# Course Description

This course provides an introduction to the various research designs and methodologies common to the field of education and social sciences. Upon completing the course, students will become better consumers and critics of research as reported in the literature, examine the role that research plays in their professional lives as reflective practitioners, and apply the research design to develop an action research project to be carried out as a program culminating project.

# \*\*Faculty Note

Be sure to read and familiarize yourself with the Guidelines and Procedures for EDU510 & EDU603 as well as the Action Research Project Guidelines prior to the start of the course. Contact Dr. Desiree' Caldwell or your Program Director if you have any questions.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Examine the role of professional literature in reflective practice.
* **CLO2:** Differentiate between the types of educational research modalities.
* **CLO3:** Relate the practical application of educational research to professional practice.
* **CLO4:** Determine the appropriate steps to plan for action research.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Patten, M. L. (2017). *Understanding research methods: An overview of the essentials* (10th ed.). Glendale, CA: Pyrczak Publishing.

ISBN: 978-0415790529

The American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1433805615

Mills, G. E. (2017). *Action research: A guide for the teacher researcher* (6th ed). New York, NY: Pearson.

ISBN: 978-0134523033

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Action Research Project | 20 |  |
| Discussion: Research Sources | 20 |  |
| Protecting Human Participants Training | 50 |  |
| Action Research Design Description | 50 |  |
| **Week 2** |  |  |
| Discussion: Qualitative Versus Quantitative | 20 |  |
| Discussion: Topic Selection and Development of Research Questions | 20 |  |
| Research Study Types Small Group Presentations | 50 |  |
| Discussion: Research Study Types Presentation Review | 50 |  |
| **Week 3** |  |  |
| Blog: Research Article Summary | 25 |  |
| APA Exercise | 25 |  |
| Research Proposal | 50 |  |
| Discussion: Research Proposal Peer Review | 20 |  |
| **Week 4** |  |  |
| Synthesis Matrix | 40 |  |
| Research Method Proposal, Part 1 | 60 |  |
| Discussion: Research Method Proposal, Part 1 Peer Review | 20 |  |
| Journal: Reflective Practice in Action Research | 40 |  |
| **Week 5** |  |  |
| Discussion: Action Research in the Classroom | 20 |  |
| Literature Review Introduction | 50 |  |
| Discussion: Literature Review Introduction Peer Review | 20 |  |
| **Week 6** |  |  |
| Literature Review | 50 |  |
| Research Method Proposal, Part 2 | 60 |  |
| Discussion: Research Method Proposal, Part 2 Peer Review | 20 |  |
| **Week 7** |  |  |
| Data Collection Tools | 30 |  |
| Discussion: Data Collection Tools Peer Review | 20 |  |
| Action Research Proposal Sheet | 10 |  |
| Action Research Project | 140 |  |
| Self-Assessment | 20 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| **Week One: Moral and Ethical Issues in Research** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the importance and requirements of IRB. | CLO3, CLO4 | |
| * 1. Evaluate moral and ethical issues in research. | CLO1 | |
| * 1. Describe the steps involved in the action research process. | CLO4 | |
| * 1. Investigate the literature to address important questions in the field. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | Course |  |

