

UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION  
COURSE SYLLABUS

**Course Title:** EDS 702 Applied Research 1  
**Credit Hours:** 3 Hours  
**Required Text:** (Recommended)  
American Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). (2001). Washington, D.C.: American Psychological Association.  
Leedy, P. & Ormrod, J.E. (2010) Practical Research, 9<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall.

**Instructor:**

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

**Term:**

**Course Catalog Description:**

Research and evaluation for decision making and problem solving, including information gathering strategies and instruments, problem solving strategies and decision making strategies for development of school programs and functions, including organizational development and human resource development. A proposal will be developed for a problem analysis project in a school setting.

**Course Overview:**

The course reviews and expands upon the basic methods and techniques of educational research. The student will be required to show competence in the following areas:

1. Defining and illustrating the relationships among types of research
2. Analyzing a study and identifying the types and levels of data the study would produce
3. Knowledge of skill of problem definition, formulation and problem classification
4. Ability to collect information about the problem, evaluate and integrate the information collected.
5. Ability to represent and/or interpret the problem
6. Ability to communicate the process and procedure used in problem analysis
7. Ethical and appropriate use of research
8. Locating and using appropriate source material
9. Applying research writing procedures

10. Include periodic focus sessions for candidates to share problem/based concerns and successes and to collaborate on issues and solutions. .52.01 (3)(b)
11. Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors. .52.01 (5)(b)1
12. Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities. 290-3-3-.52.01(5)(b)3
13. Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students. .52.01 (5)(b)4
14. Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners. 290-3-3-.52.01(5)(b)5
15. Use the latest research, applied theory, and best practices to make curricular and instructional decisions. .48 (2)(b)2.(iii)
16. The program shall set aside three to nine semester hours for problem-based experiences. 290-3-3-.53.01(3)(a)5; 290-3-3-.52.01(6)(b)
17. Focus the candidate's research and problem-solving efforts through practical experiences carefully planned and linked to at least one central instructional problem. .53.01 290-3-3-.53.01(3)(c)3.
18. Participate in 3 semester hours of problem-based research in a school or school system. 290-3-3-.52.01(3)(d)

**Course Objectives and Student Outcomes:**

**ESOL Standards**

Conceptual Framework Ref.	Alabama /National Standard	Objective	Assignment/Lesson Delivery	Method of Assessment
1,3,5,6	290-3-3-.52.01(5)(b)3	Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities.	School Improvement Plan review	Rubric
1,3,5,6	290-3-3-.52.01(5)(b)5	Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners.	School Improvement Plan review	Rubric
3,6	290-3-3-.53.01(3)(a)5; 290-3-3-.52.01(6)(b)	The program shall set aside three to nine semester hours for problem-based experiences.	Action Research Project	Rubric
1,6	53.01	Focus the candidate's research and	School Improvement	Rubric

	290-3-3-.53.01(3)(c)3.	problem-solving efforts through practical experiences carefully planned and linked to at least one central instructional problem.	<b>Plan Review</b>	
1,2,3,4,5,6	290-3-3-.52.01(3)(d)	Participate in 3 semester hours of problem-based research in a school or school system.	<b>Action Research Project</b>	<b>Rubric</b>

### Grade Composition

<b>Five Research Articles</b>	<b>125 pts</b>
<b>Presentation</b>	<b>125 pts</b>
<b>Annual Research Plan</b>	<b>100 pts</b>
<b>Action Research Proposal</b>	<b>200 pts</b>
<b>Focus Sessions</b>	<b>100 pts</b>
<b>Final Exam</b>	<b>100 pts</b>
<b>Class Participation</b>	<b>50 pts</b>

### Grading System:

A = 93- 100; B = 80 - 92; C = 70 -79; D = 60 - 69; F = below 60

### Course Requirements:

1. All students will be required to have a LiveText account. These can be purchased through the UNA Bookstore or online.
2. Evaluate five (5) research articles using stated criteria
3. Complete a group presentation of an assigned topic
4. Engage representatives of all stakeholders in a review of the School Improvement Plan. Identify areas of concern in school climate, as well as cognitive, social, and emotional development for review and research. Create a comprehensive Annual Research Plan 290-3-3-.52.01(5)(b)(3), 290-3-3-.52.01(5)(b)(5), 290-3-3-.53.01(3)(c)3.
5. Present a proposal for an Action Research Project to be completed in your class or school 290-3-3-.52.01(6)(b)
6. Monthly focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions. 290-3-3-.52.01(3)(b), 290-3-3-.52.01(3)(d), 290-3-3-.53.01(3)(a)5
7. Final Exam
8. Class Participation

### Key Dates and Assignments

Week	Date	Assignment
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		

<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		
<b>16</b>		

**\*This is a tentative schedule. All changes in the schedule will be announced in class.**

### **UNA Policy for Students with Disabilities:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

### **UNA Attendance Policy:**

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

### **Reminders:**

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION  
CONCEPTUAL FRAMEWORK**



