

ED 670-01: Action Research Project Practicum I Syllabus

Spring G5, 2019

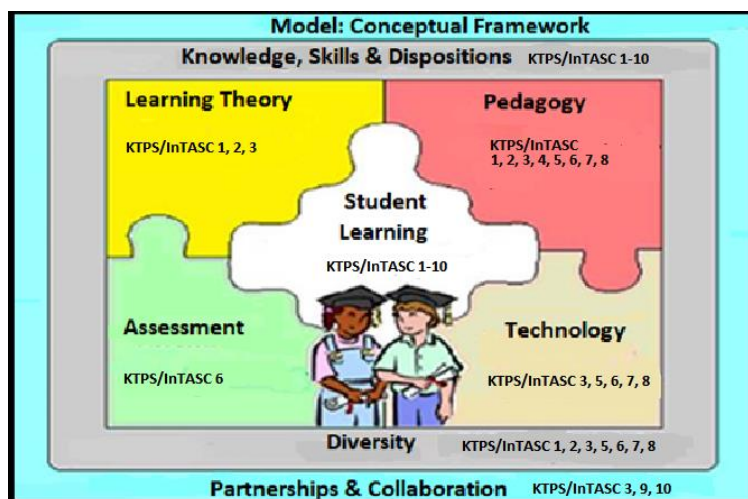
Dr. Joseph 'Rocky' Wallace

Office Hours: As needed, virtual
Cell Phone: (606) 922-7681
E-MAIL: jfwallace@campbellsville.edu
CU Security: Office: 270 789-5555; Cell Phone: 270 403-3611

Conceptual Framework of Teacher Education:

THEME: "EMPOWERMENT FOR LEARNING"

Empowerment processes:
Content, process and self-efficacy



Mission Statements/Vision

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

- Knowledge and skills
- Caring Dispositions, including respect for diversity
- Commitment to life-long learning in a global society-
- Characteristics of servant leadership

Required Text:

Hendricks, C. (2017). *Improving Schools Through Action Research: A Reflective Practice Approach*, 4th Ed. Columbus, OH: Pearson.
Wallace, R. (2008). *Principal to Principal: Servant Leadership and School Transformation*. Lanham, Maryland: Rowman

& Littlefield Education.

Wallace, R. (2009). *The Servant Leader and High School Change*. Lanham, Maryland: Rowman & Littlefield Education.

Pre-requisites: Satisfactory completion of ED 665.

Course Description

The action research project is the heart of the work in the Campbellsville University TL/MAE/MASE and the School Guidance programs. Practicum I builds upon knowledge gained in ED 655/SED 605 in which a variety of research methods is explored with a focus on action research. In this practicum, the action research project is developed, refined, and implemented. This form of self-reflective inquiry, directed by the teacher regarding his/her own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided, and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A review of scholarly review is written and plan for reporting results is developed and added to the research timeline. Appropriate tables, charts and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and are carefully assessed with regard to how they may be utilized in educational decision-making.

Course Alignment with Professional Standards

Council for Accreditation of Educator Programs (CAEP)

Standard 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

InTASC 1 Learner Development
InTASC 2 Learner Differences
InTASC 3 Learning Environments
InTASC 4 Content Knowledge
InTASC 5 Application of Content
InTASC 6 Assessment
InTASC 7 Planning for Instruction
InTASC 8 Instructional Strategies
InTASC 9 Professional Learning and Ethical Practice
InTASC 10 Leadership and Collaboration

Kentucky Standards for Guidance Counselor Programs Addressed:

- B 6 Methods of planning, developing, implementing, monitoring, and evaluating comprehensive Developmental counseling programs;
- C 1 a Use, management, analysis, and presentation of data from school-based information (e.g., Standardized testing, grades, enrollment, attendance, retention , placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;
- C 1 c Implementation and evaluation of specific strategies that meet program goals and objectives.

Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:

- 7 d Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- 7 e Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and Validity);
- 8 a The importance of research and opportunities and difficulties in conducting research in the counseling profession;
- 8 b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- 8 c Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- 8 d Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- 8 e Use of research to improve counseling effectiveness; and
- 8 f Ethical and legal considerations.

Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:

- 7 c Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- 7 d Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability Information;
- 7 e Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;
- 7 g Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- 8 a The importance of research in advancing the counseling profession;
- 8 b Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- 8 c Statistical methods used in conducting research and program evaluation;
- 8 d Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- 8 e The use of research to inform evidence-based practice;

School Counselor Professional Knowledge, Skills, and Practices Addressed:

- I 1 Understands how to critically evaluate research relevant to the practice of school counseling;
- I 4 Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card);
- I 5 Understands the outcome research data and best practices identified in the school counseling research literature;
- J 1 Applies relevant research findings to inform the practice of school counseling;
- J 2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences;
- J 3 Analyzes and uses data to enhance school counseling programs;

International Literacy Association (ILA)

Standard 2 Curriculum and Instruction
 Standard 3 Assessment and Evaluation
 Standard 4 Diversity
 Standard 5 Literate Environment

Teacher Leader Model Standards

Domain I: Fostering a collaborative culture to support educator development and student learning
 Domain II: Accessing and using research to improve practice and student learning
 Domain III: Promoting professional learning for continuous improvement
 Domain IV: Facilitating improvements in instruction and student learning
 Domain V: Promoting the use of assessments and data for school and district improvement
 Domain VI: Improving outreach and collaboration with families and communities
 Domain VII: Advocating for student learning and the profession

Course Objectives and Alignments

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

Objectives As a result of experiences in this course, you will Implement the MARP which includes the following:	CAEP	TLMS	KTPS/ InTASC	CACREP & School Counselor Prof. Knowledge, Skills and Practices	KY Guidance Counselor & KY Guidance Counselor Program Obj. & Curr.	ILA
1. Collect and triangulate data (MARP).	A.1.1 A.1.2 A.2.1 A.2.2	2A, B, C, D, 4A, B, 5D	KTPS/ InTasc 6 a-i; 7 a, b, c, f	7c, d, e, g 8 a b c d e 1.1, 1.4, 1.5, J1-3	C1 7d, e 8a, b, c, d	2.1, 2.3 3.1, 3.3
2. Learn how and begin to analyze quantitative and qualitative data (MARP).	A.1.1 A.1.2 A.2.1 A.2.2	2A, B, C, D, 4A, B, 5D	KTPS/ InTASC 6 a-i	7c, d, e, g 8 a b c d e 1.1, 1.4, 1.5, J1-3	C1 7d, e 8a, b, c, d	3.1, 3.3 4.1, 4.3,
3. Learn how to display results graphically (MARP).	A.1.1 A.1.2 A.2.1 A.2.2	2A, B, C, D, 4A, B, 5D	KTPS/ InTASC 6 h, i	7c, d, e, g 8 a b c d e 1.1, 1.4, 1.5, J1-3	C1 7d, e 8a, b, c, d	3.1, 3.3 4.1, 4.3
4. Reflect throughout the action research cycle (MARP, Discussion Forums, class chats, field hour reflections).	A.1.1 A.1.2 A.2.1 A.2.2	2A, B, C, D, 4A, B, 5D	KTPS/ InTASC 9 a, b, c, f	7c, d, e, g 8 a b c d e 1.1, 1.4, 1.5, J1-3	C1 7d, e 8a, b, c, d	3.1, 3.3
5. Utilize action research as a tool for studying and improving your practice (MARP, Discussion Forums, class chats, field reflections)	A.1.1 A.1.2 A.2.1 A.2.2	2A, B, C, D, 4A, B, 5D	KTPS/ InTASC 9 a, b, c, f	7c, d, e, g 8 a b c d e 1.1, 1.4, 1.5, J1-3	C1 7d, e 8a, b, c, d	3.1, 3.3

