Course Credit: 3 semester hours, graduate level

Meeting time: On-line meeting format, asynchronous
Instructor: Jacqueline Hamilton, Ed.D.
Office: DWC 108
Phone: 825-3397
Email: jacqueline.hamilton@tamucc.edu
Office Hours: By appointment

I. Course Description: This graduate level course is offered in support of graduate degree programs in the College of Education. It is designed to introduce the student to the fundamentals of research in education. Students will explore what research involves, the various types of educational research, the techniques for conducting research studies, ethical behavior in the conduct of research, and research in educational settings. Descriptive and inferential statistics will be presented in the context of the research study. Social issues related to educational research will also be presented and discussed.

II. Rationale: All educators are either practitioners or consumers of research. It is important that students of education know and understand the elements of research in order to be able to evaluate critically and/or conduct research to enhance one’s skills and advance the knowledge of the field. This course will provide the student with a basic framework for understanding and evaluating educational research studies. It will also provide knowledge of the various types of research designs used in educational research and the procedures for conducting research studies. The course is applicable for all students who will make professional use of educational research or conduct research studies.

III. State Adopted Proficiencies for Mid-Management Certification

The following state adopted proficiencies for mid-management administrators are covered in this course.

A. Learner-centered Leadership
B. Learner-centered Professional Development

IV. TExES Competencies – NA

V. Course Objectives/Learning Outcomes

After successful completion of this course, the student should be able to demonstrate knowledge and understanding of:

A. The historical and social antecedents of educational research.
B. The basic skills required to comprehend and apply educational research studies in a variety of educational settings.
C. The professional skills and competencies that educational researchers and users of educational research must master.
D. The basic measurement, statistical, and research skills needed to understand and conduct research studies.
E. The different types of research designs and their appropriate use.
F. Ethical standards and considerations in conducting research in an educational setting.

The course is also designed to meet the following CACREP Standards II-G-8-a-f:

RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

A. The importance of research in advancing the counseling profession;
B. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

C. statistical methods used in conducting research and program evaluation;

D. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

E. the use of research to inform evidence-based practice; and

F. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

The course meets CACREP standards for the following Specialty areas in Counseling:

Clinical Mental Health Counseling
.
. I-1: The learner understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

School Counseling
.
. I-1: The learner understands how to critically evaluate research relevant to the practice of school counseling.
. I-5: The learner understands the outcome research data and best practices identified in the school counseling research literature.
. J-3: The learner analyzes and uses data to enhance school counseling programs.

Addictions Counseling
.
. I-1: The learner understands how to critically evaluate research relevant to the practice of addiction counseling.
. I-2: The learner knows models of program evaluation for addiction counseling treatment and prevention programs

**Major Learning Outcomes**

Students will have the knowledge and understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.

**Secondary Learning Outcomes**

- Students will have the knowledge and understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations, as evidenced by participating in the weekly discussion item, completing the quiz for this learning module on Part F of the text, and the related learning exercises in the required textbook. (II-G-8-C, SC J-3)

- Students will have the knowledge and understanding of the importance of research in advancing the counseling profession, as evidenced by participating in the discussion on research interests, by completing the quizzes on Part A of the text on Introduction to Research methods, critique of a research article, and the related learning exercises in the required textbook. (II-G-8-a)

- Students will have the knowledge and understanding of statistical methods used in conducting research and program evaluation, as evidenced by completing the quiz for part G of the text and test 3 for the course, and participating in discussion topics for these learning modules, and the related learning exercises in the required textbook. (II-G-8-b)
• Students will have the knowledge and understanding of the use of research to inform evidence-based practice, as evidenced by completing assignment #4 on reviewing literature, participation in the discussion for this learning module, effect size practice problems in Part G, and the related learning exercises in the required textbook. (II-G-8-e, CMHC I-1, SC I-1, SC I-5, A I-1)

• Students will have the knowledge and understanding of the principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications, as evidenced by quizzes for Parts A, E, G, and H and the related learning exercises in the required textbook. (II-G-8-d)

• Students will have the knowledge and understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies, as evidenced by completing the CITI online course on protection of human research participants. (II-G-8-f) Students will have the knowledge and understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

Students will have the knowledge and understanding of the use of research to inform evidence-based practice.

Students will have the knowledge and understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

VI. Course Topics

Part A – Introduction to Research Methods
Part B – Reviewing Literature and APA Style/Formatting
Part C – Sampling
Part D – Instrumentation
Part E – Experimental Design
Part F – Understanding Statistics
Part G – Effect Size and Meta Analysis
Part H – Qualitative Research
Part I – Preparing Research Reports
Ethical treatment of human participants
Institutional review board compliance
Program evaluation is presented in Parts A, E, G, and H

VI. Instructional Methods and Activities:
Use of Blackboard for on line discussions, quizzes, lectures, links, sample articles, assignments, and article critique.

