Cardinal Stritch University
Graduate Course Proposal Checklist

1. **Course Number**___ SED 557__ **Course Name** Implementation of Action Research
   Department __ Special Education __ Credit Hours _1_
   Population to be Served: Students receiving Masters in Special Education
   First Offered ___ Fall 2010 ______ Frequency of Offering ___ 2 times a year
   Check appropriate designations:
   A. Required ___Yes__ Program ___Special Education Masters____
   B. Degree elective ______ No____ Professional development elective__ No __
   C. Face to Face _X_ Online_ ___ Blended ______
   D. Traditional time frame _X_ Accelerated ____ Cohort ____ Other ______
   E. Number of weeks _____ 6 ___ Class hours _6_ Study team hours (if appropriate) NA

2. **Attach a syllabus, which include the following. Please paginate syllabus.**
   A. **Course description** which is a brief narrative describing the course content and related knowledge
   B. **Measurable course objectives** that describe what the student will know or be able to do by the end of this course. These outcomes should be tied to the relevant Program Outcomes
   C. **Method of assessment** that describe the assignments or assessments tasks that the student will engage in to demonstrate proficiency in the stated course objective. Please not that every course objective needs at least one method of assessment and every assessment method needs to be clearly linked to one or more course objectives
   D. **Criteria for assessment** that describe the standards by which performances will be judged and ultimately graded. Assessment criteria must be clearly specified in a list, paragraph or scoring rubric format. Weighting of assignments, assessments or other measured performance must be indicated here as well. Weighting must be tied to the University/program grading scale.
   E. **Outline of the sequence of topics and content** covered in each class session
   F. **Required materials** cited in APA style (6th edition – will be out in July) or www.APA.org

   **Attendance Policy**

III  **Support for Course**
   A. Will any significant new library materials be needed? Yes ___ No _X_
   B. Will any special facilities or equipment be needed? Yes ___ No _X_
   C. Will there be added expense to the department? Yes___ No _X_
   D. Who will teach the course initially: current faculty, adjunct faculty, other?
      Current Faculty _____ Sr. Gabrielle Kowalski, Ph.D

IV. **Rationale for Course**
   A. Is this a new course, what is the rational for adding it?
   B. Will this course change requirements in a program? No
   C. Do you recommend any course be dropped if this course is offered? NO
   D. If this is a modification to a current course, what is the rationale for the modification? Yes,
      Change from one 4 credit course (SED 552) to a 2 courses a 3 credit and 1 credit course.

V. **Developed by:** ___ Sr. Gabrielle Kowalski, Ph.D/Adrienne Nerad ___ Date 7/8/09
   **Submitted by:** Sr. Gabrielle Kowalski, Ph.D/Adrienne Nerad ___ Date 7/8/09
   **Approval by Content Chair:** Dr. Deb Heiss ___ Date 7/8/09
   **Approval by Chair:** Dr. Deb Heiss ___ Date 7/8/09
Implementation of Action Research
1 credit

Instructor: Sr. Gabrielle Kowalski, Ph.D
Phone: (414) 410-4109
Office: Serra 11
E-Mail: gkowalski@stritch.edu
Meeting Times: Alternate Thursdays 6:00 – 7:50
Wed. 3:00 – 4:30
Beginning 11/4
Location: BH 025

Course Description: During the course Implementation of Action Research students conduct action research and complete a written document. Action research is defined as research in an authentic educational context in which an authentic task is implemented and evaluated. The purpose of the action research experience is to refine students' problem-solving abilities while providing hands-on experience. It is an option for the completion of the Master of Arts degree.

Prerequisite: Concurrent enrollment in SED 556 Introduction to Action Research

Conceptual Framework of the College of Education & Leadership
The College of Education and Leadership is devoted to bridging knowledge, practice and service in the Franciscan tradition of compassion, care for creation, caring community and peacemaking

Special Education Program Outcomes
Special Education program outcomes are the 10 Wisconsin Teaching Standards and the 10 Council for Exceptional Children Standards.