Course Assignments

Assignment	CAEP	KTPS/ InTasc	Diversity	ILA
MARP				
1. Submit approved IRB.	2	1	Yes	2
2. Revision of MARP: Revise sections one and three of the action research plan, with particular focus on ED 665 professor feedback, and focusing on additional review of methodology, timeline, triangulation, validity	1	5, 7, 8	Yes	2

and reliability. Write a draft of section 2, scholarly literature. Obj. 1-5					
3. Implement the action research project, collecting data. Obj. 1	1, 2	5, 6, 8	Yes	2, 3, 5	
4. Begin preliminary analysis of data designing needed charts, tables and/or graphs. Obj. 2, 3	1	6	Yes	3	
5. 2nd Revision of MARP: Revise the MARP based on review of text, course discussions, collection and preliminary analysis of data, and feedback from the 1 st revision. Obj. 1-5	1	5, 7, 8	Yes	2	
6. LAST CHAT: Report on implementation of MARP during last chat. Develop a PPT for 1 st three sections. Obj. 1-5	1, 2	6, 9	Yes	3, 4	
7. FIELD HOURS: Complete three hours of field experience while implementing MARP. Obj. 1-5 Or School Counselor Program: Letter of consent informing parents of study and IRB approval. (2 hours) Implement School Counselor Action Research Project in a school setting. (30 hours)	2	9	Yes	2, 3, 4, 5	
Other Related Assignments	CAEP	KTPS/ InTasc	Diversity	ILA	
1. TEXT Readings: Read/review the assigned readings for class discussions and discussion forums.	1	4, 5	Yes	2, 5	
2. Attendance: Please see the CU attendance policy for online courses. To be considered present, you must log on and complete weekly assignments on Moodle.	1	4, 5, 9, 10	Yes	5	
3. Discussion Forums: Related to the text readings and implementation of the MARP.	1	4, 5, 9, 10	Yes	5	
Participation 4. CHATS: You must also be present for and contribute to the five synchronous class chats.	1, 2	1-3 4-5 6-10	Yes	2, 3, 4, 5	

Grades

Due Date	Assignment	Point Value
Alternate Weeks	Class Participation (Online 'Live' sessions); Book Study	80
Weekly	Discussion Forums (8) Forums	80
Week of April 1	First/Draft of Section 2: Scholarly Background/Turnitin Score (less than 15%)	100
Week of April 15	Revisions of Introduction & Methodology based on feedback from previous professor	50
Week of April 22	Second Revision of All Three Sections of MARP and PPT	100 20

Week of April 29	Report on Implementation	30
Week of April 29	Field Hours Assignment	30
	MARP Reflection	10
	Total	500

Grade Calculation: Total of 500 pts.

<u>Percentage</u>	<u>Points</u>	<u>Grade</u>
92 -100%	460-500	A
82 - 91%	410-459	B
72 - 81%	360-409	C
65 - 71%	325-359	D
65% or below	<325	F

Course Assignments

Attendance, Participation and Professionalism

Class Attendance

- Class attendance will be checked initially and 2-3 times, unannounced, during chats.
- **Campbellsville University's Online Attendance Policy**
- Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.
- Please notify the professor if you will be absent.
- During the last class, students will report on implementation of their MARP.

Class Participation

- Students will be graded during chats on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions, and reflective writing assignments).
- **Students must contribute to class discussions a minimum of five times orally and in writing.**
- During the last class, students will report on implementation of their MARP.
- The professor will plan to respond to any emails from you within 24 hours except on weekends.
- Students are expected to activate their CU email accounts for this course and check it daily. All correspondence from the professors occurs through the CU email.
- All feedback and grades for assignments will be posted on Moodle
- Students are expected to use a headset to actively participate in class and to check their computer access to Adobe Connect using the Wizard in advance of class to resolve any issues.

