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GENERAL INFORMATION

Professor Information

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Course Description And Purpose

Investigation of advanced work in social and psychological research applied to persons with mental retardation, learning disabilities, and emotional disturbance.

Course Objectives

Upon completion of this class, students will have developed the following knowledge, skills, and dispositions:

Understandings:

1. Understand the teacher's role in inquiry and how to use inquiry to analyze and address classroom practices and issues in the areas of assessment, curriculum, and instruction.

2. Understand what action research is and how this type of research fits within broader definitions of research practice.

3. Understand the components of an action research proposal, to include:

   a. Identifying a problem and its significance.
   b. Reviewing relevant literature.
   c. Developing appropriate methods for conducting research/collecting data.
   d. Deciding on appropriate ways to analyze data.

4. Understand ethical issues that confront teacher researchers.

Skills

5. Identify a classroom problem to study.

6. Review literature relating to the focus of the study.

7. Develop plan for collecting and triangulating data.

8. Develop plan to analyze data.

9. Complete an action research proposal in an area of assessment, curriculum, and/or instruction.

Dispositions:

10. Value the importance of the teacher as inquirer.

11. Recognize the effects of race, gender, ethnicity, socioeconomic status, and religion on research practice and results.

Coe Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards.

Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of major professional organizations and the State of Florida: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Florida's Exceptional Student Education K-12 (ESE K-12), and Florida Standards for Teachers of English for Speakers of Other Languages (ESOL). In this course, the following standards apply and were considered in developing the objectives for the course:

Council for Exceptional Children (CEC)

- CEC Standard #10. Collaboration – Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. More elaboration can be found in the standard.

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

- Principle # 9: Reflective Practice and Professional Development - The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

- Accomplished Practice #3. Continuous Improvement – The professional teacher recognizes the need to strengthen her/his teaching through self-reflection and commitment to life-long learning. The teacher becomes aware of and is familiar with the School Improvement Plan. The teacher's continued professional improvement is characterized by participation in inservice, participation in school/community committees, and designing and meeting the goals of a professional development plan.
- Accomplished Practice #6. Ethics – Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- Accomplished Practice #11. Role of the Teacher – Works with various educational professional, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Florida ESE K-12

- Standard #4. Knowledge of Assessing, Designing, and Implementing Positive Behavior Supports – Indicator # 3 – Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.

Florida ESOL

- Standard #14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

IMPORTANT INFORMATION

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

The following policies will be followed:

Participation: It is expected that students participate in the class each week. This is a class that requires active in-class participation from each member.

Make-Up Exam/Assignment and Due Date Policy: Opportunities to make-up assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. Any assignment turned in late will result in the loss of points for that assignment. Late is defined as the end of the class session in which the assignment is due.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

Academic Integrity Statement (July 2007)

(http://www.fiu.edu/~sccr/standards_of_conduct.htm)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as

outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

- *Cheating:* The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
- *Plagiarism:* The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism

Disability Resource Center (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

The Code of Professional Decorum (developed by a committee of students and faculty)

The Code will serve as a guide for students in this class. The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Educational Psychology and Special Education. These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning.

Students and faculty in the department of Educational Psychology/Special Education shall:

1. Be respectful of the learning environment by:

(a) being punctual: arriving to class and returning from breaks on-time,

(b) keeping beepers and cellular phones off during class, and

(c) avoiding disruptive conduct (i.e., any behavior that interferes with class functions).

2. Be respectful of all individuals in class by:

(a) appropriately participating in classroom discussions and activities,

(b) allowing equal opportunity for all class members to participate, and

(c) having respect for others by voicing disagreements in a professional manner.

3. Have a professional commitment to learning by:

(a) completing and turning in assignments on time,

(b) making personal efforts to get assistance from fellow classmates or faculty to facilitate learning, and

(c) striving for perfect class attendance

4. Have professional integrity by:

(a) engaging in academic honesty,

(b) if absent from class, taking personal responsibility for missed content; and

(c) professionally representing yourself and the university at all intern sites.

How Specific Policies Affect Grades

1. *Academic Dishonesty/Plagiarism*

Cases of suspected cheating will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being guilty of dishonest academic practice, the instructor shall make an academic judgment about the students' grade on that work and in the course. Plagiarism will be monitored by Turnitin.

2. *Punctuality*

(a) Assignments are due on the date set; points will be deducted for late work.

(b) Attendance at class discussions is important. If you must be absent, contact the instructor.

3. *Quality of Written Work and Presentations*

(a) Written work must be typed, double-spaced, 12- point font, and include appropriate references. Proper acknowledgement must be given for all facts, borrowed ideas, and quotes.

(b) APA Format is to be used for the action research proposal.

Technical Requirements & Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Adobe Connect (headseat and microphone)

Please visit our Technical Requirements webpage for additional information.

Accessibility And Accommodation

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

Course Prerequisites

There are no prerequisites for this course.

For more information about prerequisites, click here.

Proctored Exam Policy

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires

proctored exams. Please visit our Student Proctored Exam Instructions webpage for important information concerning proctored exams, proctoring centers, and important forms.