|  |  |  |  |
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| **Readings**  **Read** Ch. 1 & 2 of *Action Research.*  **Review** the following:   * Guidelines and procedures of EDU510 and EDU610 * Action Research Project Requirements * IRB Student/Investigator Handbook * IRB010A - Adult Consent Form * IRB010B - Assent Minor Participant - age 7-14 years * IRB010C - Assent Minor Participant - age 15-17 years * IRB010D - Parental Permission for a Minor Child | | 1.1, 1.2, 1.3 |  |
| **Lectures**  **Watch** the following:   * Course Introduction (2:32) * Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | Course | Lecture = 1 hour |
| **Video**  **Watch** the following:   * [What is action research?](https://youtu.be/Ov3F3pdhNkk) (2:24) * [Guiding Principles of Institutional Review Boards (IRB)](https://youtu.be/iFik0of3iUM) (3:53) * [Action Research in the Classroom Part 1](https://youtu.be/MDVH0u4tUWo) (9:50)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 1.1, 1.2, 1.3 | Video = 1 hour |
| **Library Resource Video Tutorials**  **Watch** the following:   * [Access Research Guides (LibGuides) at Keiss Library](http://www.screencast.com/t/hs70wBZ89RtH) (2:01) * [Remote Access to Keiss Library's Research Databases](http://www.screencast.com/t/UgO0wRmZsam) (1:19) * [Education Source - Part One: Search for Articles on a Topic](http://www.screencast.com/t/nxH7zFpj9w) (2:53) * [Education Source - Part Two: Narrow and Focus Your Search](http://www.screencast.com/t/1J1FLBZ9) (2:40) * [Education Source - Part Three: Access and Retrieve Articles](http://www.screencast.com/t/USuqwBBB) (2:30) * [ERIC - Part One: Search for Articles on a Topic](http://www.screencast.com/t/VmhLDDfbbt) (3:01) * [ERIC - Part Two: Narrow and Focus Your Search](http://www.screencast.com/t/iG5BIXz425) (2:01) * [ERIC - Part Three: Access and Retrieve Articles](http://www.screencast.com/t/yMN18GPzh) (1:36) * [Request an Article or Book through InterLibrary Loan](http://www.screencast.com/t/eKEeL00PqSc) (1:52) * [Search for Books by Author or Title in Keiss Library Catalog](http://www.screencast.com/t/xKdJ3BDJR2ek) (2:06) * [Search for Books by Subject in Keiss Library Catalog](http://www.screencast.com/t/54Y7PBbPR) (1:43) * [Search for a Thesis by Subject or Author in Keiss Library Catalog](http://www.screencast.com/t/NUaLM4fuv0jy) (2:09)   **Post** any questions, comments, or observations to share with the class in the Week One General Q & A discussion forum on Blackboard. | | Course | Video = 1 hour |
| **Personal Introductions**  **Write** a post introducing yourself to the class. Discuss the following in your post:   * Your likes, dislikes, family, and hobbies * What you do in your professional life * Your short- and long-term goals (professionally and personally) * Anything else you would like us to know about you   **Post** your introduction by 11:59 p.m. (Eastern time) on Thursday.  **Review** your classmates’ introductions.  **Respond** to some of your classmates’ posts (or all of them, if you wish). | | Course |  |
| **Protecting Human Participants Training**  This week, one of the assignments is to complete the Protecting Human Participants Training offered by the National Institute of Health. This training takes 3 hours to complete. The modules do not have to be completed in one sitting and can be completed at different times. Plan your time accordingly to complete the required modules by the end of this week. | | 1.2 |  |
| **PowerPoint Presentation With Audio Narration Tutorials**  You will need to submit a narrated presentation this week. The following are some tutorials you can use to familiarize yourself with this functionality in PowerPoint:   * [Add or delete audio in your PowerPoint presentation](https://support.office.com/en-us/article/Add-or-delete-audio-in-your-PowerPoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316?ui=en-US&rs=en-US&ad=US#OfficeVersion=2013,_2016) * [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | n/a | Tutorials = 1 hour |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Action Research Project**  **Watch** the following:   * Course Introduction (2:32) * [Guiding Principles of Institutional Review Boards (IRB)](https://youtu.be/iFik0of3iUM) (3:53)   **Review** the following:   * Guidelines and procedures of EDU510 and EDU610. * IRB Student/Investigator Handbook * IRB010A - Adult Consent Form * IRB010B - Assent Minor Participant - age 7–14 years * IRB010C - Assent Minor Participant - age 15–17 years * IRB010D - Parental Permission for a Minor Child   **Respond** to the following questions in the Action Research Project discussion forum by Thursday:   * How do you feel about undertaking this action research project? What are some types of action research that will require IRB approval? What are some types of action research that will not require IRB approval as set forth by Gwynedd Mercy University? What are some options for a classroom teacher for this action research project? What are some options to study if you are not in a classroom, and how would you get the data? What are some strategies to use to coordinate EDU510 and EDU603?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = 1 hour |
| **Discussion: Research Sources**  **Read** the following:   * Topics 12 & 13 of *Understanding Research Methods* * Ch. 4 of *Action Research*   **Watch** the following:   * Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01) * [Popular and Scholarly Sources: The Information Cycle](https://youtu.be/f-17MbjEws4) (3:56)   **Respond** to the following questions in the Research Sources discussion forum by Thursday:   * Define *primary source*, *secondary source*, and *popular literature*. * What is a peer-reviewed journal? * What is the best source for action research projects? Why? * What are some good databases for educators to use that are located in the libraries search engine? * What are 3 specific peer-reviewed journals that would be appropriate for you to use based on a topic of research you are considering? * What key words produces quality article based on your topic of choice? * Are you comfortable using the library resources to locate journals? * What is the benefit of educational research to teachers and school leaders?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.4 | Discussion: one post and replies to three other posts = 1 hour |
| **Protecting Human Participants Training**  For this assignment, you will complete the Protecting Human Participants Training offered by the National Institute of Health and take a quiz. This training takes a couple of hours to complete.  **Review** the following:   * Human Subjects Research Infographic * Exempt Human Subjects Research Infographic * PHRP Training Manual   **Complete** each of the modules in the training:   * Introduction * History * Codes and Regulations * Respect for Persons * Beneficence * Justice * Conclusion   **Complete** the Protecting Human Participants Training Quiz  **Complete** the quiz by 11:59 p.m. (Eastern time) on **Sunday.** | | 1.2 | Training = 3 hours |
| **Action Research Design Description**  The action research design is highly flexible and can be adapted to many different types of research and plans.  **Read Ch.** 1 of *Action Research.*  **Watch** the following:   * [What is action research?](https://youtu.be/Ov3F3pdhNkk) (2:24) * [Action Research in the Classroom Part 1](https://youtu.be/MDVH0u4tUWo) (9:50)   **Write** a 350- to 500-word explanation of the action research study design based on this week’s readings and videos, including the following elements:   * A step-by-step description of the four steps of the complete action research process * The rationale for educators’ use of action research in professional practice * An example of an action research project you might conduct in a classroom   **Submit** your Action Research Design Description by 11:59 p.m. (Eastern time) on Sunday. | | 1.3 | Guided project = 1 hour |
| **Total** |  |  | **9 hours** |

