

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Alaska Native Studies and Rural Development	College/ School	CRCD
Prepared by	Jennifer Carroll	Phone	907-474-5405
Email Contact	jcarroll@alaska.edu	Faculty Contact	Jennifer Carroll

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	RD	Course #	474	No. of Credits	3
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Justify upper/lower division status & number of credits:	This course is part of the students' capstone experience and draws upon previous RD courses to develop a research or project proposal. It meets the requirements for a 3 credit course.
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3. PROPOSED COURSE TITLE:	Applied Community Research
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4. To be CROSS LISTED? YES/NO	No	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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NOTE Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO	No	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:	<input type="text"/>
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* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed? 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:	Fall
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)	Fall 2020 – this course is a new core requirement. We do not expect students under the new catalog requirements to reach this level until 2020. We will adjust start as necessary.
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8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)	<input type="text"/>					
Mode of delivery (specify lecture, field trips, labs, etc)	Lecture					

9. CONTACT HOURS PER WEEK	3	LECTURE hours/weeks		LAB hours/week		PRACTICUM hours/week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)	
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FSH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

RD F474 Applied Community Research

3 Credits

Offered Fall

Development and preliminary groundwork for the rural development senior project. Students will develop a full prospectus and conduct preliminary research for their senior project to be completed in RD F475 Rural Development Senior Project.

Prerequisites: RD F340; RD F352; senior standing; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="checkbox"/>	NO: <input type="checkbox"/>	X <input type="checkbox"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?	<input type="checkbox"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="checkbox"/>	CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:	<input checked="" type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost for fee approval?

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?
Yes/No

If yes, give semester, year, course #, etc.:

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Rural Development has the faculty and facilities to offer this course.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (*kljensen@alaska.edu*, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes **No additional materials are required.**

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

None anticipated.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

This course will ensure that students are fully prepared to take RD 475 Rural Development Senior Project. By requiring a planning course student projects will be more community-based, better planned, and more thoroughly implemented.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course is part of the redesign of Rural Development Core courses to emphasize building students' community and rural development toolkits through skill building. This course, along with new course RD F340 Community Research Toolbox, will split out two components of the current course RD F350 Community-based Research in Indigenous Contexts. Currently, RD F350 is taught as both a research methods course and a proposal planning and development course. In addition, the course is an O course under the current O/W communications system.

Since adding the proposal planning aspect to the course (starting Fall 2014) students have been able to plan their senior project prior to implementing it in RD F475. They have not been required to use the project they design in RD F350, but those who have done so have produced superior results. We plan to institutionalize this by making the planning portion a separate course.

RD F350 will be replaced with RD F340 Community Research Toolbox and will focus on learning and practicing research methods. RD 474 Applied Community Research will take on the proposal development

and planning aspects currently taught in RD 350. By including a separate research planning and design course we will be able to better implement the community-based approach to projects and research preferred by the department. A single semester is too short a time to truly work with a community. The additional semester will allow for greater community interaction as well as more intensive research and projects

APPROVALS: Add additional signature lines as needed.

	Date	
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Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
--	------	--

Signature, Dean, College/School of:

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
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Signature of Provost (if above level of approved programs)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

JUSTIFICATION FOR ACTION REQUESTED

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APPROVALS: Add additional signature lines as needed. RD 474 format 1

[Signature] Date 10/17/16
 Signature, Chair, Program/Department of: *DAN SIRD*

[Signature] Date 10/14/16
 Signature, Chair, College/School Curriculum Council for: *Rural & Community Development*

[Signature] for Peter Perry Date 10/17/16
 Signature, Dean, College/School of: *CRCD*

Offerings above the level of approved programs must be approved in advance by the Provost.

