I. COURSE DESCRIPTION:

CNEP 6397 RESEARCH SEMINAR. This course focuses on the application of research skills and inquiry methods. Students will be introduced to various methodological approaches, paradigms, and the components of scientific inquiry. Publishable products and completed proposals are emphasized.

II. RATIONALE

This course is one of the final classes in a series of methodology courses required for students in the Doctoral Program in the Counseling and Educational Psychology Department. The seminar course is designed to promote research proposal writing, examination and critique of current research and scholarly publications, and a critique of research proposals.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS/Counselors

The State adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge.
2. Learner-Centered Professional Development
3. Learner Centered Planning
4. Learner Centered Responsive services

IV. TExES COMPETENCIES

The competencies covered in this course are applicable to ExCET programs requiring the understanding and application of the research process components. In addition special emphasis is placed on:

Competency 008

Assessment. The professional counselor uses formal and informal assessment to provide information about and to learners, to monitor student progress and to modify the educational environment to help all learners achieve success in school.

Competency 012

Ethical, legal and professional standards. The Professional Counselor complies with the legal, ethical and professional standards of Texas public school educators; engages in self-reflection, professional growth activities, and works with colleagues to advance the counseling profession.
V. COURSE OBJECTIVES AND LEARNING OUTCOMES

This course is designed to enable students to demonstrate knowledge, skills, and practices beyond the entry-level in the following areas:

1. Students will have the knowledge and understanding to design, implement, and analyze quantitative and qualitative research. (CACREP Standard C-5)

   As measured by the Rubric Rating (0-5) of the course required research proposal and the presentation of the proposal. As measured by the final examination Rubric Rating System (1-10).

2. Students will have the knowledge and understanding to demonstrate the ability to formulate research questions appropriate for professional research and publication. (CACREP Standard F-1)

   As measured by the Rubric Rating (0-5) of the course required research proposal and the presentation of the proposal. As measured by the final examination Rubric Rating System (1-10).

3. Students will have the knowledge and understanding to demonstrate the ability to create research designs appropriate to quantitative and qualitative research questions. (CACREP Standard F-2)

   As measured by the Rubric Rating (0-5) of the course required research proposal and the presentation of the proposal. As measured by the final examination Rubric Rating System (1-10).

VI. COURSE TOPICS

The major topics to be considered are the following:

- Review of scholarly topics in one’s field emphasizing appropriate research designs.
- Understanding of, and experience in, the literature review process
- Research Questions, Hypothesis testing and sampling
- Critiquing professional publications
- Proposal writing
- Proposal/research presentation
- Scholarly writing for publication

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

(this is a seminar and active student participation is required)

- Lecture and discussion
- Library research and investigation
- Cooperative groups
- Presentations

VIII. EVALUATION AND GRADE ASSIGNMENT

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Regular attendance and participation in the course as expected. 10 pts
2. Ratings and critique of chapters & research articles 20 pts
3. The research proposal (all sections) 30 pts
4. Presentation of research, and designation of journals for submission 10 pts
5. Research knowledge-base/application exam 30 pts

B. Grading Scale

A = 90-100 pts
B = 80-89 pts
C = 70-79 pts
D = 60-69 pts
F = <60 pts

IX. COURSE SCHEDULE

Session 1 Overview: Research- Why, Topics, Interests, Fears, Strategies
A framework for the study: quantitative, qualitative analyses, roll-call
Identifying and operationalizing research topics (Heppner et al)

Session 2 Problem identification. Complete three problem statements (in writing and oral),
Present in class with an article to support each problem identified.

Session 3 Introduction to the study: Select one problem statement and write a one page
Introduction with citations for this class. Present in class.
Lecture on the purpose statement (Creswell), and choosing a research design
(Heppner, et. al.)

Session 4 Research, questions, objectives, and hypotheses; discuss research topics (Creswell)
Validity issues in research design (Heppner et al)

Session 5 The use of theory- “an interrelated set of constructs (variables) formed into
propositions or hypotheses that specify relationships” (Creswell) sampling specifics
Independent and dependent variables (Heppner et al)

Session 6 Definitions, delimitations, and significance, (Creswell) design specifics (Heppner et al)

Session 7 Quantitative methods: population and sample, instrumentation, data analysis, survey
or experimental methods, variables (Creswell) (Heppner et al) Article critiques.

Session 8 Qualitative procedures: assumptions, design types, researchers’ role, data collection
procedures, recording data (Creswell) Article critiques

Session 9   Combined quantitative and qualitative designs. Mixed paradigms (Creswell) Article Critiques.

Session 10  Scholarly writing, articles for publication, Ethical issues in research Professional writing (Heppner et al)

Session 11  Research proposal presentations: complete proposal, power point presentation, Committee/student) feedback, 3 presentations per evening

Session 12  “

Session 13  “

Session 14  “

Session 15  Wrap-up, Knowledge-base examination on research design.

X.   TEXTBOOKS

Required Texts:


Supplemental Readings:


Suggested Additional Texts:


XI. SELECTED ADDITIONAL BIBLIOGRAPHICAL READINGS:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.