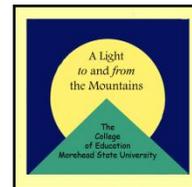




Professional Education Unit

Department of Foundational and Graduate Studies in Education



ACTION RESEARCH AND GRANT WRITING EDD 811 – SECTION 301 Spring Semester, 2012

Faculty Name: Debbie Abell
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Course Description:

EDD 811 Action Research and Grant Writing. (3-0-3) On Demand. *Pre-requisite: Admission to the Educational Leadership Ed.D. program.* This class is designed to provide educators with practical skills in the use of action research and grant writing to address educational concerns. Specific topics include defining the educational problem, developing a literature review, designing a pilot project, and developing grant proposals.

Required Field Experience Hours: 10 hours. These hours will be composed of working with school/district colleagues on establishing problems/issues/opportunities to be explored in this course.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

The following outcomes have been established for this course.

1. Students will recognize, define and frame a research problem related to the student's work situation. This process will help define an area of study for the EdD Capstone project.
2. Students will review and evaluate research literature from sources including current scholarly periodicals, Education Resources Information Clearinghouse (ERIC), dissertation abstracts, and secondary sources.
3. Students will determine appropriate procedures for investigating a research problem including IRB procedures, sampling procedures, data collection, and analysis processes.
4. Students will conduct a short action research project that will serve as a pilot study for their capstone project.
5. Students will select and develop grant proposals to address areas of educational concern. If the student already has extensive expertise in grant development, grant administration and evaluation processes will be explored.

These outcomes are consistent with the Educational Leadership Policy Standards (**ISLLC**) ISTE Educational Technology Standards for Technology Facilitation (**TF**), NCATE/AECT Educational Communications and Instructional Technology (**ECIT**) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (**KTS**).

<i>Student Learning Outcomes</i>	<i>Standards</i>	<i>Assessment</i>
Students will recognize, define and frame a research problem related to the student's work situation.	TF-VII, TF-VIII, ECIT 4, KTS 8, KTS 10, ISLLC-1, 3, 6	<i>ARP/ Capstone Proposal</i>
Students will review and evaluate research literature from sources including current scholarly periodicals, Education Resources Information Clearinghouse (ERIC), dissertation abstracts, and secondary sources.	TF-VII, TF-VIII, ECIT 4, KTS 8, KTS 10, ISLLC-1, 3, 6	<i>ARP/ Capstone Proposal</i>
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<i>Student Learning Outcomes</i>	<i>Standards</i>	<i>Assessment</i>
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Students will conduct a short action research project that will serve as a pilot study for their capstone project.	TF-VII, TF-VIII, ECIT 4, KTS 8, KTS 10, ISLLC-1, 3, 6	<i>ARP</i>
Students will select and develop grant proposals to address areas of educational concern. If the student already has extensive expertise in grant development, grant administration and evaluation processes will be explored.	TF-VII, TF-VIII, ECIT 4, KTS 8, KTS 10, ISLLC-1, 3, 6	<i>Grant Proposal</i>

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Ed Leadership EDD		Course: Action Research and Grant Writing					
	Standards					KERA/KDE Initiatives	EPSB Themes
Aligned with →							
Assessment (point values) ↓	ISLLC ¹	NCATE ²	TSSA ³	Kentucky Dispositions	Kentucky Dimensions & Foundations	Learner Goals based on Academic Expectations; Program of Studies Core Content; Standards and Indicators for School Improvement (SISI); MUNIS & KTIP; SBDM; Special Ed law and ARC	Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity); Technology Literacy Education; School Safety Education
<i>ARP/Capstone Proposal and Grant Proposal Discussion Board assignments– Problem analysis and framing, Literature Review</i> CFO: 1, 2, 3, 4 SLO: 1-4, 6 <i>Discussion Boards = 100 points</i>	1, 3,6	1, 3, 4* *Depending on the topic of the research	4	2, 3	2.1 2.2 5.2	Academic Expectations, SISI	Diversity, assessment
<i>ARP/Capstone Proposal – Pilot Proposal</i> CFO: 1, 2, 3, 4, 5 SLO: 1-4, 6 <i>Proposal = 100 points</i>	1,3,6	1, 3, 4* *Depending on the topic of the research	4	2, 3, 4	2.1 2.2 5.2	Academic Expectations, SISI	Diversity, literacy education, assessment
<i>Grant Selection, Grant Proposal</i> CFO: 1, 2, 3, 4, 5 SLO: 1-4, 6	1,3,6	1, 3, 4* *Depending on the topic	4	2, 3, 4	5.2 6.2	Academic Expectations, SISI	Diversity, literacy education, assessment