# Faculty Notes

**Course Setup**

**Research Study Type Presentation:** This assignment can be done as individuals, in pairs, or in small groups. If you choose to allow students to work on this assignment as a pair or in a small group, tell students that everyone in the pair or small group needs to submit the presentation for grading. Choose your desired setup, and assign the topics before the course starts. Post an instructor announcement explaining your desired setup and let students know which topic they are assigned. You are encouraged to provide specific examples of possible research topics for students in the Adobe Connect session.

**Action Research Project:** Students will be designing an action research study during this course and EDU603 that will not be published. If students wish to publish their research in a journal, on the web, or as a poster presentation they will need to obtain IRB approval unless they are strictly using existing data as opposed to new data. You will want to work with these students to guide them through the process of obtaining IRB approval. Contact your program director if you have any questions regarding this. During the week 1 Adobe Connect session provide examples of appropriate types of action research. For students who want to do their research on existing data here are some websites they could use. Feel free to add any additional ones you know of and to discuss these websites in your Adobe Connect session:

[Youth Risk Behavior Surveillance System (YRBSS)](https://www.cdc.gov/healthyyouth/data/yrbs/index.htm)

[Office of Adolescent Health: A Day in the Life](https://www.hhs.gov/ash/oah/facts-and-stats/day-in-the-life/index.html)

[PSSA RESULTS](http://www.education.pa.gov/data-and-statistics/PSSA/Pages/default.aspx)

**Peer Reviews:** Throughout this course, students will provide feedback to each other on parts of the Action Research Project. You can create

groups of 4-5 students and ask students to review the work of 3 others in their group or you can not have group and tell students to not comment on a classmate after that person’s post gets 2-3 comments so that everyone in the class has an opportunity to receive feedback from multiple classmates. Whichever way you decide to set this up, post an instructor announcement explaining the setup by the end of week 2 so students are clear on how you want these reviews conducted.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