____ Date ____
 Signature of Provost (if above level of approved programs)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

____ Date ____
 Signature, Chair
 Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)
 ____ Date ____

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

- Course textbook title, author, edition/publisher.
- Supplementary readings (indicate whether required or recommended) and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/faculty/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

Rural Development 474: Applied Community Research

Fall XXXX

Class Schedule:

Instructor: Jennifer L.L. Carroll

Address: 323 Brooks Building

305 Tanana Loop, Fairbanks, AK 99775

PO Box 756500, Fairbanks, AK 99775-6500

Office Hours: TBA

Phone: (907) 474-5405, (888) 574-6528

Fax: (907) 474-6325

e-mail: jlcarroll@alaska.edu

This class will be delivered through audio-conference and Collaborate, an online presentation system within Blackboard. You have **two** options for the audio portion of the class:

- Use the audio-conference system through the telephone.
- Use your computer's audio system with Collaborate.
- My preference is that you call in using the telephone and use Collaborate just for the visuals and chat.

Audio Information

Call-in number: Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 1577413

Recording Playback: You can get the recording through Collaborate. The entire session, audio and visual, is recorded together.

Collaborate Information: You can find the link to our Collaborate sessions in Blackboard (5th button on the left). You will need to log into Blackboard before class and begin your Collaborate session by clicking the button and following the instructions. The purpose of using Collaborate for this class is to provide you with images and outlines to go with the discussions as well as providing you with a platform to share visuals yourselves. Sessions will be recorded using Collaborate.

Blackboard Information

Blackboard link: <http://classes.uaf.edu/>

Organization of Course:

Announcements: This is the "homepage" of the site and any announcements will be there.

Syllabus and Book Links: You will find the syllabus and link to one required textbook here.

Course Modules: You will find any online readings and other links for each module/topic area here.

Contact Information: contact information for me.

Assignments: You will submit your assignments in links here.

Collaborate: Takes you to the Collaborate dashboard with scheduled course sessions.

Rural Development 474: Applied Community Research

Course Information

Pre-requisite: RD F340; RD F352; senior standing; or permission of instructor.

Course Description: Development and preliminary groundwork for the rural development senior project. Students will develop a full prospectus and conduct preliminary research for their senior project to be completed in RD F475 Rural Development Senior Project.

Course Overview: Community-driven and community-based research takes place in community settings and involves community members in the design and implementation of research projects. This approach demonstrates respect for the contributions made by the community members involved in such research. This course will examine a few of the trends in community-based research and community-based projects and explore the types of research and projects that are best suited to and require community participation. While not all research or projects will be community-based, all research or projects can engage the community in some way.

Course Goals: Students will learn basic research design and methods through the development of their own research or project proposal for their senior project. Community-based approaches will be emphasized and students will take the time to develop community relationships and support as appropriate to their project or research.

Student Learning Outcomes: Upon completion of this course students will be able to:

- Identify appropriate research or project ideas with an emphasis on community-based research and projects.
- Apply skills learned in previous RD communities to develop or support research or project ideas.
- Design a research or project strategy.
- Identify appropriate research methods for research or project.
- Write a complete research or project proposal.

Course Format: This course is conducted via audio-conference and Blackboard/Collaborate (information on first page). Classes will include lectures on each part of proposal development and students will also discuss their own project or research proposal and provide feedback for one another throughout the process.

We will have one week where there is no class, but I meet with each of you individually to discuss your progress and concerns.

Class Expectations

Assigned readings should be read before class so that everyone will gain the most from the class through group participation and discussion.

As upper-division students, each should expect to become an active participant in the learning process, each bring their own experiences into the course discussions. Ask questions, read

Rural Development 474: Applied Community Research

critically, be open to new ideas, and respectfully challenge assumptions. Participation through discussing your own proposal and providing feedback to other students is essential to your success in the class.

Required Texts/Materials

Creswell, John W.

2014 Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. (Fourth Edition). Sage Publications, Inc. ISBN: 978-1-4522-2610-1

Stoecker, Randy

2013 Research Methods for Community Change: A Project-Based Approach. (Second Edition) Sage Publications, Inc. ISBN: 978-1-4129-9405-7

Wilson, Shawn. (2008). Research is Ceremony-Indigenous Research Methods.