MARP

- Students will implement the MARP fully within the first two weeks of class in a P-12 setting and begin collecting data in an organized fashion.
- Students will revise section 1 (Introduction) and section 3 (Methodology) based on the previous professors' feedback.
- Students will write a first and second draft of the literature review based on the preliminary review of scholarly sources in the previous class.
- Students will write a 'final' edition of the MARP based on feedback from the current professor.

- Students will add the appendices to their MARPs which include a blank copy of any instruments and consent form.

Communication Methods: Netiquette

- Communication during and outside of class will be primarily online; therefore, it is important that class members practice **Netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the **online class sessions** are:
 - Keep your microphone muted when you are not speaking. This will keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.
 - Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.
 - All comments in the chat box must be course related; no personal conversations should occur during chat time.
- Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:
 - Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
 - Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
 - Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
 - Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.
 - When communicating with your professor in **email** remember to include your name and course number/section. Also, make sure your name is on any assignment that you submit.

Submission of Written Assignments

- **Format?**
 - Assignments are to be typed in double space format using 12 point Times New Roman font and saved in .doc, .docx, or .pdf format.
 - PLEASE DO NOT SUBMIT MAC DOCUMENTS AS I CANNOT OPEN THEM.
 - Please save your documents in the following format: ***Last name.First name Initial.Week.Assignment, for example, Garrison.C.Week1.Philosophy.***
 - Margins should be no less than one inch on all sides.
 - Please include name, course, assignment title, and date in top right corner of first page and include last name as a header of the following pages.
- **Where?**
 - Assignments need to be uploaded to Moodle. Please do not email them to me.
 - Emails with attachments are often blocked by the CU firewall.
 - See syllabus schedule of activities for specific information on assignment submissions.
- **When?**
 - Discussion Forum responses are due by midnight on announced due dates.
 - Initial responses to discussion forum topics are due by Friday midnight and responses to two classmates by Saturday midnight every week.
 - All other written work is due by Sunday midnight
- **Late Assignments:**
 - Graduate students can expect to lose 5 points for each day an assignment is late.
 - Assignments are due on the due date even if absent.
 - After one week, assignments will not be accepted and a grade of zero will be given for missing work.
- **PLEASE DO NOT ASK FOR EXTRA CREDIT OPPORTUNITIES; DO YOUR BEST ON ALL ASSIGNMENTS DURING THE TERM.**

FIELD HOURS

- Students are required to document at least three hours of field experience, associated with implementation of the MARP.
- Students in the Guidance Counseling program must acquire 30 hours of field experiences. See below.
- This involves submission of the field voucher and reflections.

Field Experience Assignments (School Counselor Program Only)

Letter of consent informing parents of study and IRB approval. (2 hours) Implement School Counselor Action Research Project in a school setting. (30 hours)

Discussion Forums:

- **Initial posts are due by Friday midnight; responses to a peer due by Saturday midnight.**
- Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates' responses per discussion forum.
- Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week.
- They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned.
- **Late Responses:** For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well. **If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

Samples of 6 point initial reflections and 4 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria. Total points awarded for forums-10 weekly:

Rubric for Discussion Forums Initial Response

Category	4	3	2	1
General Assignment	All topics introduced in the prompt are fully addressed.	All topics introduced in the prompt are addressed.	Some topics introduced in the prompt are addressed.	The prompt is not addressed in the response.
Length	More than 10 complex sentences.	7-10 complex sentences	4-6 sentences.	1-3 sentences
Support	Arguments and/or statements are logical and supported by information from the text and articles.	Arguments and/or statements are logical but made with little or loose support from the text and articles.	Arguments and/or statements are logical but not supported.	Arguments and/or statements are not logical.