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| Week Two: Types of Research | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the concepts of quantitative and qualitative research to your topic. | | CLO2 | |
| * 1. Develop your action research topic and action research questions. | | CLO4 | |
| * 1. Examine research methodologies. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 3 of *Action Research* * Topics 7, 8, 24, & 51 of *Understanding Research Methods* | | 2.1-2.3 |  |
| **Videos**  **Watch** the following:   * Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01) * [Popular and Scholarly Sources: The Information Cycle](https://youtu.be/f-17MbjEws4) (3:56) * [Qualitative vs. Quantitative](https://youtu.be/2X-QSU6-hPU) (9:02). * [Picking Your Topic IS Research!](https://youtu.be/Q0B3Gjlu-1o) (3:10) * ["Developing a Research Question"](https://youtu.be/LWLYCYeCFak) by [Steely Library NKU](https://www.youtube.com/user/nkulibrary) is licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) (4:33) * [Develop a research question that works](https://youtu.be/8aYA1ooRce8) (4:55)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.1-2.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Qualitative Versus Quantitative**  **Read** Topics 7, 8, & 51 of *Understanding Research Methods.*  **Watch** [Qualitative vs. Quantitative](https://youtu.be/2X-QSU6-hPU) (9:02).  **Respond** to the following questions in the Qualitative Versus Quantitative discussion forum by Thursday:   * What is the difference between qualitative and quantitative research? Provide examples of both using the topic you are interested in for your action research project. Does your topic lend itself more toward qualitative, quantitative, or both?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = 1 hour |
| **Discussion: Topic Selection and Development of Research Questions**  **Read** the following:   * Topic 24 of *Understanding Research Methods* * Ch. 3 of *Action Research*   **Watch** the following:   * [Picking Your Topic IS Research!](https://youtu.be/Q0B3Gjlu-1o) (3:10) * ["Developing a Research Question"](https://youtu.be/LWLYCYeCFak) by [Steely Library NKU](https://www.youtube.com/user/nkulibrary) is licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) (4:33) * [Develop a research question that works](https://youtu.be/8aYA1ooRce8) (4:55)   As you read and watch this week’s resources on research design and action research projects, begin to formulate your research questions and gather resources to ensure you have good research questions.  **Respond** to the following questions in the Topic Selection and Development of Research Questions discussion forum by Thursday:   * What topics are you considering for your action research project? * What did you learn in your reading or while watching the videos that will aid you in your research process? * What struggles are you encountering regarding research? Have you learned any strategies that would help other students? * What do you believe will be your biggest obstacles with this action research project? What are some ways to overcome these struggles?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Guided Project + Discussion: one post and replies to three other posts = 2 hour |
| **Research Study Types Small Group Presentations**  Each student will be assigned to a small group or individual project to research a specific type of research design from among the following:   * Survey research (non-experimental) * Program evaluation (non-experimental) * Exploratory (non-experimental) * Case study (quasi-experimental) * Comparative (non-experimental) * Historical research (non-experimental) * Pretest-posttest designs (quasi-experimental) * Mixed methods (quasi-experimental)   **Research** the research design methods your group has been assigned.  **Prepare** a 10- to 15-minute narrated presentation (using PowerPoint, Prezi, or any other online presentation tool), that instructs the class about the components of your research design.  **Include** the following elements in your presentation:   * Purpose of the method * Essential characteristics * Steps involved * Type of data collected * Methods of data analysis * Pros and cons   **Post** your presentation in the Week Two Discussion: Research Study Types Presentation Review by 11:59 p.m. (Eastern time) on Thursday.  *Note*: Each person in your group must submit a copy of the presentation. | | 2.3 | Group presentation = 1 hour |
| **Discussion: Research Study Types Presentation Review**  **Review** all presentations to help you determine the research method you will utilize for your action research project.  **Post** a clear and logical response in 150 to 200 words to at least 3 presentations, providing constructive criticism, clarification, additional questions, or your own relevant thoughts in a manner that is thought provoking and that appropriately challenges or elevates the discussion. Try to ensure that every presentation receives feedback. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3 | Discussion: one post and replies to three other posts = 1 hour |
| **Total** |  |  | **7 hours** |

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| Week Three: Research Proposal | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop your research design. | | CLO3, CLO4 | |
| * 1. Apply APA style guidelines to your writing. | | CLO3 | |
| * 1. Analyze the research design in the literature. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Topics 1–6, 9 22–24, & 57 of *Understanding Research Methods*. | | 3.1, 3.2, 3.3 |  |
| **Videos**  **Watch** the following:   * [Psychological Research - Crash Course Psychology #2](https://youtu.be/hFV71QPvX2I) (10:50). * [Independent, Dependent and Confounding Variables in Quantitative Research](https://youtu.be/mFIvsqVir48) (7:47) * [Quantitative Research Designs: Descriptive non-experimental, Quasi-experimental or Experimental?](https://youtu.be/10nMNh3RMp0) (6:37) * The first 5 minutes and 36 seconds of [Basics of APA- In-Text Citations](https://youtu.be/agXQATse7NQ) (6:40). * [Purdue OWL: APA Formatting: Reference List Basics](https://youtu.be/HpAOi8-WUY4) (3:18) * [APA formatting: Word 2013](https://youtu.be/nCUdBpuTvNQ) (9:03) * [Independent, Dependent and Confounding Variables in Quantitative Research](https://youtu.be/mFIvsqVir48) (7:47)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1, 3.2, 3.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Blog: Research Article Summary**  **Read** Topics 1–6 & 9 of *Understanding Research Methods*.  **Watch** the following:   * [Psychological Research - Crash Course Psychology #2](https://youtu.be/hFV71QPvX2I) (10:50). * [Independent, Dependent and Confounding Variables in Quantitative Research](https://youtu.be/mFIvsqVir48) (7:47) * [Quantitative Research Designs: Descriptive non-experimental, Quasi-experimental or Experimental?](https://youtu.be/10nMNh3RMp0) (6:37)   **Locate** a peer-reviewed journal article on the topic you are interested in choosing for your action research project.  **Write** a summary of no more than 1 page of the article that answers the following:   * Does the research measure qualitative data, quantitative data, or both? * What type of research design was used (true experimental design, pre-experimental design, or quasi-experimental design)? * What type of research was conducted (survey, poll, causal-comparative study, case study, causal-comparative research, correlational research, or historical research)? * What variables were controlled? * What were the independent or dependent variables? * What was the sample? * How were the variables measured? * What were the results? * What were the conclusions of the study and suggestions for future research?   **Submit** your blog post with a link to your article or attach your article by 11:59 p.m. (Eastern time) on Sunday. | | 3.3 | Blog + library research = 2 hour |
| **APA Exercise**  **Watch** the following:   * The first 5 minutes and 36 seconds of [Basics of APA- In-Text Citations](https://youtu.be/agXQATse7NQ) (6:40) * [Purdue OWL: APA Formatting: Reference List Basics](https://youtu.be/HpAOi8-WUY4) (3:18) * [APA formatting: Word 2013](https://youtu.be/nCUdBpuTvNQ) (9:03)   **Review** the APA Exercise  **Correct** the APA errors in the in-text citations and reference page.  **Submit** your corrected document by 11:59 p.m. (Eastern time) on Thursday. | | 3.2 |  |
| **Research Proposal**  **Read** Topics 22–24 & 57 of *Understanding Research Methods.*  **Watch** [Independent, Dependent and Confounding Variables in Quantitative Research](https://youtu.be/mFIvsqVir48) (7:47).  **Write** 400 to 800 words discussing the importance of your selected topic within the field of your choosing, including the following:   * Research topic and rationale for selecting this topic * Purpose of your action research project * Type of research you are conducting * Action research questions * Independent and dependent variables * Whether you believe you need IRB approval or informed consent   **Format** according to APA guidelines. Do not use the first-person perspective in your rationale.  **Post** your Research Proposal in the Research Proposal discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received, and **revise** as appropriate.  **Submit** your revised Research Proposal by 11:59 p.m. (Eastern time) on Sunday. | | 2.2, 3.1 | Guided Project + Library research = 2 hour |
| **Discussion: Research Proposal Peer Review**  **Review** your classmates’ posts.  **Post** feedback and critique to at least 3 of your classmates by 11:59 p.m. (Eastern time) on Saturday.  **Discuss** the following in your feedback:   * Does the proposed action research project make sense to you? Do you have a good grasp of what is being proposed? What suggestions do you have to make this proposal better? Are there any confounding variables that need to be controlled for?   *Note:* This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | 2.2, 3.1 | Discussion: one post and replies to three other posts = 1 hour |
| **Total** |  |  | **6 hours** |

