

B Graduation Competencies 3 Disciplined Inquiry: • Utilize quantitative, qualitative, and scientific reasoning to solve problems • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

Graduation Competencies 5 Ethics: • Demonstrate knowledge and application of prescribed ethical code(s) and/or behaviors promoted by the profession

Core Learning Activities/Assessment Strategies

Candidates will provide a reference page using APA citations for all projects

Candidates will respect intellectual property by citing the sources

C. Individual Development and Educational Assessment (IDEA) Learning Objectives

Essential objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important objective 9: Learning how to find and use resources for answering questions or solving problems

II. METHODOLOGY

Adult learning theory informs the instructional methodologies practiced in this course

Project-based instruction, problem-based learning, collaboration, cooperative learning are some of the student-centered methods used. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective

A. University Assessment and Evaluation Practices: Assignments will be scored using performance-based assessments. Performance-based competencies rubrics measure the program and graduation competencies. Candidates must earn a 95% for an A.

B. Candidates entering the course during the drop add period have four days to complete Week 1 assignments. Week 2 assignments are due on the regular due date.

Grade A: Excellent. The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material.

Grade B: Good. The student's achievement exceeds satisfactory accomplishment, showing a clear indication of initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

B. Teaching Methods

Instructional Strategies and Methods: A variety of instructional strategies are used for adult learners: project-based and problem-based instructional practices, active participation in a social setting and evaluation, experiential activities, and student-centered learning environments.

General Information for Completing Assignments

Welcome! The following is a breakdown of all the assignments required in MED 8804: Action Research. Please use this as a guide to help assist you in the planning of your assignments. In

In addition, there are rubric breakdowns to help you understand what is expected in your assignments. Please check the tool requirements and expectations.

Assignments are expected to be submitted online. No late assignments are accepted with a week prior notice of a family emergency. Assignments not submitted online earn zero points.

Scholarly Writing

- 1. Every assignment must include appropriate APA citations and a reference section using weekly articles and any additional resources to receive credits.**
- 2. APA resource website <http://owl.english.purdue.edu/owl/resource/53001/>**

Why is scholarly writing important? An academic conceives scholarship and professional development as an ongoing, life-long process. Scholarship is a quality or characteristic that demonstrates your knowledge and skills of a particular discipline. Scholarship is demonstrated through writing and verbal interactions. One of the most important aspects of academic writing is making use of the ideas of other people. Being able to communicate ideas clearly demonstrates understanding of the material studied. Writing about the application, analysis, or synthesis of others' ideas is presenting another perspective, a process in which you are revealing your thinking processes, your interpretations, and perhaps ways you will be using the information. Now you are beginning to contribute to the literature. Through your writing you are (a) showing that you are aware of the major areas of thought in your specific subject, (b) showing how your contribution fits in, by filling gaps, adding support or extending current research or thinking, and (c) showing how you are joining the ideas of others with your ideas. You give credibility to your writing ideas, and thought by referring to other people's work. "When you cite a source, you show how your voice enters into an intellectual conversation and you demonstrate your link to the community within which you work. Working with sources can inspire your own ideas and enrich them, and your citation of these sources is the visible trace of that debt." (Yale College, 2010)

Week 11	Holcomb & Cox Unit 5			51 Communication in Relationships 54 Characteristics of New Parents 512 Race/Ethnicity & Self Esteem 513 Effectiveness of Reading Program
Week 12	Holcomb & Cox Unit 6		Data Analysis	61 Money Management After Acquired Brain Dysfunction 65 Mental Health & Chronic Disease
Week 13	Mertler Ch 7	Ch 7		Partner Feedback Final Paper
Week 14	Mertler Ch 8	Ch 8	Final Presentation	
Week 15				Proposal

References

21st Century (2009). Curriculum and Instruction Retrieved from

[Schools](http://www.21stcenturyschools.com/CurriculumandInstruction.htm)

Bog WR & Gall, JP. (1993). Applying Educational Research A Practical Guide White Plains, New York Longman Publishing Group

Cast, Inc. (2010). National Center on Universal Design for Learning Retrieved from

<http://www.udcenter.org/about/udguidelines>

Merriam, S.B. (1998). Qualitative Research and Case Study Applications in Education San Francisco, CA: Jossey-Bass Inc.

National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). (2010) Common Core State Standards Initiative Retrieved from <http://www.corestandards.org/>

Partnership for 21st Century Skills (2009). Partnership for 21st century skills framework Retrieved from <http://www.p21.org/>

Schunaberger, S. & McMillan, J.H. (1998). Research in Education: A Conceptual Introduction, 3rd Edition. New York: Guilford Press.

University of North Carolina at Wilmington