Connections	Response makes clear connections to current or past experiences in the classroom, school, or political environment.	Response makes loose connections to current or past experiences in the classroom, school, or political environment.	Response makes little real life connection.	No attempt is made to connect prompt to real life situations.
Mechanics	Response is free from grammatical, spelling, or punctuation errors.	A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader.	Several grammar, spelling, and punctuation errors exist.	Grammar, spelling, and punctuation errors impede the understanding of the reader.
TOTAL POSSIBLE: 6 pts.				

**Rubric for Discussion Forum
Response to Peer**

(You must respond to two peer initial responses per discussion forum) 3 points each

Category	3	2	1
General Assignment	Response provides constructive criticism or information.	Response provides no constructive criticism and demonstrates little understanding of the content.	Student does not respond to the initial response or the response is inappropriate.
Length	More than 5 complex sentences.	3-5 complex sentences.	1-2 sentences.

Total: 4 points

Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements by the end of the next graduate term.

Communication Requirement

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

Disability Statement

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5450 to inquire about services.

Title IX Statement

Campbellsville University and her faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu
Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Academic Integrity/Plagiarism

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student's Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Recommended Resources

Ehrens, B., Ehrens, T., & Proly, J. (2009). Response to intervention: An action guide for school leaders. Alexandria, VA: Educational Research Service.

Johnson, A. P. (2012). A short guide to action research. Upper Saddle River, NJ: Pearson.

Mertler, C. A. (2018). Introduction to educational research. Thousand Oaks, California : SAGE Publications, Inc.

Mills, G. (2014). Action research: a guide for the teacher researcher. (6th Ed.) NY, NY: Pearson.

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

www.rtinetwork.org (Response to Intervention Action Network)

Tentative Course Schedule/Topics G5 2019

Week	Focus	Reading Assignment/ Primary Assignments
Week 1 March 11-16 Chat 1 Tuesday, 7:30	<p align="center"><i>Online meetings will discuss readings and reflective journal</i></p> <p align="center">Orientation, Syllabus, Course Materials, Requirements, and Assignments IRB Review of Action Research Process Sharing of personal progress and project objectives/interests Discussion Forum</p>	Read Chapter 3, Hendricks Text Reviewing the Literature <p align="center">IRB Document Approval Begin implementing study</p>
Week 2 March 18-23 Chat 2 Tues., 7:30	<p align="center">Action research topic/area of focus Discussion Forum</p>	<p align="center">Hendricks, Chapter 3 Draft of Section 2, Review of Scholarly Literature Appendices</p>
Week 3 March 25--30 Chat 3 Tues., 7:30	<p align="center">Online Classroom Discussion Forum</p>	Read Chapter 5, Hendricks Text (Collecting Data)
Week 4 April 1-6 Chat 4 Tues., 7:30	<p align="center">Data Collection Discussion Forum</p>	<p align="center">Chapter. 5, Hendricks Revision of sections 1 and 3 based on previous professor's feedback</p>
Week 5 April 8-13 Chat 5 Tues., 7:30	<p align="center">Online Classroom Plan for reporting research/discussed/developed Discussion Forum Data collection considerations</p>	Read Chapter 6 of Hendricks text (Data Analysis)
Week 6 April 15-20 Chat 6 Tues., 7:30	<p align="center">Research Discussion Forum</p>	<p align="center">Review Chapter 7 of Hendricks</p> <p align="center">Post area of focus, variables, and research question in discussion forum</p>
Week 7 April 22-27 Chat 7 Tues., 7:30	<p align="center">Online Classroom Plan for reporting research discussed/developed Discussion Forum</p>	<p align="center">2nd Draft of Introduction, Background and Methodology Due PPT of Sections 1-3</p>
Week 8 April 29-May 3 Chat 8 Tues., 7:30	<p align="center">Discussion Forum Reports: Implementation of Action Research Discussion Forum Actions/Revisions Required Before ED 675</p>	<p align="center">Plan for Analyzing Data Field Hours Summary Due Course Wrap Up</p>