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| Week Four: Research Design | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Formulate your research design. | | CLO3, CLO4 | |
| * 1. Explain the importance of becoming a reflective action researcher | | CLO1, CLO4 | |
| * 1. Identify your participants. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Topics 15–17, 25–34, & 84, as well as Appendices A & B of *Understanding Research Methods.*  **Review** pp. 90–101 in Ch. 4 of *Action Research.* | | 4.1, 4.2, 4.3 |  |
| **Videos**  **Watch** the following:   * [Sampling: Simple Random, Convenience, systematic, cluster, stratified - Statistics Help](https://youtu.be/be9e-Q-jC-0) (4:53) * [04 Sampling Population Sample and Generalizability](https://youtu.be/IOBYsdgGhVw) (7:01) * [Synthesis Matrix Tutorial](https://youtu.be/_13GGEhi99g) (2:06)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 4.1, 4.2, 4.3 | Video = 1 hour |
| **Action Research Paper Template**  **Resource:** Action Research Template  **Use** the Action Research Template as you complete the different parts to your project. You should be making corrections to each part as you receive feedback from your peers and the instructor, so the same mistakes are not repeatedly occurring. As each part is completed, add each component to the whole. Having all documents together will allow your assignment to be graded more effectively and allow for an understanding of your project as a whole. | | Course |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Synthesis Matrix**  **Resource:** [Writing A Literature Review and Using a Synthesis Matrix](http://guides.library.vcu.edu/ld.php?content_id=1720465)  **Read** Topics 15–17 and Appendices A & B of *Understanding Research Methods.*  **Review** pp. 90–101 in Ch. 4 of *Action Research.*  **Watch** [Synthesis Matrix Tutorial](https://youtu.be/_13GGEhi99g) (2:06).  **Complete** a synthesis matrix on your topic using 4 references, and **include** an APA reference page. Points will be lost for poor APA formatting in your reference section.  **Submit** your synthesis matrix by 11:59 p.m. (Eastern time) on Sunday. | | 1.2, 3.2 | Library research = 1 hour |
| **Research Method Proposal, Part 1**  **Read** Topics 25–34 & 84 of *Understanding Research Methods.*  **Watch** the following:   * [Sampling: Simple Random, Convenience, systematic, cluster, stratified - Statistics Help](https://youtu.be/be9e-Q-jC-0) (4:53) * [04 Sampling Population Sample and Generalizability](https://youtu.be/IOBYsdgGhVw) (7:01)   **Write** 1 to 2 pages in which you do the following:   * Restate the following: * The topic you are selecting * The rationale for selecting this topic * Your research questions, with revision based on feedback   *Note*: Although the sources discuss the importance of having sufficient numbers for a study, your study will not need to follow these guidelines. Your action research does not have to have a large sample size or be complicated. Action research is for educators to gain more information to inform their instruction.   * **Research Design** (subheading)    + Identify the action research approach for your study (quantitative, qualitative, or mixed methods).   + Discuss the design of action research (case study, program evaluation, survey, self-monitoring, etc.).   + Identify why this design and method are the best option given your project. * **Participants** (subheading)    + Identify your participants (age, grade, characteristics, etc.).   + Describe your sample and where they came from: urban, suburban, type of SES, etc.   + Explain why you selected this particular individual or group to be studied. Do not use the first-person perspective.   + Are there any types of subjects that will be excluded from your project?   + Identify the type of sampling.   **Post** your Research Method Proposal, Part 1 in the Research Method Proposal, Part 1 Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received, and **revise** as appropriate.  **Submit** your revised Research Methods Proposal, Part 1 by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.3 | Guided Project + Library research = 2 hour |
| **Discussion: Research Method Proposal, Part 1 Peer Review**  **Review** all the research proposals.  **Post** feedback and critique to at least 3 research proposals by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Is the topic appropriate and described in enough detail to establish the importance of the study? * Are the research questions clear and concise? Are they measurable? * Is it clear who the participants would be? Are they described clearly? Do the participants fit the project? * Is the sampling method appropriate for the proposed project? Why or why not? * Could another sampling method be helpful? * Do you have any suggestions to improve the research design? * Is the document formatted according to APA guidelines?   *Note:* This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | 4.1, 4.3 | Discussion: one post and replies to three other posts = 1 hour |
| **Journal: Reflective Practice in Action Research**  **Watch** [Teacher Reflective Practice](https://youtu.be/0glFJMYv1JY) (3:53).  **Read** Conroy, P. W. (2014). [Promoting reflective practices in special education through action research: Recommendations from pre-service teachers](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=100416276&site=ehost-live). Networks: An Online Journal For Teacher Research, 16(2), 1-6.  **Write** 400 to 800 words discussing the importance of reflective practice in your teaching and in your research by addressing the following:   * What is reflective practice? * What quote resonated with you in the video? Why? * How do you plan to use reflective practice in your teaching and in your action research? * How does action research inform your reflective practices? * What, if any, recommendations for success as discussed in the article may help you?   **Post** your journal entry by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Reflective paper = 1 hour |
| **Total** |  |  | **6 hours** |