Other

Guyette, Susan. (1983). Community Based Research-Handbook for Native Americans. This handbook is out of print but is FREE and on-line. I have made the link available in Blackboard.

Additional readings are posted on Blackboard and may also be added as we move through the course and in response to student interest.

In addition to required readings, you will be doing a considerable amount of reading on your own in support of your own proposal.

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Support

Support/Disability Services: In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

Disability Services

The Office of Disability Services (<http://www.uaf.edu/disability/>) implements the Americans with Disabilities Act (ADA) and ensures that UAF students have equal access to the campus and course materials. I will work with the Office of Disability Services (208 Whitaker Building, (907) 474-5655) to provide reasonable accommodations to students with disabilities

Academic Services

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348; <http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348; <http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

UAF Harassment Policy: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1. You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

Rural Development 474: Applied Community Research

Course Requirements

Assignments/Course Grade Components:

Attendance and Participation: Full participation is critical to your success in this class. We all bring a unique perspective to the class and we will all learn more if everyone participates. Each student is allotted two absences for any reason during the course.

Research/Project Proposal: The main assignment for this course is your research or project proposal for your senior project. Your proposal should be 15 pages, excluding title page, abstract, references, and appendices and **completely** formatted in APA style. You will work on this assignment throughout the semester and turn in “checkpoints” along the way.

- **Checkpoint 1: Issue/Problem** - one-page description of the issue or problem you plan to address
- **Checkpoint 2: Pre-research** - one to two pages on the community aspects of your research and project, using Stoecker’s pre-research questions if appropriate
- **Checkpoint 4: Proposal outline - template provided or you can create your own**
- **Checkpoint 4: Introduction/Statement of the Issue/Problem**
- **Checkpoint 5: Literature Review**
- **Checkpoint 6: Theoretical Approach**
- **Checkpoint 7: Design/Strategy, Methods and Analysis**

Research/Project Presentation: You will present your final proposal to the class for feedback and discussion. A Powerpoint presentation (or other type of visual presentation) is required. Final length and dates for presentations will depend on the number of students in class.

Proposal Wrappers: You will complete three “proposal wrappers” for the research/project proposal, a pre-assignment wrapper, a mid-term assessment wrapper, and a post-assignment wrapper. These assignments ask you to self-evaluate your preparation, progress, and learning for the project proposal assignment.

Due Dates: All assignments are due by midnight the day they are due as indicated in the course schedule.

Exam: THERE ARE NO EXAMS FOR THIS CLASS.

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Grading: Your grade will be based on the following:

Participation	10%
Checkpoint 1	5%
Checkpoints 2-7 (6)	60%
Proposal wrappers (3)	10%
Research/project Proposal	10%
<u>Proposal Presentation and Discussion</u>	<u>05%</u>
Total	100%

Calculating your grade: I will be using +/- grades in this class.

A + : 98 -100 %	A : 93-97 %	A - : 90-92 % *
B + : 87-89 %	B : 83-86%	B - : 80-82 %
C + : 77-79 %	C : 73-76 %	C - : 70-72 %
D + : 67-69 %	D : 63-66 %	D - : 60-62 %
F : below 60%		

*** To receive a grade above a B+ in this class you must use APA format for your proposal**

Plagiarism/Cheating/Academic Integrity:

Plagiarism (copying other people's material without proper attribution) is not acceptable. This includes copying from websites. Students who plagiarize will be withdrawn from the class and may face disciplinary action. Please see the Student Code of Conduct in the University of Alaska Fairbanks 2007-2008 Catalog, page 80, and at http://www.uaf.edu/catalog/catalog_07-08/academics/regs3.html#Student_Rights on the UAF website.

Rural Development 474: Applied Community Research

Course Outline/Schedule (subject to change)

A note on readings: I've listed each reading selection at the time we are most likely to discuss them. However, this breaks up some of the books, most notably Wilson's Research is Ceremony. I recommend that you read the entire book at the beginning of class and then review each section as it comes up.

