Matching New-Course Request

In the blank, fill in the appropriate boxes:

Check Appropriate Boxes: Undergraduate credit □ Graduate credit X Professional credit □

1. School/Division: Education
2. Academic Subject Code: EDUC-S
3. Course Number: 591 (must be cleared with University Enrollment Services)
4. Instructor: Stolle
5. Course Title: Research Project in Secondary Education

Recommended Abbreviation (Optional): NONE

6. First time this course is to be offered (Semester/Year): Spring 2011
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S/F (only)? Yes No 
9. Is variable title approval being requested? Yes No 

10. Course description (not to exceed 50 words) for Bulletin publication: The course is designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or comprehensive review of the literature, together with recommendations. An oral examination and defense of the project is required.

11. Lecture Contact Hours: Fixed at 0 or Variable from to
12. Non-Lecture Contact Hours: Fixed at 3 or Variable from to
13. Estimated enrollment: 10 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: Annually. Will this course be required for majors? Yes
15. Justification for new course: Required culminating experience for MSE
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
   Individualized study with an assigned faculty with expertise
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date:
Department Chairman/Division Director

Date:
Dean

Date:
Chancellor/Vice-President

Date:
University Enrollment Services

After School/Division approval, forward the last copy to University Enrollment Services for initial processing and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Fund—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
EDU S591:
Fall 2010/Spring 2011

Instructor: Dr. Dan Doerger
Office: Ivy Tech Southeast Riverfront Campus Room 415
Phone: Work: 859.572.6039 Cell: 513.313.8484
E-Mail: ddoerger@iue.edu
Office Hours: Tuesday 1:00-3:00, Wednesday 12:30-2:30 or by appointment

Pre-requisite: Successful completion of the Best Practice Academy and the Action Research Course

Course Texts:
REQUIRED:
Action Research: Teachers as Researchers in the Classroom, 2nd Edition.
By: Craig A. Meriter ISBN: 978-1-4129-6857-7

SUGGESTED:
APA The Easy Way! (Updated for the 6th Edition)
By: Peggy Houghton and Timothy Houghton ISBN: 978-0923568962

Or any APA style guide aligned with the 6th edition of the APA Manual

Course Purpose:
Designed for students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational areas. Solutions may include research or a comprehensive review of the literature, with recommendations. An oral examination and defense of the project is required.
Course Goals:
- To ensure practicing teachers understand the research process in an educational setting
- To provide practicing teachers with the opportunity to investigate an education issue in depth
- To provide teachers to research issues that can have a transformative effect on school improvement and change.

Outcomes:

Teachers will:
- **Research Question**—will pose a question pertinent to prior action research or emerging expertise as a teacher or professional development leader. A rationale and objectives for the study must be clearly articulated.
- **Literature Review**—will thoroughly discuss literature pertinent to the question posed. A bibliography will be included in the Appendices.
- **Method and Procedures**—will explain all aspects of methodology and procedures utilized for collecting information or data for the purpose of answering the study question.
- **Synthesis and Analysis**—will synthesize and analyze the information and data
- **Conclusion and Implications**—will articulate conclusions they have drawn from the study and the educational implications of those conclusions.

Link to National Board Teacher Standards

<table>
<thead>
<tr>
<th>Early Childhood/Generalist (For teachers of students ages 3-8)</th>
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<tbody>
<tr>
<td>II. Equity, Fairness, and Diversity: Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness, and dignity.</td>
</tr>
<tr>
<td>VI. Multiple Teaching Strategies for Meaningful Learning: Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.</td>
</tr>
<tr>
<td>X. Reflective practice: Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.</td>
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<th>Middle Childhood/Generalist (for teachers of students ages 7-12)</th>
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<tr>
<td>IV. Respect for Diversity: Accomplished teacher’s help students learn to respect and appreciate individual and group differences.</td>
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<tr>
<td>V. Instructional Resources: Accomplished teachers create, assess, select, and adapt a rich and varied collection of materials and draw on their resource such as staff, community members, and students to support learning.</td>
</tr>
<tr>
<td>VI. Multiple Paths to Knowledge: Accomplished teachers provide students with multiple paths needed to learn the central concepts in each school subject.</td>
</tr>
</tbody>
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explore important themes and topics that cut across subject areas, and build overall knowledge and understanding.