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| Week Five: Research Literature | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the research literature on your selected topic. | | CLO1 | |
| * 1. Analyze action research projects. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topics 14 & 83 and Appendices B & C in of *Understanding Research Methods* * [Five Steps to a Great Title](http://blog.apastyle.org/apastyle/2010/07/five-steps-to-a-great-title.html) | | 5.1, 5.2 |  |
| **Video**  **Watch** the following:   * [Setting up the APA Title Page](https://youtu.be/vtMLil6EfGg)(2:36) * [Purdue OWL: APA Formatting: Reference List Basics](https://youtu.be/HpAOi8-WUY4) (3:18)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.1, 5.2 | Video = 1 hour |
| **Smarthinking**  The Literature Review Introduction assignment this week requires you to submit the assignment to Smarthinking. In preparation for this assignment:  **Review** the Smarthinking Student Quick Start Guide.  **Watch** [Smarthinking\_Introduction](https://www.youtube.com/watch?v=NpNd609SVWI&feature=youtu.be) (1:49).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum on Blackboard. | | N/A | Video = .25 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Action Research in the Classroom**  **Watch** [Lisa Shanahan ConcordiaUniversity Masters degree action research study presentation](https://youtu.be/1fkbjrnXycE) (22:33) and one of the following videos on action research:   * [Azusa Pacific University: Action Research Report](https://youtu.be/x4EKnE1eqds) (5:43) * [Action Research Project Presentation](https://youtu.be/-xqo3fTh3U4) (4:52) * [Action Research for Teachers](https://youtu.be/w97eQn5AyKc) (1:19)   **Respond** to the following questions in the Action Research in the Classroom discussion forum by Thursday:   * What challenges have you encounter thus far with your action research project? Can you see your project as a whole and visualize a presentation you could make on your project? Is the process of action research becoming less overwhelming and more organized in your mind? What are some areas you still need to solidify to be able to complete your action research project?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.2 | Discussion: one post and replies to three other posts = 1 hour |
| **Literature Review Introduction**  **Read** the following:   * Topics 14 & 83 and Appendices B & C in of *Understanding Research Methods* * [Five Steps to a Great Title](http://blog.apastyle.org/apastyle/2010/07/five-steps-to-a-great-title.html)   **Watch** the following:   * [Setting up the APA Title Page](https://youtu.be/vtMLil6EfGg)(2:36). * [Purdue OWL: APA Formatting: Reference List Basics](https://youtu.be/HpAOi8-WUY4) (3:18)   **Write** a minimum 2-paragraph literature review introduction that discusses the following:   * Identify the broad problem area. * Indicate why the problem is important to study. * Define a key variable. * Include the following:    + Supporting statistics (Appendix B)   + 3 to 5 peer-reviewed articles   + An APA-formatted title page and reference page   *Note:* For Week 6, you will need to write a 5- to 7-page literature review.  **Post** your title page, literature review introduction, and reference page in the Literature Review Introduction Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Submit** your literature review introduction to Smarthinking by Thursday. Take a screenshot of your submission, as you will submit this screenshot with your revised literature review introduction.  **Review** the Smarthinking feedback, and **make** changes as appropriate to your literature review introduction.  **Review** the peer feedback you received on your literature review introduction, and **revise** as appropriate.  **Submit** your revised title page, literature review introduction, reference page, and Smarthinking screenshot by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Guided Project + Library research = 2 hour |
| **Discussion: Literature Review Introduction Peer Review**  **Resource:** Appendix Cof *Understanding Research Methods*  **Review** all the literature review introductions in your group.  **Post** feedback and a critique to at least 3 literature review introductions by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Did the introduction get you interested in the topic? * Did the introduction define the topic? * Did the introduction state the prevalence and impact of the topic? * Is there anything that should be added or that is missing? * Were statistics used to provide evidence of need? * Was the introduction written clearly and with correct APA formatting?   *Note:* Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | 5.1 | Discussion: one post and replies to three other posts = 1 hour |
| **Total** |  |  | **5 hours** |