***Learners,  
Inspiring Leaders,  
Transforming Lives"***

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission:

*"Changing lives. Creating futures."*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

**"Knowledgeable Practicing Professionals"**

**who:**

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

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**Syllabus Contract:**

I have received a copy of the syllabus for EDS 702. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Personal Information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

E-mail address \_\_\_\_\_

Major \_\_\_\_\_

**UNIVERSITY OF NORTH ALABAMA**  
**College of Education and Human Studies**  
 EDS 702  
**ACTION ASSIGNMENT 1- INTRODUCTION**

Name:

Cohort/School District:

Topic:

Grade Level:

CRITERIA	DESCRIPTION	Target	Acceptable	Unacceptable
<b>Context</b>	Explained the background and circumstance of the research; strong technology integration			
<b>Problem Statement</b>	Research question is specific, measurable, achievable, relevant and timely			
<b>Purpose and Rationale</b>	Specified the need and reasons for the study			
<b>Mechanics and Style</b>	Followed APA format and template guidelines correctly and consistently; no spelling or grammatical errors; professional writing style			
<b>Timeliness</b>	Uploaded assignment on or before due date			
<b>OVERALL</b>				/10

Note: You are allowed one resubmission as long as you submit the first draft early and resubmit with the corrections on or before this assignment is due. This rubric grade may be multiplied by a factor (x 5, etc) to fit the course syllabus grading scale..

**UNIVERSITY OF NORTH ALABAMA**  
**College of Education and Human Studies**  
**EDS 702 - ACTION ASSIGNMENT 2 – LITERATURE REVIEW**

Name:

Cohort/School District:

Topic: **A**

Grade Level:

CRITERIA	DESCRIPTION	Target	Acceptable	Unacceptable
Introductory Paragraph	Topic is introduced and background information is laid out in a clear and scholarly manner; Followed APA format correctly and consistently; used subheadings appropriately; no spelling or grammatical errors			
Organization of Body	Presented conceptual framework citing related themes and patterns in logically organized and well-constructed paragraphs; Followed APA format correctly and consistently; used subheadings appropriately; no spelling or grammatical errors			
Concluding Paragraph	Concluded with a reiteration of the need for the study in relation with extant literature; Followed APA format correctly and consistently; used subheadings appropriately; no spelling or grammatical errors			
Coverage of Content & Connections	Appropriate content dealing with the research topic is covered in depth without being redundant.; made strong connections with own study; Followed APA format correctly and consistently; used subheadings appropriately; no spelling or grammatical errors			
Citations and References	Cited at least seven, relevant and current sources (within the last 5 years except for the classics and out-of-print books) from reputable sources; All sources cited in the text appear in and accurately match the references and vice versa; Followed APA format correctly and consistently; used subheadings appropriately; no spelling or grammatical errors			
Overall				/10

**UNIVERSITY OF NORTH ALABAMA**  
**COLLEGE OF EDUCATION and HUMAN STUDIES**  
 EDS 702 –Action Research  
**ACTION ASSIGNMENT 3– METHODOLOGY**

Name:

Cohort/School District:

Topic:

Grade Level:

<b>CRITERIA</b>	<b>DESCRIPTION</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Design</b>	Identified the research design and research paradigm (positivist, interpretive or praxis), provided rationale for the design and paradigm			
<b>Setting and Participants</b>	Described environmental factors such as geographic location, physical environment, time of day, social factors, demographics of the general population (e.g., age, gender, SES, ethnicity, special needs), selection and grouping of subjects; showed evidence of protection of human subjects and assurance of confidentiality (CITI and IRB)			
<b>Intervention and Instruments</b>	Purposefully triangulated data sources; described valid, reliable and bias-free instruments/intervention used, attached clear and complete samples of tools of inquiry in the Appendix			
<b>Procedure</b>	Outlined detailed data collection schedule step by step, provided a realistic timeline			
<b>Mechanics, Grammar, Technical Requirements, and Timeliness</b>	Followed APA format and template guidelines consistently and accurately; no more than one spelling or grammatical errors, used Times New Roman or Arial 12-point font, double-spaced, uploaded document in Word or RTF on or before due date.			
<b>OVERALL</b>				/15

Note: You are allowed one resubmission as long as you submit the first draft early and resubmit it with the corrections on or before this assignment is due. This rubric grade may be multiplied by a factor (x5, etc) to fit the course syllabus grading scale.

## School Improvement Plan Rubric.

Tasks ↓	Target	Acceptable	Unacceptable
<b>Part 1</b>	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. <b>(3 points)</b>	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. <b>(2 points)</b>	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. <b>(1 point)</b>
<b>Part 2</b>	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. <b>(3 points)</b>	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. <b>(2 points)</b>	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. <b>(1 point)</b>
<b>Part 3</b>	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. <b>(3 points)</b>	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. <b>(2 points)</b>	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. <b>(1 point)</b>
<b>Part 4</b>	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. <b>(3 points)</b>	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. <b>(2 points)</b>	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. <b>(1 point)</b>