<i>Grant Proposal= 100 points</i>		of the research					
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¹Interstate School Leaders Licensure Consortium Standards

²NCATE Unit Standards

³Technology Standards for School Administrators

Assignment/Assessment Descriptions:

Program: Ed Leadership EDD Course: Action Research and Grant Writing	
Assessment (point value)	Description (Candidates are to routinely check Discussion Board and the Assignments Page on Blackboard for more detailed information regarding assignments and assessments.)
<p><i>EDIL 811—A1</i></p> <p>Assignment Title: Blackboard Discussions</p> <p>Points Possible: 100 (25% of final grade)</p> <p>Due Date: Throughout the semester</p>	<p>Throughout the course there will be prompts provided on the Discussion Board for students to share their experiences, thoughts, and knowledge. In addition, students are expected to comment on what others have written. Student entries should be of a scholarly nature, and not one of just “I think that was a great idea” type of response. The discussion board allows for the expression of knowledge requiring synthesis, evaluation, and reflection of personal experiences along with what has been learned from the various readings. Through the semester there will be specific assignments and activities that students will complete on the Discussion Board. These assignments and activities will be designed to enable students to demonstrate mastery of the stated Student Learner Outcomes (SLO’s) related to action research and grant writing. Activities will involve analysis of research articles and grant applications, identifying concepts related to research and grant writing, evaluation of research problems, and other appropriate activities.</p>
<p><i>EDIL 811-A2</i></p> <p>Assignment Title: Action Research Project (ARP) Project</p> <p>Points Possible: 100 (25% of final grade)</p> <p>Intro to Capstone Proposal</p> <p>Points Possible: 100 (25% of final grade)</p>	<p>Students will identify an area of concern within their educational environment and locate no less than ten scholarly sources (mostly primary sources) to review related to the identified area. Students will write a draft literature review in APA format and provide a series of suggested areas for improvement within the educational environment and how to evaluate the improvements. Students will then select one of the suggested areas of improvement within the literature review project and develop a pilot action research project that will also be used to develop their Ed.D. Capstone Proposal. Students will complete an action research project that includes a review of the literature, methodology, data collection, data analysis, conclusions and reflection.</p> <p>Specific portions of the action research project will be due at intervals throughout the semester (as detailed in the schedule</p>

	<p>below) and must be completed within timelines. Research topics should be linked to improving student learning and should be foundational for better understanding the potential capstone project.</p> <p>The action research project will culminate with a final written scholarly paper organized according to the outline provided in this syllabus. Keeping up with the individual components of the paper all the way through the semester will create a structured approach to scholarly writing that will become a blueprint for future research.</p> <p>The problem statement development and literature review for the action research project will be used as the beginning work for the development of the EdD Capstone Proposal. The Capstone Proposal will be started in EDD 811 this spring and completed in EDD 810 in the Fall 2012 semester. The sections of the Capstone Proposal to be completed in this course include problem identification and development, literature review on the problem and preliminary literature review of possible solutions to the identified problem.</p>
<p><i>EDIL 811-A3</i></p> <p>Assignment Title: Grant Proposal</p> <p>Points Possible: 100 (25% of final grade)</p>	<p>Students will conduct a search of possible funding sources, locate at least 3 grant/funding sources, and provide a short analysis of each. The grants will need to be rank ordered as to which would have the most potential to address the area of concern within the educational environment selected in the Action Research or Capstone Project. Students will then develop a grant outline for use in developing a proposal for funding to address the area of concern within the educational environment selected in the Action Research or Capstone Project. Students will complete the full grant proposal and submit it along with the grant proposal guidelines to be used for instructor review. Students are strongly encouraged to submit the grant proposal if the deadline is upcoming or submit the proposal during the next grant submission cycle. If students already have extensive expertise in grant writing, time will be spent on grant administration and evaluation.</p>