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| Week Six: Research Methodology | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Design your procedure methodology. | | CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topic 85 of *Understanding Research Methods* * Ch. 5 of *Action Research*   **Review** Appendix Cof *Understanding Research Methods.* | | 6.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Literature Review**  **Resource:** Action Research Project Requirements  **Review** Appendix Cof *Understanding Research Methods.*  **Write** 5–7 pages that synthesizes your review of the literature. Include the following:     * Your literature review introduction from Week 5 * 10–12 sources, with 8–10 from peer-review professional journals, and 80% of sources within 5 years. For your sources, avoid providing a summary of each source. Instead, group the articles together and discuss. * The literature review will end with a statement of your research question or questions to be addressed.   **Review** the Action Research Project Requirements document for exact formatting and order of the pages.  **Format** your literature review according to APA guidelines.  **Submit** your literature review to Smarthinking by Thursday. Take a screenshot of your submission, as you will submit this screenshot with your final literature review.  **Review** the Smarthinking feedback, and **make** changes as appropriate to your literature review.  **Submit** your literature review and Smarthinking screenshot by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Guided Project + Library research = 2 hour |
| **Research Method Proposal, Part 2**  **Read** Topic 85 of *Understanding Research Methods*.  **Write** 1 to 2 pages discussing the following:   * **Materials and** **Measures** (subheading)    + Identify the tools you plan to use for collecting data (survey, interview, observation, etc.). Describe each tool in detail. Justify the selection, purpose, and creation of the protocols and tools. Any weaknesses of the tool should be outlined.   + Discuss how each tool is necessary to gain your desired data. Remember to keep it simple for the purposes of the project. * **Procedure (Activities)** (subheading)    + Provide a step-by-step accounting of how the project will be carried out. * Identify what happens first, second, third, etc. Begin with how participants will be invited to participate, review the informed consent details, etc.   **Post** your Research Method Proposal, Part 2 in the Research Method Proposal, Part 2 Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received on your Research Method Proposal, Part 2, and **revise** as appropriate.  **Submit** your revised Research Method Proposal, Part 2 by 11:59 p.m. (Eastern time) on Sunday. | | 6.1 | Library research = 1 hour |
| **Discussion: Research Method Proposal, Part 2 Peer Review**  **Review** all the research method proposals.  **Post** feedback and critique to at least 3 Research Method Proposals written by your classmates by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Are the tools clearly defined and appropriate for the study? Do you feel they measure what they are purported to measure? * Are the procedures given in enough detail that this study could be replicated by other researchers? * Do you have a clear understanding of how this research will be conducted? * Do you have any suggestions to improve the research design?   *Note*: This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | 6.1 | Discussion: one post and replies to three other posts = 1 hour |
| **Total** |  |  | **4 hours** |

