interviewed and how many times, how many observations and when, how often journaling occurred, who completed questionnaires and when, what documents were collected, etc...). Clearly describes any data analysis methods that were used. (For qualitative methods this consisted of the constant comparative method with initial coding followed by identifying major categories with supporting codes.) Cites Hubbard and Power (2003) as a reference for data collection and analysis strategies used. May cite additional sources for data collection and analysis if necessary.	Somewhat clearly describes who the participants in the study were and how they were selected. Somewhat clearly describes the data collection methods that were used. Somewhat clearly described the details of data collection. Somewhat clearly described the data analysis methods. Cites Hubbard and Power (2003) inconsistently as a reference for data collection and analysis strategies used.	Who the participants were in the study and how they were selected is unclear. The data collection methods along with the details of their use is unclear. The data analysis methods that were used are unclear. Fails to cite Hubbard and Power (2003) as a reference for data collection and analysis strategies used.
What I Found	Key themes developed through constant comparative analysis are thoroughly shared through narrative, expository, or alternative representation. Any quantitative data collected are clearly shared and thoroughly explained. The findings clearly answer all research questions. Includes charts, graphs, tables, or other visual displays of findings as needed. Includes direct quotations from participants as needed to adequately exemplify findings. May include references to samples of student work and/or journals entries located in the appendix.	Themes developed through constant comparative analysis are shared. Any quantitative data collected are discussed. The findings mostly relate to the research questions. Direct quotations from participants are somewhat included.	Themes developed through constant comparative analysis are inadequately addressed. Any quantitative data collected are inadequately addressed. The findings do not relate to the research questions. Direct quotations from participants are not used.
Implications for Teachers	Clearly reflects on what you and your students learned from the	Somewhat clearly explains what you have learned from the	The importance of the study is unclear. Its

	research project and any further questions that have emerged from the project. Clearly describes the impact of your research on your teaching practices and student learning. Clearly provides recommendations for other teachers based on your research. Clearly explains why this study will be important not only for your classroom but for the larger educational community as well.	research project. Somewhat clearly describes the impact of your research on your teaching and student learning. Somewhat clearly describes implications for other teachers and why your findings might be useful to them.	usefulness for informing your teaching and the teaching of others is not articulated. Implications of the research for other teachers is not addressed.
Length and Supporting Materials	The text of the manuscript is a minimum of 20 pages long, double-spaced, Times New Roman font, not counting the title page, abstract, references, or appendices. If needed, may include student work samples, survey forms, questionnaires, etc... in an appendix at the end of the document.	The text of the manuscript is a minimum of 20 pages long, counting the title page, abstract, references, or appendices.	The text of the manuscript does not meet the length requirement at all.
APA	Excellent use of APA 6 th edition. Few, if any, formatting errors. Title page, page numbers, headers, and appendices (if applicable) are all in correct APA format. Reference list is included at the end of the document.	Emerging use of APA 6 th edition. Some formatting errors. Reference list is included at the end of the document.	Inadequate use of APA 6 th edition. Several formatting errors. Reference is incomplete or not included at the end of the document.
Mechanics	Excellent command of standard English that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Adequate command of standard English that skillfully communicates meaning to readers with clarity and fluency, and has minimal errors that do not interfere with understanding.	Inadequate command of standard English; major errors or repeated minor errors that interfere with understanding

Finding a Journal for Publication Assignment

This activity is designed to help you find a journal that would be an appropriate publication for your research paper and to examine the requirements and process for submitting a manuscript.

Activity Steps

1. Find a practitioner journal that publishes teacher research. A practitioner journal is a journal whose primary audience is classroom teachers as opposed to university researchers. Look at the list of action research journals I provided you as well as any others you are able to find. You will want to select a journal that matches the grade level (elementary or secondary) and content area of the students you are studying. Also, journals vary in terms of how difficult they are to get published in. Many journals list their acceptance rates on their websites. National journals tend to be more competitive and have an acceptance rate around 10-15%. State or regional journals tend to be easier to get published in.
2. Once you have located a journal you are interested in submitting to, answer the questions on the following page.
3. Mastery for this assignment will be fully answering each of the questions.

Note: The journal you choose to submit to may have different formatting and length requirements than those of your assigned research paper you will turn in for the course. If this is the case, you will need to make any necessary changes to your paper before you submit it for publication.

Finding a Journal for Publication

Answer the following questions. If an answer is not available on the journal's website, write "information not available" next to the question.

1. List the title of the journal and the journal's website:

2. What type of manuscripts does this journal publish?

3. Explain why you think this journal would be a good fit for your paper. (e.g., content area, grade level focus, practitioner journal, scope, etc...)

4. How often is the journal published?

5. When are manuscripts due?

6. How do you submit a manuscript?

7. What is the length requirement for manuscripts?

8. Is APA 6th edition required?

9. Is the journal a state or national journal?

10. What percentage of manuscripts does the journal accept for publication?

11. Browse through some of the most recent articles published by the journal, and answer the following questions:

How are the articles organized? (What are the main headings?)

How much space is devoted (if applicable) to the literature review, theoretical framework, methods, findings, and implications?

About how many references are listed in the reference list?