Wisconsin Standards Teacher Development and Licensure (WS)
1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.
For more information: http://www.dpi.state.wi.us/dpi/dlsis/tel/stand10.html

Council for Exceptional Children Standards (CEC)
Special Educators understand, know and demonstrate the following:
1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration
For more information: http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards
**Course Outcomes:**

1. Students will submit the research proposal developed in SED 556
2. Students will apply their understanding of special education research by implementing and evaluating an action research project or thesis.
3. The above will result in a formal, written document.

**Course Objectives**

**Aligned to Wisconsin Teaching Standards and Council for Exceptional Children/NCATE standards**

**WS** = Content knowledge, skills/performances and dispositions based on Wisconsin Teaching Standards 1, 6, 9, 10

**CEC** = Content knowledge, skills/performances and dispositions based on Council for Exceptional Children/NCATE Standards 9.10

The student will:

1. Engage in action research (ongoing and cumulative focused on K-12 student learning (WI 1,6,9,10, CEC 9,10)
2. Implement and evaluate action research and submit findings. (WI 6,9,10, CEC 9,10)
3. Use basic statistics to evaluate findings. WI 1,6,9.10 CEC 9
4. Students will use a software program to analyze and/or graphically represent the data. (WS 1, CEC 9)
5. Students will evaluate the results and make recommendations. Completing Chapters 3, 4 and 5 (WS 1, CEC 9)
   - **Chapter 3**: Methodology
     - Once implementation is complete, students write Chapters 4 and 5
   - **Chapter 4**: Results
   - **Chapter 5**: Conclusions and recommendations
6. Student will complete a five-chapter formal, written document in APA format based on their action research. (WI1,6,9,10, CEC 9.10)
   - Chapter 1: Statement of Problem (Written in SED 556)
   - Chapter 2: Review of the Literature. (Written in SED 556)
   - Chapter 3: Methodology
   - Chapter 4: Results
   - Chapter 5: Conclusions and recommendations

The final paper will contain the following components in this order:

- Title page
- Signature page
- Acknowledgement page (optional)
- Table of contents
- Chapter 1 – 5
- References
- Appendices

When the paper is complete, the student will turn in one unbound copy to be microfiched for the Stritch Library. **THIS COPY WILL NOT BE RETURNED.**
Assessments Tied to the Course Objectives and Conceptual Framework of Knowledge, Practice and Service

See attached rubrics.

<table>
<thead>
<tr>
<th>Students will: Individually complete all Course Assessments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment #1 tied to Objective(s) # 1,5 Complete Chapter 3: Implementation</td>
<td></td>
</tr>
<tr>
<td>2. Assessment #2 tied Objective(s) #1,2,3,4,5 Complete Chapter 4: Results *</td>
<td></td>
</tr>
<tr>
<td>3. Assessment #3 tied to Objective(s) #1,5 Complete Chapter 5: Conclusions and recommendations</td>
<td></td>
</tr>
<tr>
<td>4. Assessment #4 tied to Objective(s) #6 Compile and submit the completed Action Research Paper</td>
<td></td>
</tr>
</tbody>
</table>

*Refer to policy for completion of Action Research

Grading Scale:

| Research paper submitted by due date | Pass |
| Research paper not submitted by due date | Fail |

Course Schedule

The following will serve as the structure for organizing the content and sequence of this course. The instructor reserves the right to modify topics and assignments as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 11/4</td>
<td>Writing Chapter 3</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>Individual conference with advisor prior to November 23rd RAC submission date</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Session 3 12/9</td>
<td>Writing Chapters 4 and 5 Preparing for Final Copy Preparing the Oral Presentation Completing Incomplete Forms</td>
<td>Chapter 3 draft due</td>
<td></td>
</tr>
</tbody>
</table>

Required Text/ Reading Packet
Special Education Program Attendance Policy

For 2 credit classes, no more than an accumulated total of 3 hours of class time may be missed during the entire semester.

In a one-credit course it is critical to attend all class sessions for the entire class time. If you are going to miss any class time it is advised that you drop the course and take it a different semester.