Week	Date	Topic and Assignments Due	Readings
1		T: Course Overview and class introductions TH: Introduction to Research	<ul style="list-style-type: none"> • Syllabus • Stoecker, Ch. 1, "But I don't..." • Wilson, "Forward and Conclusion," and Chapter 1, "Getting Started"
2		T: Research Paradigms TH: Research Paradigms	<ul style="list-style-type: none"> • Lincoln and Guba "Paradigmatic Controversies" in Blackboard • Wilson, Chapters 2, "On the Research Journey," 4 "The Elements of an Indigenous Research Paradigm," and 7, "Articulating an Indigenous Research Paradigm" • Cresswell, Part 1 Chapter 1, "The Selection of a Research Approach"
3		T: Research? Project? Selecting your approach TH: In class discussion Checkpoint 1: One page on your proposed project/research by Wednesday for discussion on Thursday Proposal Wrapper 1 due by Friday	<ul style="list-style-type: none"> • Stoecker Ch.2, "The Goose Approach to Research, Ch. 3 "The Community Development Context of Research," and 4 "Head and Hand Together"
4		T: Planning and Processes: Outlining and Writing TH: Literature Review Proposal Checkpoint 2: Pre-research	<ul style="list-style-type: none"> • Stoecker Chapters 5, "Diagnosing" • Wilson Ch. 3 "Can a Ceremony Include a Literature Review?" • Cresswell Part 1, Chapter 2, "Review of the Literature," and Ch. 4 "Writing Strategies and Ethical Considerations"

Rural Development 474: Applied Community Research

		questions due by Wednesday	
5		T: Evaluating Sources TH: Theoretical Approaches, Conceptual Frameworks, and Theories of Change	<ul style="list-style-type: none"> Evaluating Sources readings in Blackboard Cresswell Part 1, Chapter 3, "The Use of Theory" Wilson, Chapter 5 "Relationality"
6		T: Planning and Processes: Research Design TH: In class discussion Proposal Checkpoint 3: Outline of your proposal due by Wednesday	<ul style="list-style-type: none"> Stoecker, Ch. 6 "Prescribing: Researching Options" Cresswell, Part 2, "Designing Research" Chapters 5 - 7
7		T: Research Ethics and the Institutional Review Board TH: Research Ethics and the Institutional Review Board Checkpoint 4: Introduction/Statement of the Issue due Wednesday	<ul style="list-style-type: none"> Stoecker, Appendix B Cresswell, Part 1 Ch.4 "Writing Strategies and Ethical Considerations" (review) Ethics readings in Blackboard
8		T: Choosing and Planning Research Methods TH: Research Methods Checkpoint 5: Literature review due Wednesday	<ul style="list-style-type: none"> Cresswell Part 2 "Designing Research" Chapters 8-10 Readings on specific methods in Blackboard
9		T: Methods in class discussion TH: Choosing and Planning Methods of Analysis Proposal Wrapper 2 due by Friday	<ul style="list-style-type: none"> Stoecker Ch. 8 "Evaluation" and 9 "Beyond Information" Readings from Miles et. Al. <u>Qualitative Data Analysis</u> in Bb Other analysis readings
10		T: Methods of Analysis TH: Analysis in class discussion	<ul style="list-style-type: none"> Continue above

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		Checkpoint 6: Theoretical Perspective section due Wednesday	
11		T: Individual Meetings TH: Individual Meetings	<ul style="list-style-type: none"> • None assigned, work on proposal
12		T: Planning and Processes: Putting it all together TH: in class discussion Checkpoint 7: Research Design, Methods and Analysis section due Wednesday	<ul style="list-style-type: none"> • None assigned, work on proposal
13		T: Research Proposal Presentations TH: Research Proposal Presentations	<ul style="list-style-type: none"> • None assigned, work on proposal
14		T: Research Proposal Presentations TH: Research Proposal Presentations	<ul style="list-style-type: none"> • None assigned, work on proposal
15		T: Research Proposal Presentations as needed Final Proposal due XXXX Proposal Wrapper 3 due XXXX	