X. Reflection: Reflective practice: Accomplished generalists regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

Early Adolescent/Generalist (For teachers of students ages 11-15)

III. Instructional Resources: Accomplished generalists select, adapt, create, and use rich and varied resources.

IV. Respect for Diversity: Accomplished generalists model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their learning communities and by expecting students to treat one another fairly and with dignity.

V. Multiple Paths to Knowledge: Accomplished generalists use a variety of approaches to help students build knowledge and strengthen understanding.

X. Reflective practice: Accomplished generalists regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

School Themes:
Reflective scholars understand that self-reflection is an on-going part of being an effective teacher. They assess experiences and circumstances for personal and professional meaning in order to enhance teaching performance. They value professional interactions, and thoughtfully consider and act upon advice. These teachers use professional literature and/or resource materials to remain current in issues related to pedagogy, technology, diversity, and content.

Instructional leaders constantly monitor and assess student learning and growth and make adjustments to optimize learning experiences. They are expert in the content they teach and effectively use research, resources and technology to meet instructional goals. These teachers are leaders and change agents whose personal visions are shared with colleagues with the goal of creating a unified learning community.

Teachers who are global citizens seek to shape the world of the future through their roles in the classroom and beyond. They challenge students to examine and think critically about global issues. These teachers comprehend their own cultural perspectives (and biases) and make conscious efforts to expand them.

IUE Learning Objectives Addressed: An educated person:
- Should be able to express himself or herself clearly, completely, and accurately
- Should be able to identify problems and to find solutions to those problems
- Should have some understanding of and experience thinking about moral and ethical problems
- Should have conceptual ability to think rationally, to develop informed opinions, and to comprehend and create new ideas
Course Requirements:
Note: Candidates will have regularly scheduled appointments with their faculty advisor. Candidates will follow the format below.

1. Required Components and Order of the Research Paper

Research Approval Page:
Title
Author
School of Education
Indiana University East, Richmond, IN
Month/Year of submission
"An independent research paper submitted to Indiana University East in partial fulfillment of the requirements of the degree of Master of Science in Education"
Signatures: Research Committee and Director of Graduate Studies in Education

Title Page:
Title
Author
School of Education
Indiana University East, Richmond, IN
Month/Year of submission
"An independent research paper submitted to Indiana University East in partial fulfillment of the requirements of the degree of Master of Science in Education"

Copyright page – If copyrighting

Abstract: 2 page summary of the study

Dedication Page – Optional

Acknowledgements Page

Table of Contents

Research with human subjects will submit according to the five chapter format described here. Individual Research with human subjects must be approved by the Internal Review Board. Graduate students will file the appropriate forms in consultation with their Research Chair.

Chapter 1: Stated Question & Rationale – Candidates will pose a question pertinent to prior action research or emerging expertise as a teacher or professional development leader. A rationale and objectives for the study must be clearly articulated.
Chapter 2: Literature Review – Candidates will thoroughly discuss literature pertinent to the question posed. A bibliography will be included in the Appendices.

Chapter 3: Method and Procedures – Candidates will explain all aspects of methodology and procedures utilized collecting information or data for the purpose of answering the study question.

Chapter 4: Synthesis and Analysis – Candidates will synthesize and analyze the information and data

Chapter 5: Conclusions and Implications – Candidates will articulate conclusions they have drawn from the study and the educational implications of those conclusions.

Appendices:
Bibliography
Supporting Documentation
Internal Review Board (IRB) Approval

Comprehensive Literature Review papers will utilize the following four chapter format and must include a School of Education Exemption from Internal Review Board (SEIRB) form.