Texts and Related Materials:

- Bauer, S.C. and Brazer, S.D (2012). Using Research to Lead School Improvement. Thousand Oaks, CA: SAGE Publications. (ISBN: 978-1-4129-7405-9)
- Coley, M.C. and Scheinberg, C.A. (2008). Proposal Writing: Effective Grantsmanship. Thousand Oaks, CA: SAGE Publications.(ISBN: 978-1-4129-3775-7)

- Additional resources related to action research and grant writing will be provided by the instructor throughout the semester on Blackboard.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Method of Evaluation:

All submitted work will be evaluated based on the overall design, quality of work, and quality of writing (use of punctuation, grammar, and spelling). Project evaluation documentation is made available for each assignment. Grades will be posted on the BlackBoard gradebook, which is available to each participant.

Grading Scale:

	Total points	% of grade
Discussion Board Assignments	100	25%
Action Research Project	100	25%
Grant proposal	100	25%
Intro to Capstone Proposal	100	25%

***Grading Scale**

90 - 100%	A
80 - 89	B
70 - 79	C
60 - 69	D
59- and below	E

Submitting Assignments:

Since this is an online course, all assignments will be submitted via BlackBoard in electronic form. They are not to be submitted via email attachments. All documents must be saved and submitted as a Microsoft Word document.

Attendance Policy:

This course is an online course where you will be active in an online learning environment. You are expected to contribute to the online activities that occur. Participation in online discussions and chats are considered part of your attendance requirement. All class assignments are due on the date assigned. **Unexcused late assignments will not be accepted.**

Makeup Work Policy:

If an *emergency* arises that prevents a student from completing work in a timely manner, contact with the instructor is to be initiated by the student as soon as possible and arrangements made for completion of assignments. This is a course in the EDD program and completion of assignments within designated timelines is an important behavior to be developed and strengthened. Therefore, timelines are expected to be met.

Portfolio Statement:

ONE exit portfolio is required for all students in all educational leadership courses. The artifacts in the portfolio are a reflection of YOU as an educational leader. For each of your EDIL courses you will see assignments marked with a “*P*” suggesting that the work completed for that assignment be included in the portfolio. As you work your way through MSU’s educational leadership programs you should NOT develop a separate portfolio for each program. Rather, the initial portfolio is updated to include work completed in subsequent programs and the updated artifacts should show a growing knowledge and maturity in skills as an educational leader.

Academic Honesty

As noted in MSU’s Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education,

the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

http://turnitin.com/research_site/e_what_is_plagiarism.html

<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students need to follow APA style when citing sources.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Weekly Schedule Spring 2012

Each week, usually on Monday, I will post an **announcement** in Blackboard that will explain what we will be doing that week. The assignment will need to be completed by the next Monday at midnight.