VII. Evaluation and Grade Assignment
Methods and percentage of final course grade will be determined as described in the grading scale below.

<table>
<thead>
<tr>
<th>Grading Distribution</th>
<th>Possible Points (200)</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Weekly Assignments*</td>
<td>40% 80</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>Test I (Parts A and Human Subjects)</td>
<td>15% 30</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>Test II (Parts C and D)</td>
<td>15% 30</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>Test III (Parts E through I)</td>
<td>15% 30</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>Research Article Critique</td>
<td>5% 10</td>
<td>&lt; 60%</td>
</tr>
<tr>
<td>Protection of Human Participants Tutorial Course</td>
<td>5% 10</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Weekly discussion participation</td>
<td>5% 10</td>
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</tbody>
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*Assignments will connect with the course topics from the text and APA materials from library and on-line resources.
Late assignments are not accepted except in extenuating circumstances at the discretion of the instructor. Students who find that they are unable to complete work in accordance with scheduled deadlines because of extenuating circumstances should contact the instructor as soon as the condition becomes apparent to arrange fair and practical extensions.

VIII. Course Schedule (see attached) and Policies:

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. The university reserves the right, through due process, to place on probation, suspend, or expel any student who violates academic integrity and regulations by providing false or misleading or incomplete information the University; by falsification of University records; by plagiarism (the presentation of the work of another as one’s own work); classroom misdemeanor; or academic dishonesty… Academic misconduct for which a student is subjected to penalty includes all forms of cheating such as illicit possession of examinations or examination materials, forgery, or plagiarism. (See the Student Handbook and Code of Conduct for full Rules and Regulations on Academic Integrity).

Communication

Participation and success in this course require communication. It is the student’s responsibility to communicate with the instructor, either verbally or written, to make arrangements for missing class, making up work, or for additional assistance. Respectful communication is expected between fellow students as well as with the instructor. Email will be used as a regular source of information exchange.

Dropping a Class

Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, June 22 is the last day to drop a class with an automatic grade of “W” this term.

Incomplete, I.

“An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time.”

Quizzes

Some quizzes will occur through Blackboard in accordance with the syllabus schedule. There are no make ups given on quizzes.

Tests

All material in chapters assigned for reading, covered in class lectures, power points, events, assignments and examples may be included in tests.

IX. Required Textbook:


Required use of course materials on Blackboard through Island Online.

X. Recommended Sources for Further Investigation:


XI. 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 Rule13.02.99.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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. 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.
EDFN 5301 – Introduction to Research
Tentative Schedule – Fall 2012

In addition to weekly discussion posts, items for the week due by:

Wednesday – August 22 – 5pm - face to face course orientation @ DWC 115
Tuesday – August 28 - Discussion 1 Due
Thursday – August 30 - Lecture 1 – Part A - Introduction to Research Methods, Assignment 1
Tuesday – September 4 – Discussion 2 Due
Thursday – September 6 - Lecture 2 – Part A - Introduction to Research Methods, Assignment 2
Tuesday – September 11 – (? Skip discussion this week?)
Thursday – September 13 - Protection of Human Participants Tutorial Course Due
Tuesday – September 18 – Discussion 3
Thursday – September 20 - APA, Library Tutorial, Assignment 3
Tuesday – September 25 – (Skip discussion this week with test)
Thursday – September 27 - Test 1
Tuesday – October 2 – Discussion 4
Thursday – October 6 - Lecture 3 - Part B – Review of Literature – Assignment 4
Tuesday – October 9 – Discussion 5
Thursday – October 11 - Lecture 4 - Part C - Sampling – Assignment 5
Tuesday – October 16 – Discussion 6
Thursday - October 18 - Lecture 5 - Part D - Instrumentation – Assignment 6
Tuesday – October 23 – (Skip discussion this week with test)
Thursday – October 25 - Test 2
Tuesday – October 30 – Discussion 7
Thursday – November 1 - Lecture 6 - Part E - Experimental Design – Assignment 7
Tuesday – November 6 –Discussion 8
Thursday – November 8 - Lecture 7, 8, 9 - Part F - Understanding Statistics – Assignment 8
Tuesday – November 13 – Discussion 9
Thursday – November 15 - Lecture 10 & 11 Part G & H – Meta-Analysis Effect Size and Meta Analysis
Wednesday, November 23 - Part I - Qualitative Research - Assignment 9 on G, H, & I
Thursday – November 29 - Test 3
Tuesday – December 4 – Discussion 10
Thursday – December 6 - Research Article Critique Due