Lost Instructional Time

Students are expected to be present the entire class session. Lost instructional time (more than 5 minutes) due to arriving late, leaving class early or returning late from break will also impact your final grade and will be recorded as "tardy" on my.stritch.edu. Lost instructional time will be accumulated and added to total hours absent. If you must be late or leave early, please notify the instructor as soon as possible and make arrangements with a classmate to get the information/handouts that were missed.

General Course Expectations

- Participation
- All assignments due on date listed in syllabus
- All assignments word-processed.

Policy for Completion of Action Research in Master’s Programs

The action research and/or final thesis option is more than a course; it is a process. Students are only considered enrolled in the University during the semester they start the course. This has implications for financial aid. Because they are enrolled in a course, at the end of the semester they must receive a grade.

Because the research option is considered as a course, students do not have 7 years to complete it even though they have seven years to complete a degree program. Students tend to confuse the difference between the timeline of a course and the timeline of a program.

Sequence for Completion

If students do not complete the research option at the completion of the course in which they enrolled, they must contract with the instructor for an Incomplete. The Incomplete form must be filled in completely and correctly with the default grade of F indicated on the form. The timeline for completion is one year from the start of the course. If a student does not complete the research option at the end of the year and if the student has been working on the project and in reasonable contact with the advisor, the student may receive an extension of one additional semester. The advisor and/or chair must generate a memo to the business office and the registrar prior to the default date on the Incomplete. For this additional semester, students must pay an "Advising Fee" which equates to the cost of one credit. However, no credit is attached and nothing is recorded on the student’s transcript.

At the end of this semester, if the project is not completed, the student receives an F. This grade will be placed on his/her transcript and stays on the transcript even if the student re-enrolls and completes the degree at a later date.

If the student wishes to complete the degree and if there is time available in the seven year limit, the student must re-enroll in the course for full credit. This means they will need to register and pay for the course again. It will be the option of the chair to decide whether the student continues with the old project or begins a new one.
Cardinal Stritch University Policies

- Cardinal Stritch University and this instructor wish to affirm the intent of federal law, the Americans with Disabilities Act. Any person enrolled in this course who may require alternative instruction and/or evaluation procedures due to a documented disability is invited to discuss these needs with the instructor so we can collaborate and make appropriate accommodations.
- Please review the Cardinal Stritch University policy on academic integrity in the Graduate Catalog.

References:


1. **Assessment #1 tied to Objective(s) # 1,5 Chapter 3:** Implementation

**CHAPTER III**

<table>
<thead>
<tr>
<th>Chapter III: Methodology</th>
<th>Present</th>
<th>Not Present</th>
<th>Revisions Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describes the research design to be used including dependent and independent variables</td>
<td>1 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Describes any controls to be used to ensure internal validity</td>
<td>2 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>3. Describes any controls to be used to ensure external validity</td>
<td>3 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>4. Describes the relationship between the design and the theoretical framework of the study</td>
<td>4 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>B. Sample</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describes the population to which the results will be generalized</td>
<td>5 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Describes the number of participants and how selected</td>
<td>6 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>C. Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describes classroom procedures clearly enough that they can be replicated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. instructions given to student</td>
<td>7 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>b. materials used</td>
<td>8 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td><strong>D. Data Collection Plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describes data to be collected in regard to:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. addressing the research questions: level of data</td>
<td>9 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>b. controlling for important sources of extraneous variables</td>
<td>10 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>c. analyzing potential biases</td>
<td>11 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>d. interpreting the results</td>
<td>12 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>2. Describes instrumentation</td>
<td>13 ____</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>3. Describes how the data collection plan will be implemented</td>
<td>14 ____</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

**Pass** All items completed at the Present Level

**Fail** One or more items still remain at the not present or needs revision level
2. Assessment #2 tied Objective(s) #1, 2, 3, 4, 5 Chapter 4: Results

