Course Title: Final Project: School-based Research
Course Number: EDUC 6723

Day/Time:

Location:

Instructor:
E-mail:
Phone:

COURSE DESCRIPTION

This course emphasizes the role of the supervisor or principal in conducting school-based research as a means of achieving effective school improvement and professional development. The course will also emphasize working with teachers and the community to create school plans, to assess implementation initiatives, and to communicate results effectively. The content of this course is designed to help school leaders learn the strategies for gathering, organizing, analyzing, and applying existing data from Internet sites, databases, and school archives to make instructional decisions aimed at narrowing the achievement gap in schools. Research-based strategies will be used to develop an instructional plan focusing on school improvement and student achievement.

New Jersey Standards

All work in this course relates to the New Jersey Professional Standards for School Leaders (NJPSSL)/Interstate School Leaders Licensure Consortium (ISLLC) Standard I, which focuses on “The Vision of Learning.” The course allows the students in the MA in Educational Leadership program to demonstrate that they are committed to the process of collecting data on a wide array of school- and district-based issues—including student achievement and teacher performance—from a variety of sources, and utilizing those data to assist in the decision making processes of modifying and adjusting programs and teaching to ensure the success of all students. A complete list of all NJPSSL/ISLLC is available at http://www.state.nj.us/njded/profdev/profstand/

The School of Education at FDU is an active partner with New Jersey in aligning professional practice with the NJ Professional Standards for Teachers and School Leaders (Interstate School Leaders Licensure Consortium Standards) throughout the leadership
courses. The NJ Core Curriculum Content Standards are an integral part of the process of educational leadership and are utilized as an important element in the development of school leaders.

**Course Goals/Outcomes**

- Demonstrate an understanding of the role of professional literature and research in the action research process.
- Demonstrate an understanding of the steps involved in conducting research, designing a research project, and the significance that action research may have on school improvement.
- Demonstrate an understanding of the ethics and legalities of conducting research that involves human participants.
- Design a plan for collecting data and analyzing results for the purpose of making data-driven decisions for school improvement.
- Produce a well-formulated research proposal, which includes three parts:
  - Part I Introduction/Statement of the Problem and Its Significance;
  - Part II Review of Related Literature;
  - Part III Research Methodology.

**Required Texts/Resources:**


[http://www.amazon.com/s/ref=nb_ss_b?url=search-alias%3Dstripbooks&field-keywords=publication+manual+of+the+american+psychological+association&x=0&y=0](http://www.amazon.com/s/ref=nb_ss_b?url=search-alias%3Dstripbooks&field-keywords=publication+manual+of+the+american+psychological+association&x=0&y=0)

**Recommended**

[http://www.amazon.com/s/ref=nb_ss_b?url=search-alias%3Dstripbooks&field-keywords=How+to+conduct+collaborative+action+research&x=0&y=0](http://www.amazon.com/s/ref=nb_ss_b?url=search-alias%3Dstripbooks&field-keywords=How+to+conduct+collaborative+action+research&x=0&y=0)

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**Course Requirements**

To successfully complete this course, each student will be required to:
• Have access to a computer where he/she can use the Internet and where he/she can receive and send e-mails with attachments. Students are expected to have a degree of facility with computer technology as a tool to enhance learning and research experiences. Students will be required to have a valid FDU email address in order to access the course’s Webcampus (Blackboard) site.

• Complete and submit all assignments on time. (Deductions will be made for any assignments submitted late. Any assignment submitted more than 6 days late will not be graded.)**

• Attend all class meetings

Coursework and Class Schedule

Unit I:  **Overview**  (Wednesday, July 8, 2009)

• Overview of Research and the Research Proposal
• What is actionable research?
• Selecting a Problem

Assignments: Resources for Assignment:
Sagor –

Develop:
Statement of Problem
Sub questions for research (2-4)
To be submitted electronically by 4:30 P.M., Monday, July 13)

Unit II: **Problem and Significance**  (Monday, July 13)

• Part One of research proposal
  Introduction, statement of problem and its significance
• Types of research

Assignment:  APA manual for proper writing style and format

Follow the link below to “Protecting Human Research Participants, complete the registration form, read the information page, and begin the tutorial. The tutorial consists of seven (7) chapters/parts. You do not have to complete all seven (7) sections at one sitting. You may sign out and sign back in at a later date. Complete the online course and print the certificate of completion. The initial page is located at:


(You will need to login and complete the course online. To receive
credit you will need to complete all of the readings in the “chapters” and complete the “exercises” at the end of each “chapter.” Once you have successfully completed all chapters and exercises you can print out your certificate.)

Due date - 4:30 PM Monday, July 20

Sagor

Unit III: Literature Review (Wednesday, July 15)
- Discussion: Review of Related Literature/Research

Assignment: Find three actual studies completed in the area of your problem and write a review of literature using these studies. This assignment will become part of the full literature review submitted as part of your proposal.

Due date – 4:30 PM, Wednesday, July 22

Unit IV: Methodology (Monday, July 20)
- Methodological Triangulation
- Data collection sources

Assignment: Develop a Triangulation matrix and resources for collecting data.

Due date – Monday, July 27

WORK SESSIONS: Attendance is optional
July 27, 29
August 3, 5

Unit V: Presentations and Final Submissions (Wednesday, August 12)
- Individual Presentation

Final proposal to be submitted by 4:30 P. M. Monday, August 10

Course Evaluation
Part One Statement of Problem and sub-questions………………………………20 points
Certificate from online course in human participant protections………10 points
Part Two Literature Review (sample based on at least 3 studies)………..20 points
Part Three Triangulation Matrix and data collection tools…………………..20 points
Completed Proposal…………………………………………………………30 points

**There will be point reduction for any assignment submitted after the due date and up to four days late (2 point/day). Assignments submitted four or more days after the due date
Grading Scale

A  92 – 100 points  B-  80 - 81
A-  90 – 91   C+  78 - 79
B+  88 - 89  C  72 - 77
B  82 - 87  F  <72

The minimum passing grade for the graduate programs is a C.

University/School of Education Policies

Grades:

- Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete will be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failing grade. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee. NO EXTRA CREDIT WORK WILL BE ASSIGNED IN ORDER TO RAISE A GRADE.

Attendance

- Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Therefore, class participation will be used in determining the final grade.

- The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:
  a. Attendance is required in all our classes
  b. 3 absences, grade drops by a half a grade
c. 4 absences, grade drops by one full grade

d. 5 absences, the student fails or withdraws from the class

FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.

2. Plagiarism—Representing the ideas or language of others as one’s own.

3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.

4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.

5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.

6. Interference—interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties.

1. No Credit (0) or Failure for the academic exercise.

2. Reduced grade for the course.
3. *A Failure in the course* that is identified on the student’s permanent record card as permanent and cannot be removed.

4. Recommendation for *academic probation* to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services.

For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:

1. *Suspension* from the University for one year. Readmission will be contingent upon the approval of the academic dean.


**THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. STUDENTS WILL BE INFORMED OF ANY CHANGES IN A TIMELY MANNER AND PROVIDED WITH TIME AND RESOURCES TO ADDRESS ANY CHANGES.**

**ATTENDANCE AT THE WORK SESSIONS FOR THIS COURSE IS OPTIONAL. HOWEVER, STUDENTS ARE STRONGLY ENCOURAGED TO TAKE ADVANTAGE OF THE OPPORTUNITY TO WORK INDIVIDUALLY WITH THE INSTRUCTOR OR WITH A SMALL GROUP OF COLLEAGUES.**