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| Week Seven: Research Collection Tool | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate your knowledge of action research design, practice, and program evaluation to inform practice. | | CLO3, CLO4 | |
| * 1. Develop your action research collection tool. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topics 10 & 11 of *Understanding Research Methods* * Ch. 2 of *Action Research* * [How to Create a Survey](http://m.wikihow.com/Create-a-Survey) * [4 Common Sense Tips for Creating Surveys that Work](https://www.qualtrics.com/blog/creating-surveys/) * [How To: Teach Students to Change Behaviors Through Self-Monitoring](https://www.interventioncentral.org/self_management_self_monitoring) * [Self-Monitoring: Equipping Students to Manage Their Own Behavior in the Classroom](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiSelfmonitoring.pdf) * [Self-Check Behavior Checklist Maker](https://www.interventioncentral.org/tools/self-check-behavior-checklist-maker)   **Review** Appendix Cof *Understanding Research Methods*. | | 7.1, 7.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Data Collection Tools**  **Read** Ch. 5 of *Action Research* and the following (if applicable to your study):   * [How to Create a Survey](http://m.wikihow.com/Create-a-Survey) * [4 Common Sense Tips for Creating Surveys that Work](https://www.qualtrics.com/blog/creating-surveys/) * [How To: Teach Students to Change Behaviors Through Self-Monitoring](https://www.interventioncentral.org/self_management_self_monitoring) * [Self-Monitoring: Equipping Students to Manage Their Own Behavior in the Classroom](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiSelfmonitoring.pdf) * [Self-Check Behavior Checklist Maker](https://www.interventioncentral.org/tools/self-check-behavior-checklist-maker)   **Prepare** your data collection protocol, such as observation forms, interview questions, survey questions, self-monitoring forms, etc. Remember to keep your tool short and concise.  **Include** a list of resources used to develop your tool.  *Note:* Any references used should be properly cited following APA formatting guidelines.  **Post** your data collection tools in the Data Collection Tools Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received on your tools, and **revise** as appropriate.  **Submit** your revised tools, list of resources, and reference page (if applicable) by 11:59 p.m. (Eastern time) on Sunday. | | 7.2 | Library research = 1 hour |
| **Discussion: Data Collection Tools Peer Review**    **Review** all the research data collection tools from this week’s resources and discussion.  **Post** feedback and critique to at least 3 data collection tools provided by your classmates by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Is the tool detailed? Will it provide clear data? Is it measuring what it should? * Can any improvements be made to the tool to make it more user friendly? * Is the language biased or leading? * Are there any weaknesses to this tool? * Are there any tools that would seem to be more appropriate for the data collection? Explain why or why not.   *Note*: This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the sampling methods given the proposed project. | | 7.2 | Discussion: one post and replies to three other posts = 1 hour |
| **Action Research Proposal Sheet**  **Complete** the Action Research Proposal Sheet.  **Submit** your completed Action Research Proposal Sheet by 11:59 p.m. (Eastern time) on Sunday. | | Course |  |
| **Action Research Project**  **Review** Action Research Project Requirements.  **Watch** Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01).  **Use** your assignments and peer and instructor feedback to write the first half of your action research project. Include the following elements outlined in the Action Research Project Requirements document:   * Title Page * Abstract * Introduction * Literature Review * Methodology * Research Design    + Participants   + Materials and Measures   + Procedures (Activities)   **Format** your paper according to APA guidelines.  **Submit** your paper to Smarthinking by Thursday. Take a screenshot of your submission, as you will submit this screenshot with your final paper.  **Review** the Smarthinking feedback, and **make** changes as appropriate to your paper.  **Submit** your action research project and Smarthinking screenshot by 11:59 p.m. (Eastern time) on Sunday. | | Course | Guided Project = 1 hour |
| **Self-Assessment**  **Write** a 350- to 700-word paper in which you address the following:   * How do you rate your skills or assess your progress in your action research project? * What has been difficulty for you? Explain why. What is your plan to overcome this? * What do you still need to do before EDU603? * Have you made all the changes to your project this far? Are you ready to collect data? When do you plan to collect your data? * What are some strengths of your project? * What did you learn from going through this process?     **Submit** your paper by 11:59 p.m. (Eastern time) on Sunday. | | 7.1 | Reflective paper = 1 hour |
| **Total** |  |  | **4 hours** |

# Faculty Notes

**Submission of Action Research Proposal Sheets**

For each student review their submitted Action Research Proposal Sheets, sign and return the signed copy to the student. Students will submit this signed form in EDU603. Completed Action Research Proposal Sheets should be downloaded from Grade Center as a zip file and emailed to the program director upon completion of the course. Here are instructions on how to [Download Assignments from Blackboard](https://help.blackboard.com/Learn/Instructor/Assignments/Download_Assignments). Reach out to the program director if you have a student who does not submit this form or you are not approving their proposal to discuss next steps.

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to Marianne.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 9 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6 |
| Supplemental |  |
| **Week 5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |