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OFFICE OF THE
DEAN**Course Information**

Date Submitted: 3/19/2014

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 726 CURRICULUM INQUIRY MIXED METHODS RESEARC

Other Course:

Proposed Prefix and Number: EDC 726

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Education Curriculum & Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Joan M. Mazur

Email: jmazur@uky.edu

Phone: 859-257-4896

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: CURRICULUM INQUIRY MIXED METHODS RESEARC

Proposed Title: CURRICULUM INQUIRY MIXED METHODS RESEARC

c. Current Transcript Title: CURRICULUM INQUIRY MIXED METHODS RESEARC

Proposed Transcript Title: CURRICULUM INQUIRY MIXED METHODS RESEARC

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 1

Proposed Meeting Patterns.

LECTURE: 1

DISCUSSION: 1

RESEARCH: 1

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A mixed methodology conceptual framework is used to examine various approaches for designing, implementing, and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological, and ethical issues involved in action research, classroom discourse analyses, and mixed methods curriculum inquiry.

Proposed Course Description for Bulletin: A mixed methodology conceptual framework is used to examine various approaches for designing, implementing, and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological, and ethical issues involved in action research, classroom discourse analyses, and mixed methods curriculum inquiry.

2j. Current Prerequisites, if any: Prereq: EDA 651, EPE 621/EDP 660, and EPE 663

Proposed Prerequisites, if any: Prereq: EDP/EPE 558 and EPE 663 or permission of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Joan M. Mazur

Instructor Email: jmazur@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Interaction provided bi-weekly via Adobe Connect and all weeks of course offering through the Blackboard LMS. Virtual office hours as well as JIT assistance from the Instructor also available to students in this course

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students in the online offering of this course have the same access to the Instructor that have F2F students (via virtual office hrs and individualized consultations before and after Adobe Course video conferencing. Course goals, texts and assessments via project-based and individual papers are the same as in the F2F version of this course. In fact, in my experience, the online students' discussions and blog interaction are superior to those they experience in F2F classes where time and space limit potential interaction among students and with the instructor.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The Blackboard and Adobe Connect course delivery tools are password protected. Coursework is project based and on-site proctoring not required. Information regarding plagiarism and academic offenses are contained in the course syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students in the online offering of this course have the same access to the Instructor that have F2F students (via virtual office hrs and individualized consultations before and after Adobe Course video conferencing. Course goals, texts and assessments via project-based and individual papers are the same as in the F2F version of this course. In fact, in my experience, the online students' discussions and blog interaction are superior to those they experience in F2F classes where time and space limit potential interaction among students and with the instructor.

6. How do course requirements ensure that students make appropriate use of learning resources? Library services through the DL librarian and services such as Disability Support are available online and through phone contacts for any students needing access to such services. Direction to these services are contained using the required University Senate Language for DL classes in the syllabus.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. As in all distance learning classes, information regarding minimum technology requirements are provided in the syllabus. Students are directed to Adobe Connect and other technology resource information in the syllabus and the instructor and IT services are available to assist students in obtaining and maintaining access. Students are responsible for connectivity and computer technology needed for the course, as end users.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Options for Technical Support are available on the syllabus and verbally pointed out to students during the Introductory Digital video link (via Adobe Connect) sent to students. Also, the instructor is available to direct and assist students with accessing CELT or UK IT for individual specific problems.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Joan M. Mazur

SIGNATURE|LAHENR3|Laurie A Henry|EDC 726 CHANGE Dept Review|20131007

SIGNATURE|MYRT|Martha L Geoghegan|EDC 726 CHANGE College Review|20140203

SIGNATURE|JEL224|Janie S Ellis|EDC 726 CHANGE Senate Council Review|20140312

SIGNATURE|MYRT|Martha L Geoghegan|EDC 726 CHANGE Approval Returned to College|20140317

SIGNATURE|JEL224|Janie S Ellis|EDC 726 CHANGE Senate Council Review|20140319

SIGNATURE|MYRT|Martha L Geoghegan|EDC 726 CHANGE Approval Returned to College|20140320

SIGNATURE|JEL224|Janie S Ellis|EDC 726 CHANGE Senate Council Review|20140325

SIGNATURE|KCROUCH|Kathryn F Crouch|EDC 726 CHANGE Approval Returned to College|20140328

SIGNATURE|LAHENR3|Laurie A Henry|EDC 726 CHANGE Dept Review|20140319

SIGNATURE|MYRT|Martha L Geoghegan|EDC 726 CHANGE College Review|20140328

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDC 726 CHANGE Graduate Council Review|20140425

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 2324	EDC 726-201 Mix Method CourseDL Syllabus F2013 .doc
Delete 2359	EDC 726-401 Mix Method Course Descript F2012.docx

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	EDC - Curriculum and Instruction EDC 726 CURRICULUM INQUIRY MIXED METHODS RESEARC	Proposed Prefix & Number: (example: PHY 401G)	EDC 726
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		EDUCATION	
b. Department/Division:		Education Curriculum & Instr	
c.* Is there a change in "ownership" of the course?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
		If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>	
e.* * Contact Person Name:		Joan M. Mazur Email: jmazur@uky.edu Phone: 859-257-4896	
		* Responsible Faculty ID (if different from Contact): Email: Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: ²	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b. Full Title:		CURRICULUM INQUIRY MIXED METHODS RESEARC	
		Proposed Title: * CURRICULUM INQUIRY MIXED METHODS RESEARC	
c. Current Transcript Title (if full title is more than 40 characters):		CURRICULUM INQUIRY MIXED METHODS RESEARC	

c. Proposed Transcript Title (if full title is more than 40 characters):		CURRICULUM INQUIRY MIXED METHODS RESEARC			
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{2,3} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁴ for each meeting pattern type.					
Current:	Lecture 1	Laboratory ²	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 1	Laboratory ²	Recitation	Discussion 1	Indep. Stud
	Clinical	Colloquium	Practicum	Research 1	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	3	Proposed number of credit hours:*			3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
A mixed methodology conceptual framework is used to examine various approaches for designing, implementing, and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological, and ethical issues involved in action research, classroom discourse analyses, and mixed methods curriculum inquiry.					
* Proposed Course Description for Bulletin:					
A mixed methodology conceptual framework is used to examine various approaches for designing, implementing, and analyzing practitioner data generated in a variety of instructional settings. Topics include epistemological, methodological, and ethical issues involved in action research, classroom discourse analyses, and mixed methods curriculum inquiry.					
j. Current Prerequisites, if any:					
Prereq: EDA 651, EPE 621/EDP 660, and EPE 663					
* Proposed Prerequisites, if any:					
Prereq:EDP/EPE 558 and EPE 663 or permission of instructor.					
*					
k. Current Supplementary Teaching Component, if any:					<input type="checkbox"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	Yes <input type="radio"/> No <input type="radio"/>
* Proposed to be taught off campus?	Yes <input type="radio"/> No <input type="radio"/>
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	Yes <input type="radio"/> No <input type="radio"/>
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	Yes <input type="radio"/> No <input type="radio"/>
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	Yes <input type="radio"/> No <input type="radio"/>
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation undergraduate and graduate students by: (1) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 726	Date: 10/1/2013
Instructor Name: Joan M. Mazur	Instructor Email: jmazur@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 Interaction provided bi-weekly via Adobe Connect and all weeks of course offering through the Blackboard LMS. Virtual office hours as well as JIT assistance from the Instructor also available to students in this course

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.
 Students in the online offering of this course have the same access to the instructor that have F2F students (via virtual office hrs and individualized consultations before and after Adobe Course video conferencing. Course

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

The Blackboard and Adobe Connect course delivery tools are password protected. Coursework is project based and on site proctoring not required. Information regarding plagiarism and academic offenses are contained in the course

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

NO

Which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students in the online offering of this course have the same access to the instructor that have F2F students (via virtual office hrs and individualized consultations before and after Adobe Course video conferencing. Course

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Library services through the DL librarian and services such as Disability Support are available online and through phone contacts for any students needing access to such services. Direction to these services are contained using

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

As in all distance learning classes, information regarding minimum technology requirements are provided in the syllabus. Students are directed to Adobe Connect and other technology resource information in the syllabus and the

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Options for Technical Support are available on the syllabus and verbally pointed out to students during the Introductory Digital video link (via Adobe Connect) sent to students. Also, the instructor is available to direct

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
 N/A

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: djlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&ljb_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Joan M. Mazur

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09

- Ⓜ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- Ⓜ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Ⓜ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- Ⓜ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- Ⓜ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- Ⓜ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

EDC 726-201
Curriculum Inquiry Mixed Methods for Research

Professor: Joan M. Mazur

345 Dickey Hall

Cell: 859-481-1413

E-Mail: jmazur@uky.edu

Skype: joanmmazur

Office Hours: Thursday 1-3 p.m. or by appointment

Adobe Connect Classroom: <http://connect.uky.edu/EDC726/>

Blackboard: You will be registered automatically when you register for this course and the BlackBoard 'shell' will appear in your Blackboard LMS site.

Course Description

A mixed methodology conceptual framework is used to examine various approaches for designing, implementing and analyzing practitioner data generated in a variety of instructional contexts. Topics include epistemological, methodological and ethical issues involved in action research and mixed methods curriculum inquiry.

If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class. PLEASE SEE THE FULL UK DISABILITY POLICY BELOW

Standards

Course materials, activities and assessments are consonant with indicators and benchmarks contained in the Kentucky Teacher Standards (in particular IV (Assessment), V (Reflection), VI (Collaboration) and those promulgated by INTASC (Interstate New Teacher Assessment Consortium) for National Board Certified Teachers.

Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable. You may not use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed "self-plagiarism" and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported. PLEASE SEE THE FULL POLICY BELOW.

College Conceptual Framework: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the

University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

Course Outcomes and Accompanying Assessments

Learning Outcomes	Evaluation/Assessment (Descriptions of these assessments below)
<p>1) Students will demonstrate knowledge of epistemological, methodological and ethical issues associated with the mixed-methodology research paradigm through analytic papers based on course readings, the development of an action research proposal and finally, data collection and analysis.</p>	<p>Literature Review 15%</p> <p>Class Participation/Course Readings/Online Discussions (3) 15%</p> <p>Monitoring online community</p>
<p>2) Identify and use mixed methods to design, implement and analyze in an action research or other scholarly research project in their instructional setting or context. This work includes the selection of appropriate qualitative or quantitative methods to answer their research question.</p>	<p>Midterm Draft of Research Design 20%</p>
<p>3) Understand the legal and practical requirements of ethical research involving human subjects.</p>	<p>Submit completed CITI IRB Human Subjects Training Certificate from the UK Office of Research Integrity 10%</p>
<p>4) Demonstrate their understandings of course content by producing a research project design and completing a Protocol application for a full or expedited human subjects review by the Institutional Review Board at the University of Kentucky (IRB).</p>	<p>Final Paper: A Mixed Method Research Study Design submitted using the Expedited Protocol IRB Forms format . 30%</p>
<p>5) Critique mixed methods approaches and demonstrate understanding of research designs through analytic papers and online discussions of published mixed methods peer reviewed studies and/or completed</p>	<p>Journal Readings Analyses (2) 10%</p>

mixed methods dissertations.	
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Required Readings:

Bredo, E. & Feinberg, W. (1983) Knowledge and values in social and educational research. Philadelphia: Temple University Press.

Creswell, John and Plano-Clark, V. (2010). Designing and Conducting Mixed Methods Research. Thousand Oaks, CA: Sage Publishing

Greene, J. (2003). Mixed Methods for Social Inquiry. Thousand Oaks, CA: Sage

Selected Readings: Online and text copy of selected chapters from (these will be available on our BlackBoard site at pdf electronic text:

Tashakkori, A. & Teddlie, C. (Eds.) (2002). Handbook of mixed methods social and behavioral Research. Thousand Oaks, CA: Sage Publishing.

Selected Readings: From the academic journal. Journal of Mixed Methods Research, online at mmr.sagepub.com

Human Subjects Training:

Due Week Two in Class: All students are required to successfully complete the CITI Human Subjects Training. Apply for a login and get information about the online course at the Office of Research Integrity website: http://www.research.uky.edu/ori/mandatory_research_ed.html
Download the "Word" or "pdf" text version of instructions and complete the training.

DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:

Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below).

<http://www.uky.edu/DistanceLearning/online/technical.php>

2. The TEACHING & ACADEMIC SUPPORT SERVICES (TASC)

<http://www.uky.edu/TASC/>

3. DISTANCE LEARNING LIBRARY SERVICES

We have excellent library support and online reserve services. Please review these at

<http://www.uky.edu/DistanceLearning/online/library.php>

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will be provided as part of the course information in the Adobe Connect Meeting Room. Her phone contact is 800-828-043 Option #6.

4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM

Class will meet virtually, each week using Adobe Connect. The class link is connect.uky.edu/EDC709/. Paste the link into your browser.

Check your Adobe Connect connection using this website:

http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) and webcam options

REQUIRED UNIVERSITY OF KENTUCKY POLICY NOTIFICATIONS

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

EDC 726-401 -Course Module Schedule – Dates will be included particular to the calendar year for course offering.

Date	Topic (in Class)	Assignment/Readings
Week 1 Module	Course Overview and approach Human Subjects In Class Reading	http://www.citiprogram.org/ . Complete the online required course for Human Subject approval by next class. Bredo & Feinberg – Introduction Epistemological Positions/Traditions in Educational and Social Research
Week 2 Module	Epistemological Perspectives	Bredo & Feinberg pp. (Reading Part 1 &2) Positivistic and Interpretative Approaches
Week 3 Module	Epistemological/Theoretical Perspectives	Bredo & Feinberg pp. (Reading Part 3) Critical Theorist Approach
Week 4 Module	-The Quantitative/Qualitative Debate -A history of contention regarding -The epistemological underpinnings Of these two approaches. Can there BE <i>mixed methods</i> ? - Mixed methods vs. Mixed Models	Read Heshusius: Closing Down the Conversation (on BB in Readings folder). Read Chapters 1 & 2 in Creswell: The Nature of Mixed Methods Research Foundations of Mixed Methods Complete online Human Subjects training: Submit completion certificate to Mazur
Week 5 Module	-Examples of Mixed Methods Studies -The Journal of Mixed Method Research -Status of Mixed Methods Scholarship/ Acceptance -Your study: Ideas for your research	Read Chapter 3 in Creswell: Choosing a Mixed Method Design

Week 6 Module	Mixed Methods Designs Your Study: Ideas for your Research Writing up/Preparing Mixed -Methods Studies and Data Collectio Case Example: Dr. Cindy Lio	Read Chapter 4 & 5 in Creswell: Examples of Mixed Methods Designs and Introducing a Mixed Methods Study (the Language of the method) Prepare Preliminary Proposal Outlien for next class
Midterm Approximate		
Week 8 Module	Issues with Mixed Methods Concurrent and Sequential designs: Implications for data collection	Read Chapter 6 in Creswell: Collecting Data in Mixed Methods Research (Syncing design and data collection!) Research Project: Literature Search/ Mixed Method Design: On BB – Be prepared to discuss class
Week 9 Module	Your Research Drafts: Discussion And Peer Review Data Collection in YOUR Mixed Method Study	Class presentation: Research Proposal Draft #1 Due – Bring 2 Copies to Class for Peer Review
Week 10 Module	Your Research Drafts: Discussion And Peer Review Cont'd. (No class f2f – Posting assignments i In BB)	Creswell Chapter 7: Analyzing & Interpreting Data in Mixed Methods Research Exploring the IRB Forms: Application Process Homework: Exploring your Research Designs: Design you chose: Use Appendix in Creswell to analyze your design: Write up a 2 page assessment of strengths & weaknesses. Post on Progress for data collection etc. on BB “BLOG” heading
Week 11 – Approximate	No-Class Work Day on Projects	Email Consultation with Mazur
Week 12 Module	Discussion/review of Mixed Methods Research designs On IRB Form B.	Research Proposal Draft #2 Due – Bring 2 Copies of IRB Form B (Background/Research Design) to Class for Peer Review

Week 13	More on Analysis & Interpretation In Mixed Studies	Select Sample Article from JMMR from website and report on the Research Design AND the data analysis approach in class.
Week 14	Writing & Evaluating Mixed Methods Studies	Chapter 8 Creswell Read Reviews from Journal of Mixed Methods Complete online Course Evaluations
Wee 15	Class Presentation of Study	Provide a copy of your IRB either in e-form Or hard copy to class

EDC 726-401
Curriculum Inquiry Mixed Methods for Research

Professor: Joan M. Mazur
305 Dickey Hall
Cell: 859-481-1413
E-Mail: jmazur@uky.edu
Skype: joanmmazur
Office Hours: Thursday 1-3 p.m. or by appointment

Course Description

A mixed methodology conceptual framework is used to examine various approaches for designing, implementing and analyzing practitioner data generated in a variety of instructional contexts. Topics include epistemological, methodological and ethical issues involved in action research and mixed methods curriculum inquiry.

If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class.

Standards

Course materials, activities and assessments are consonant with indicators and benchmarks contained in the Kentucky Teacher Standards (in particular IV (Assessment), V (Reflection), VI (Collaboration) and those promulgated by INTASC (Interstate New Teacher Assessment Consortium) for National Board Certified Teachers.

Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable. You may not use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed "self-plagiarism" and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported.

College Conceptual Framework: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional

education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university.

Course Outcomes

- Students will demonstrate knowledge of epistemological, methodological and ethical issues associated with the mixed-methodology research paradigm through analytic papers based on course readings, the development of an action research proposal and finally, data collection and analysis.
- Students will become familiar with various approaches for data collection in classrooms or other instructional settings.
- Students will complete the online CITI course required by the University of Kentucky's Office of Research Integrity to conduct human subject research.
- Students will critique examples of mixed-methodology research through analytic papers and online discussions
- Students will work with peer-partners to develop dispositions toward collegial critique and research discourse.
- Students will submit the results of their research to an appropriate professional or scholarly journal.

Objectives

Upon completion of this course students are expected to

- 1) Identify and use mixed methods to design, implement and analyze in an action research or other scholarly research project in their instructional setting or context.
- 2) Select appropriate qualitative or quantitative methods to answer their research question.
- 3) Understand the legal and practical requirements of ethical research involving human subjects.
- 4) Demonstrate their understandings of course content by producing a research project design and completing a Protocol application for a full or expedited human subjects review by the Institutional Review Board at the University of Kentucky (IRB).
- 5) Critique mixed methods approaches and demonstrate understanding of research designs through analytic papers and online discussions of published mixed methods peer reviewed studies and/or completed mixed methods dissertations.

Required Readings:

Creswell, John and Plano-Clark, V. (2010). Designing and Conducting Mixed Methods Research. Thousand Oaks, CA: Sage Publishing

Selected Readings: Online and text copy of selected chapters from (these will be available on our BlackBoard cite at pdf electronic text:

Bredo,E. & Feinberg, W. (1983) Knowledge and values in social and educational research. Philadelphia: Temple University Press.

Tashakkori , A. & Teddlie, C. (Eds.) (2002). Handbook of mixed methods social and behavioral Research. Thousand Oaks, CA: Sage Publishing.

Selected Readings: From the academic journal. Journal of Mixed Methods Research, online at mmr.sagepub.com

Human Subjects Training:

Due Week Two in Class: All students are required to successfully complete the CITI Human Subjects Training. Apply for a login and get information about the online course at the Office of Research Integrity website:

http://www.research.uky.edu/ori/mandatory_research_ed.html

Download the “Word” or “pdf” text version of instructions and complete the training.

Assessments:

Literature Review for Research	20%
By Midterm: Research Project Proposal (See Proposal Format)	20%
Final Paper/Preliminary Data Analysis	25%
Class Participation/Human Subject Training (Prepared for class/discussion/questions/attend)	20%
Journal Readings Analyses	15%

EDC 726-401 -Course Schedule

Date	Topic (in Class)	Assignment/Readings
08/26/12	<p>Course Overview and approach</p> <p>Human Subjects</p> <p>In Class Reading</p>	<p>http://www.citiprogram.org/ Complete the online required course for Human Subject approval by next class.</p> <p>Bredo & Feinberg – Introduction Epistemological Positions/Traditions in Educational and Social Research</p>
09/03/12	<p>Epistemological Perspectives (NO CLASS – Labor Day)</p>	<p>Bredo & Feinberg pp. (Reading Part 1 &2) Positivistic and Interpretative Approaches</p>
09/10/12	<p>Epistemological/Theoretical Perspectives</p>	<p>Bredo & Feinberg pp. (Reading Part 3) Critical Theorist Approach</p>
09/17/12	<p>-The Quantitative/Qualitative Debate</p> <p>-A history of contention regarding</p> <p>-The epistemological underpinnings Of these two approaches. Can there BE <i>mixed methods</i>?</p> <p>- Mixed methods vs. Mixed Models</p>	<p>Read Heshusius: Closing Down the Conversation (on BB in Readings folder).</p> <p>Read Chapters 1 & 2 in Creswell: The Nature of Mixed Methods Research Foundations of Mixed Methods</p> <p>Complete online Human Subjects training: Submit completion certificate to Mazur</p>
09/24/12	<p>-Examples of Mixed Methods Studies</p> <p>-The Journal of Mixed Method Research</p> <p>-Status of Mixed Methods Scholarship/ Acceptance</p> <p>-Your study: Ideas for your research</p>	<p>Read Chapter 3 in Creswell: Choosing a Mixed Method Design</p>

10/01/12	Mixed Methods Designs Your Study: Ideas for your Research Writing up/Preparing Mixed -Methods Studies and Data Collectio Case Example: Dr. Cindy Lio	Read Chapter 4 & 5 in Creswell: Examples of Mixed Methods Designs and Introducing a Mixed Methods Study (the Language of the method) Prepare Preliminary Proposal Outlien for next class
10/08/12	Issues with Mixed Methods Concurrent and Sequential designs: Implications for data collection	Read Chapter 6 in Creswell: Collecting Data in Mixed Methods Research (Syncing design and data collection!) Research Project: Literature Search/ Mixed Method Design: On BB – Be prepared to discuss class
10/15/12	Your Research Drafts: Discussion And Peer Review Data Collection in YOUR Mixed Method Study	Class presentation: Research Proposal Draft #1 Due – Bring 2 Copies to Class for Peer Review
10/22/12	Your Research Drafts: Discussion And Peer Review Cont'd. (No class f2f – Posting assignments i In BB)	Creswell Chapter 7: Analyzing & Interpreting Data in Mixed Methods Research Exploring the IRB Forms: Application Process Homework: Exploring your Research Designs: Design you chose: Use Appendix in Creswell to analyze your design: Write up a 2 page assessment of strengths & weaknesses. Post on Progress for data collection etc. on BB “BLOG” heading
10/29/12	No-Class Work Day on Projects	Email Consultation with Mazur
11/05/12	Discussion/review of Mixed Methods Research designs On IRB Form B.	Research Proposal Draft #2 Due – Bring 2 Copies of IRB Form B (Background/Research Design) to Class for Peer Review
11/12/12	More on Analysis & Interpretation In Mixed Studies	Select Sample Article from JMMR from website and report on the Research Design AND the data analysis approach in class.

11/19/12	Writing & Evaluating Mixed Methods Studies	Chapter 8 Creswell Read Reviews from Journal of Mixed Methods
11/26/12	Class Presentation of Study	Provide a copy of your IRB either in e-form Or hard copy to class
12/03/10	Class Presentation of Study Course Evaluations	Provide a copy of your IRB either in e-form Or hard copy to class