Textbook

Improving Schools Through Action Research: A Reflective Practice Approach (3rd Edition)

Cher C. Hendricks

Pearson, 3rd Edition, 2012

ISBN-10: 0132868644

ISBN-13: 978-0132868648

Book Info. You may purchase your textbook online at the FIU Bookstore.

Additional Reading Materials:

Rust, F, & Clark, C. How to do action research in your classroom: Lessons from the Teachers Network Leadership Institute.

Improving Student Learning through Classroom Action Research: A Guide to Becoming an Action Researcher - available within course.

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content.
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum.
- Take the practice quiz to ensure that your computer is compatible with Blackboard.
- Interact online with instructor/s and peers.
- Review and follow the course calendar.
- Log in to the course three tiems per week.
- Respond to discussion boards, blogs and journal postings within 3 days.
- Respond to emails within 2 days.
- Submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course 5 times per week.
- Respond to discussion boards, blogs and journal postings within 2 days.
- Respond to emails and messages within 2 days.
- Grade assignments within 3 days of the assignment deadline.

Method of Instruction

This course is focused on your learning and on using a variety of methods that support learning. The instructor uses knowledge of learning and how persons learn to organize this class. Thus, you -- the learner -- play a large role in what you learn. The instructor will organize, guide, provide learning activities, and assess your learning in this course. Thus, methods vary and include class discussions/clarifications, readings, independent activities, and assessments.

Course Communication

Communication in this course will take place vi**a Email.**

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

Discussion Forums

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

It is expected for students to post their response and then comment on the response of at least two of their peers. For the weekly journals, students are expected to provide feedback to their partner's journal (these will change every two weeks) a minimum of twice during each module.

Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Assignments

TaskStream eFolio Artifact and 3-point Rubric

TaskStream is the College of Education's web-based electronic portfolio application that will allow you to upload and share selected work via the web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. All students enrolled in the College of Education are required to subscribe and maintain a *TaskStream* account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the college. You can purchase *TaskStream* directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the *TaskStream* account must be maintained throughout your professional preparation program. Costs and other *TaskStream* information can be found at this SOE website.

The following points relating to *TaskStream* artifacts reflect the policies of the College of Education:

- All students in courses with critical tasks on *TaskStream* must purchase accounts and upload artifacts.
- Faculty must specify in course syllabi the *TaskStream* assignment, rubric, and upload policy.
- If pedagogically feasible, students should upload course artifacts two weeks before the end of classes; final deadline for all uploads is 48 hours before grades are due.
- Students who earn an "Unacceptable" rating on the course critical task will be provided with one (1) remediation to achieve the Acceptable level. If students are unable to achieve Acceptable, the rating of "Unacceptable" will remain and students will receive a non-passing grade in the course.
- Students who fail to upload artifacts by the deadline will receive an "I" (Incomplete) or a non-passing grade in the course, at the discretion of the instructor.
- Faculty must provide final *TaskStream* evaluation before final grades are submitted.
- *TaskStream* will be inactivated by the end of the first week of the subsequent semester and students who have not uploaded

as required will no longer be able to do so without email confirmation from the instructor.

*TaskStream codes for Fall 2016: TBA

Participation and Discussion within the course:

It is expected for students to post their response and then comment on the response of at least two of their peers. For the weekly journals, students are expected to provide feedback to their partner's journal (these will change every two weeks) a minimum of twice during each module.

Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- Adobe Flash Player is required to successfully run your Adobe Connect meeting. You can test your computer to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination headset and microphone with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.

Grading

The Course Requirements and Grading standards are subject to change.

Course Requirements	Points for Each
Introduction: Statement of Problem, Significance, Content of Research	15
Review of Literature	20
Action Plan/Methods: Specific Research Questions, Intervention, Time Line, Data Collection Procedures, Certificate-Protecting Human Subjects	15
Data Analysis	15
Full Proposal	5
Research Conference Proposal	4
Journals (2 points each)	14
Discussion Boards, Wikis, Blogs (2 points each)	12
Total	**100 points**

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	85 - 86	F	64 and below
A-	93 - 94	C+	83 - 84		

B+	91 - 92	C	75 - 84	
B	85 - 92	D	65 - 74	

COURSE CALENDAR

Weekly Schedule

The instructor reserves the right to change the order of a topic, change an assignment, and add learning activities.

Date	Tasks
August 22 - 28	*Module 1:* *What is Action Research?*
August 29 - September 4	*Module 2:* *Identifying and Narrowing a Focus for Action Research*
September 5 - 11	*Module 3:* *Review of the Literature*
September 12 - 18	*Module 4:* *Review of the Literature - Continued*
September 19 - 25	*Module 5:* *Action Plan and Methods*
September 26 - October 2	*Module 6:* *Action Plan and Methods - Continued*
October 3 - 9	*Module 7:* *Data Analysis Ideas/Plan*
October 10 - 15	*Module 8:* *Wrap Up Activities and Conference Proposals*