

EDL 880 Research Practicum Spring 2008

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(also by appointment)

College of Education and Human Development Conceptual Framework

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the Conceptual Framework are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Course Description

Practicum in data collection techniques and procedures as well as data analysis and interpretation. Specific content will be determined by the instructor in consultation with the students to meet specific needs.

Course Objectives

The student will be able to:

1. Introduction to field based research;
2. Alternative data collection methods related to topic;
3. Data collection planning;
4. Data collection procedures;
5. Data entry & analysis;
6. Application of results to educational change.

Text and Recommended Materials

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Any graduate level research textbook (for references purposes)

SPSS for Windows software

Assignments

There will be individual assignments related to the topics that are discussed during class meetings. However, the primary assignment for this class will consist of a completed research project related to a topic that is selected by the student. Specific requirements for the paper (e.g., number of references, number of data collection techniques used, etc.) will be provided.

It is anticipated that some deadlines may need adjusting based on the topic and nature of a student's research. However, many assignments will have specific deadlines. Any assignment that is not completed by the stated deadline will not be accepted. If an assignment requires an electronic submission, the deadline for receipt of the assignment is midnight of the scheduled due date. If a deadline is missed, you are strongly encouraged to submit the work in order to receive feedback and comments since assignments may build upon previously submitted work.

The professor will attempt to remind the class of deadlines for upcoming assignments. However, **you are responsible for being aware of deadlines and should inquire, before the last minute, about any assignment that is unclear.**

COMPLETE ASSIGNMENTS EARLY (ESPECIALLY YOUR PAPER) AND KEEP EXTRA COPIES. SAVE YOUR WORK ON ONE OR MORE BACK-UP DISKS. EXCUSES ABOUT MALFUNCTIONING PRINTERS, CRASHED HARD-DRIVES, INTERNET PROVIDERS BEING DOWN, ETC. ARE THE NEW ADOG ATE MY HOMEWORK@ AND DO NOT MERIT EXTRA TIME TO COMPLETE ASSIGNMENTS.

Attendance

Since this is a practicum course, it is anticipated that a significant amount of “class time” will be devoted to conducting the research in the field. However, it will also include face-to-face time to demonstrate techniques and online resources to convey content information.

Because it is anticipated that there will not be weekly face-to-face meetings, attendance at the scheduled meeting is crucial. As a graduate student enrolled in this class, **you are expected to be present and on time for each class meeting.** As such, attendance is not included in the final grade for this class. **However, habitual absences and/or tardiness may affect decisions concerning the acceptance of late assignments as well as the final grade.**

If you are unable to attend class, it is your responsibility to obtain the information concerning the lectures as well as assignments, etc. that are due for the next class meeting.

IF YOU ARE UNABLE TO ATTEND CLASS, YOU ARE STILL RESPONSIBLE FOR SUBMITTING YOUR ASSIGNMENTS BY THE POSTED DUE DATE.

Grading Policy

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

The following statement concerning the grade of AI@ or incomplete appears in the general catalogue for Southeastern Louisiana University:

... grade of I means “incomplete” and is given when the student’s work to date in the course is of passing quality and the student has completed substantially all of the course requirements, but, due to circumstances beyond the student’s control, an exam or other course requirement is missing. I grades should not be assigned unless the faculty member has knowledge of the exact circumstances (e.g., prolonged illness, accident, etc.) and believes the student can make up the work in the required time frame. The deficiency must be met by the last day of late registration of the next regular semester or summer term unless extended by the student’s academic dean. I grades are removed only by completion of the course work, not by repeating the course. I grades are computed as F grades until changed to a final grade. I grades that are not resolved by the deadline and have not been extended by the dean will be changed to a grade of F (or U if appropriate) at the conclusion of late registration. The extension of I grades may be for a maximum of 12 months. After an extension of twelve months following the time it was assigned, the I grade will be changed to an F (or U if appropriate).

The grade of incomplete is reserved for extreme circumstances and will not be used as a means for providing additional time to complete unfinished assignments.

Academic Honesty

The use of unauthorized material, attempting to benefit from the work of another student, and similar behavior defeats the intent of classwork and is unacceptable to the University. Cheating on assignments, plagiarism, improper acknowledgment of sources in papers, and the use of a single paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action.

Disciplinary action may include but is not limited to the assignment of a lower grade or F (zero) to the test, paper, or assignment, or in the case of a serious violation, a lower grade or F for the course.

Classroom Behavior

As a graduate student, you are expected to conduct yourself in a manner that promotes a positive learning environment for all students in the class. Behaviors such as conversing with other students during lectures, habitual tardiness, etc. are considered unacceptable.

Email Policy

Beginning January 1, 2003, e-mail became an official form of communication at the University. **All e-mail communication MUST be sent through your official university e-mail address.**

Disabilities and Accommodations

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Disability Services, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- Crowl, T. K. (1996). *Fundamentals of educational research* (2nd ed.). Dubuque, IA: Brown and Benchmark.
- Field, A. (2005). *Discovering statistics using SPSS* (2nd ed.). London: Sage.
- Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education* (3rd ed.). New York: McGraw-Hill.
- Gay, L. R. (1996). *Educational research: Competencies for analysis and application* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Glanz, J. (1998). *Action research: An educational leader's guide to school improvement*. Norwood, MA: Christopher Gordon.
- Nardi, P. M. (2003). *Doing survey research: A guide to quantitative methods*. Boston: Allyn and Bacon.
- Patton, M. L. (2001). *Questionnaire research: A practical guide*. Los Angeles: Pyrczak.
- McMillan, J. H. (2000). *Educational research: Fundamentals for the consumer* (3rd ed.). New York: Longman.