Assigned Date	Reading Assignment	Due Sunday midnight after assignment date unless otherwise noted
Week 1 – January 17 (Jan 16 MLK, Jr. Day)	Read the Hello Announcement and the Week 1 Announcement in Blackboard and follow up on any instructions listed there. Read the Syllabus. If you have the book, begin reading Chapters 1, 2, 3 and 4 in Bauer and Brazer. Read introductory comments in Course Documents titled: How EDD 811 Came To Be	Introductions. (Even though you've had class with each other, John and I haven't gotten the chance to get to know you or you to know You will have 3 weeks to complete the following assignments, explained in detail in the announcements section (they will be due Feb. 5 at midnight): Plagiarism training and verification. Follow instructions in announcement for Week 1. CITI IRB training /certification. If you have not already done so, you will need to complete CITI IRB training/certification and send the certification form to us (or Dr. Miller or Dr. Christian) to put in your file.
Week 2 – January 23	Finish reading Bauer and Brazer, Chapters 1, 2, 3, and 4. This part of the text is mostly review material from other leadership courses you have taken. However, it is a good review and if you have never taken any ed. leadership courses, it is an excellent overview.	Bb Discussion Board assignment: Identify your institution's performance objectives: vision statement, mission, goals, recent improvement plans. This is the stated <i>ideal</i> for your educational institution. Additionally, list the evidence that indicates how well your institution is doing on the assessed performance standards. This is how well your educational institution is actually doing- the <i>real</i> . Start looking for the <i>gaps</i> between your institution's goals and its actual performance in meeting those goals.
Week 3 – January 30	Bauer and Brazer, Part II, Chapter 4.	Bb Discussion Board activity: Outline a problem statement / hypothesis to study for your action research project and possible capstone project based on this analysis of the <i>ideal</i> to the <i>real</i> . Also, use pages 23-26 to help frame the problem- is it primarily structural, human resource, political, or symbolic? Additionally, read ahead the pages on root cause analysis (pages 151-163) and begin this exploration. Make an argument for the importance of the study/project. Spend this week and next week explaining the problem to the class in your Bb postings and reviewing/providing feedback to the other people in class.
Week 4 – February 6	Bauer and Brazer, Part II, Chapter 5, review pages 23 – 26 and read	Refine and finalize your problem framing started last week.

	pages 151 - 163. APA style guide in course documents	
Week 5 – February 13	Bauer and Brazer, Part III, Chapter 6 and 7	Bb Discussion Board: Database and literature review assignment with annotated bibliography (problems and solutions) and reference list in APA format.
Week 6- February 20	Bauer and Brazer, Part III, Chapter 8	Review Texas A&M writing lab information on writing literature reviews. Bb Discussion Board: First draft of literature review exploring the problem/gap you are studying and review of possible solutions to the problem you are studying, incorporating the root cause analysis.
Week 7 – February 27	Bauer and Brazer, Part IV, Chapter 9	Bb Discussion Board: First draft of methodology section of action research project.
Week 8 – March 5	Bauer and Brazer, Part IV, Chapter 10	Bb Discussion Board: First draft of Action Research Proposal. Talk to Chair of IRB and submit proposal to IRB for approval.
Week 9 – March 12		Continue collecting appropriate literature, rewriting proposal and doing ground-work for action research project- such as getting permissions, developing surveys, etc. Post progress on Bb Discussion Board.
Week 10 – March 19 Spring Break	Coley and Scheinberg, Chapter 1 and 2	Begin conducting the action research project- begin data collection. Bb Discussion Board: Determine grant needs- determine how additional resources would impact implementation of the Capstone Project or Action Research Proposal
Week 11 – March 26	Coley and Scheinberg, Chapter 3 and 4	Continue data collection on action research project. Bb Discussion Board: Search for/identify possible funding sources
Week 12 – April 2	Coley and Scheinberg, Chapter 5	Continue data collection on action research project and begin data analysis. Bb Discussion Board: Write grant needs statement
Week 13 – April 9	Coley and Scheinberg, Chapter 6	Bb Discussion Board: Post action research project initial data analysis/results for feedback. Bb Discussion Board: Write grant goals, objectives and implementation plan
Week 14 – April 16	Coley and Scheinberg, Chapter 7	Bb Discussion Board: Revise and expand data analysis and write first draft of conclusions.

		Bb Discussion Board: Write grant evaluation plan
Week 15 – April 23	Coley and Scheinberg, Chapter 8	Bb Discussion Board: Revise action research paper components and prepare first draft of completed paper. Bb Discussion Board: Create grant budget
Week 16 – April 30	Coley and Scheinberg, Chapter 10	Bb Discussion Board: Final grant proposal with appendices or finished project on grant administration or grant evaluation. Bb Discussion Board: Turn in initial draft of Intro to Capstone Proposal: problem statement, literature review, and references. Revise Action Research Project paper.
Week 17 – May 7		Submit as Bb Assignment: Final draft of Action Research Project paper. Final draft of Intro to Capstone Proposal.