Chapter 1: Stated Question and Rationale - Candidates will pose research question and rationale with clearly articulated objectives for the study.

Chapter 2: Literature Review – Candidates will thoroughly discuss literature pertinent to the question posed. A bibliography will be included in the Appendices.

Chapter 3: Original Product - It is highly recommended that the candidate include an original product applicable to instruction or professional development related to the topic.

Chapter 4: Conclusions and Implications – Candidates will articulate conclusions they have drawn from the study and the educational implications of those conclusions.

Appendices:
Bibliography
Supporting Documentation
School of Education IRB Exemption Form
Note: Studies for which an original product is not submitted must be approved by
the research advisor and will have 3 chapters, including Chapters 1, 2 and 4 as
described above.

Comprehensive literature projects and original products will be stored in the Graduate
Office of the School of Education.

Grade:
You must earn a grade of B+ for this course to apply toward your Masters degree.
Grades will be assigned using the writing rubric and the rubric for the defense.

Policies:
Participation Policy
You must have a valid Indiana University e-mail and access to OnCourse to participate in
this course. You must check your e-mail frequently for class updates and instructions. It
is your responsibility to participate in the posted activities and to turn in work on time.
Please follow the calendar carefully and if there is a concern about the work, notify the
instructor immediately.

Late Work Policy
Work is considered late to me if it is turned in any time beyond the scheduled due date.
Work is due by NOON on the day listed. All work must be e-mailed to me at
ddoerger@iue.edu. If you forget to attach the work to an e-mail message, that work will
be considered late. LATE WORK WILL BE ELIGIBLE TO RECEIVE ONLY 50% OF
THE POSSIBLE POINTS for that particular assignment. If there is an extreme situation
that prohibits you from turning in an assignment on time, contact the instructor BEFORE
the assignment is due.

Incomplete Policy
Incomplete Policy: An incomplete for the course will be given only after a written request
has been made before the last day of class stating the reasons for taking an incomplete
and the date assignments will be completed. IU East policy must be followed for the
submission and removal of incompletes. The IU East policy is as follows:

"I" Grade Policy (Incompletes)
The grade of "I" (Incomplete) may be given to a student whose work in a course is
satisfactory except that some terminal aspect of the course requirements have not been
completed. The grade of "I" will only be given if the instructor has sufficient reason to
believe that failure to complete the requirements of the course was beyond the student's
control and that it would be unjust to hold the student to the time limits normally fixed
for completion of the required work.
By assigning an Incomplete, an instructor implicitly authorizes and requires the "I" grade
to be automatically changed to an "F" at the end of the appropriate time period, if that
instructor does not otherwise act to remove or extend the "I." Both the student and the
instructor in whose course the student received the Incomplete will be notified of this
change of grade. A student may not enroll in a course in which the grade of records is an Incomplete.

Generally, the time allowed for the removal of an Incomplete is one calendar year from the date of its recording. It may, however be less, if specified by the instructor.

Communication Policy: The School of Education recognizes the critical need for teachers to model exemplary English in all written and spoken communications. Therefore, pre-service teachers are expected to speak and write in grammatically correct English. Writing must demonstrate correct grammar, mechanics and spelling. Please contact Tutorial Services at 765-973-8431 should you need assistance with writing.

Assistance for Special Needs Learners Policy: If you need course adaptations or accommodations because of a disability, have emergency information to share, or you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you need adaptation or accommodation based on the impact of a disability, you must contact Student Support Services (Whitewater Hall 110, 973-8310) for documentation.

Plagiarism will result in the dismissal of the offending student from the Master of Science in Education program. It may further result in dismissal from Indiana University. It is the responsibility of the student to fully comprehend the parameters of plagiarism.

Dispositional Expectations: It is expected that students will adhere to professional expectations as described in the Assessment of Professional Potential (APP). The three primary categories are: Personal and Professional Responsibility; Social, Emotional, and Physical Well-Being; and, Interpersonal Relationships. Please see the following web site for more information on the APP. http://www.iue.edu/education/assessment/