<table>
<thead>
<tr>
<th>Chapter IV: Results</th>
<th>Present</th>
<th>Not Present</th>
<th>Revisions Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Analysis of Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Clearly presents and explains analyses of data using descriptive statistics</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Clearly presents and explains analyses of data using inferential statistics <strong>OPTIONAL</strong></td>
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<tr>
<td>3. Clearly presents and explains analyses of data using multivariate statistics <strong>OPTIONAL</strong></td>
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<tr>
<td>B. Use of tables, figures, illustrations</td>
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</tr>
<tr>
<td>1. Tables/figures/data, illustrations are consistent with information presented in the text</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Titles/labels are clear</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tables/figures/data, illustrations are in accordance with APA format</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Description of the findings in respect to answering the research question</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Significance of findings</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pass** All items completed at the Present Level

**Fail** One or more items still remain at the not present or needs revision level
3. **Assessment #3 tied to Objective(s) #1,5 Chapter 5: Conclusions and recommendations (20 points)**

**Chapter V: Summary, Conclusions, Recommendations**

<table>
<thead>
<tr>
<th>Present</th>
<th>Not Present</th>
<th>Needed</th>
</tr>
</thead>
</table>

**A. Results, Interpretation**

1. Discusses the important results of the study and the interpretation of the results
   
   1____  ____  ____

2. Provides evidence to support the interpretation of original research question
   
   2____  ____  ____

3. Interprets the results of the study in terms of the original research questions
   
   3____  ____  ____

4. Evaluates any other explanations of the findings and discusses the rationale for rejecting these
   
   4____  ____  ____

**B. Implications**

1. Discusses the implications of the findings in respect to:
   
   a. educational practice
      
      5____  ____  ____

   b. educational theory and/or research
      
      6____  ____  ____

**C. Recommendations**

1. Discusses recommendations for educational practice
   
   7____  ____  ____

2. Discusses recommendations for future study
   
   8____  ____  ____

**References**

1. Are in alphabetical order
   
   9____  ____  ____

2. Are in accordance with APA format
   
   10____  ____  ____

**Appendix (ices)**

1. Are in accordance with APA format
   
   11____  ____  ____

**Pass** All items completed at the Present Level

**Fail** One or more items still remain at the not present or needs revision level
4. Assessment #4 tied to Objective(s) #6 Compile and submit the completed Action Research Project

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Included</th>
<th>Not included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
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<tr>
<td>Purpose of the Study</td>
<td></td>
<td></td>
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<tr>
<td>Scope and Limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Chapter 2                               |          |              |
| Review of Literature                    |          |              |
| History of Whatever                     |          |              |
| Entries are unique to each research paper. |          |              |
| Subheadings as contained in the paper, indenting appropriately to indicate level of heading used in the chapter |          |              |

| Chapter 3                               |          |              |
| Methodology                             |          |              |
| Design                                  |          |              |
| Participants                            |          |              |
| Procedures                              |          |              |
| Materials                               |          |              |
| Data collection and analysis            |          |              |

| Chapter 4                               |          |              |
| Results                                 |          |              |

| Chapter 5                               |          |              |
| Conclusions and Recommendations         |          |              |

| References                              |          |              |

| Appendices/Charts                       |          |              |

| Pass                                    | All items included |
| Fail                                    | One or more items not included |
Exercise 7  Draft of Chapter 3

Construct a paragraph outline of Chapter 3 under the following headings:

Participants
Materials
Procedures

Exercise 8  Draft of Chapter 4

Make notes for Chapter 4 using the following outline:

Research Question

Supporting Data (you do not yet have the data; however, what data will be used?)

What tables, graphs and figures will you use to display your data?

Exercise 9  Draft of Chapter 5

Summary and Conclusions

Make notes for Chapter 5 using the following outline:

Restate the purpose of the study.

You will not be able to complete the rest of this outline until you have collected and analyzed your data. Keep this Exercise as a reminder of what should be covered.

Summary of the findings

What do the results mean? What the implications of the data?

What recommendations would you make?

How far can the results be generalized?

What were the limitations of your study?

What research is needed in the future? How could this study be changed or expanded?