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. There are no prerequisites for the course.

II. **Rationale/Purpose/Audience:** 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:

A. communicate the historical and social antecedents of educational research.

B. demonstrate the basic skills required to comprehend and apply educational research in a variety of educational settings.

C. articulate the professional skills and competencies that educational researchers and users of educational research must master.

D. perform the basic measurement, statistical, and research skills needed to understand and conduct research studies.

E. identify the different types of research designs and their appropriate use.

F. summarize 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 for CACREP**
Students will gain knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.

**Secondary Learning Outcomes for CACREP**
- Students will gain knowledge 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 I-3)
- Students will gain knowledge 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 gain knowledge 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 gain knowledge 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 gain knowledge 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 gain knowledge 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 gain knowledge of the use of research to inform evidence-based practice.

• Students will gain knowledge and 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
Part C – In-Text Citations and Reference Lists and APA Style/Formatting
Part D – Sampling
Part E – Measurement
Part F – Experimental Design
Part G – Understanding Statistics
Part H – Effect Size and Meta Analysis
Part I – Qualitative Research
Part J – Preparing Research Reports
Ethical treatment of human participants
Institutional review board compliance
Program evaluation is presented in Parts A, F, H, and I

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments*</td>
<td>40%</td>
<td>80</td>
</tr>
<tr>
<td>Test I (Parts A, B, and Human Subjects)</td>
<td>12.5%</td>
<td>25</td>
</tr>
<tr>
<td>Test II (Parts C through E)</td>
<td>12.5%</td>
<td>25</td>
</tr>
<tr>
<td>Test III (Parts F through I)</td>
<td>12.5%</td>
<td>25</td>
</tr>
<tr>
<td>Research Design Project</td>
<td>12.5%</td>
<td>25</td>
</tr>
<tr>
<td>Protection of Human Participants Tutorial Course</td>
<td>5%</td>
<td>10</td>
</tr>
<tr>
<td>Weekly discussion participation</td>
<td>5%</td>
<td>10</td>
</tr>
</tbody>
</table>

*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.

Turning in Assignments:
All assignments should be submitted electronically through Blackboard. Attachments should be in “word” or pdf format. On occasion, students encounter difficulties using Blackboard. In such instances, it is acceptable to send an
email to the instructor with the assignment attached. Include your name in the heading of any documents that you turn in.

**Time Requirements:**
This course is an on-line, 3-credit, seven week graduate course. It is not unusual for student to spend between 15 and 20 hours per week on reading the text, lectures, videos, links, and assignments. The amount of time spent to be successful will vary by student.

**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, July 25 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.”

Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. Requests for incompletes must be made in writing and must include: documentation, advanced notice, date that coursework will be submitted. If the coursework is not submitted by that date, the Incomplete will become permanent.

Quizzes
Some quizzes will occur through Blackboard in accordance with the syllabus schedule. There are no make ups given on quizzes. Blackboard automatically grades quizzes, but is not accurate with short answer and fill in the blank questions. All quizzes will be manually graded within 3 days after the due date. Once that time has elapsed, if you feel that you haven’t been properly credited on an item, contact the instructor to communicate your concerns.

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

**IX. Required Textbook:**


Required use of course materials through Blackboard and the library.
X. 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
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Engagement and Success.

XI. 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 Corpus Christi Hall 116.
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.

Syllabus Disclaimer:
This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

Blackboard Learning Systems:

Blackboard Learning System Help:
URL: https://distance-education.tamucc.edu/
URL: Island Online Student Resources Webpage: https://distance-education.tamucc.edu/student_resources.html
“Help” At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692

Special Instructions for Online Learning:

Getting Technical Help
If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to computer.helpline@tamucc.edu

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://distance-education.tamucc.edu/assets/How%20to%20Prepare%20Your%20Computer%20for%20Using%20Blackboard.pdf
To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.
To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

Navigating Blackboard 9.1
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials,
which links to a page with videos to show you how to do tasks such as submitting an assignment. Items that are underlined are typically links and can be clicked for greater depth.

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamu.cc/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation, this online course will continue as scheduled. If the computer servers are down, the course will resume as soon as they become available.

**Online Course Guidelines**

Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Interact professionally and consistently with other classmates through discussions and email.
- Reach out through email Blackboard email to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates through thoughtful and professional communication.
- Add your opinions to participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students.
- Don’t get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the instructor’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
- **Delivery of instructor feedback – During the week (exclude weekends)**, Instructor response to online requests usually occurs within a 24 hour period, but you can expect a response within 3 days.
- **Student login expectations** - Students are required to login often – once every three days at a minimum. It is recommended that students check daily for updates.
- **Faculty availability to support students** - I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment or via phone.
EDFN 5301 – Introduction to Research  

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>July 9</td>
<td>Discussion 1 Due</td>
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<tr>
<td>Friday</td>
<td>July 11</td>
<td>Lecture 1 – Part A - Introduction to Research Methods, Assignment 1</td>
</tr>
<tr>
<td>Monday</td>
<td>July 14</td>
<td>Discussion 2 Due and – Lecture 2 – Part A - Introduction to Research Methods, Assignment 2</td>
</tr>
<tr>
<td>Wednesday</td>
<td>July 16</td>
<td>Discussion 3</td>
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<tr>
<td>Friday</td>
<td>July 18</td>
<td>Part B - Review of Literature, Assignment 3, Lecture 3</td>
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<tr>
<td>Monday</td>
<td>July 21</td>
<td>Protection of Human Participants Tutorial Course Due</td>
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<tr>
<td>Wednesday</td>
<td>July 23</td>
<td>Test 1</td>
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<tr>
<td>Friday</td>
<td>July 25</td>
<td>Discussion 4</td>
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<tr>
<td>Monday</td>
<td>July 28</td>
<td>Lecture 4 - Part C – In-Text Citations and Reference Lists, Library Tutorials – Assignment 4</td>
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<tr>
<td>Wednesday</td>
<td>July 30</td>
<td>Discussion 5</td>
</tr>
<tr>
<td>Friday</td>
<td>August 1</td>
<td>Lecture 5 - Part D - Sampling – Assignment 5</td>
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<tr>
<td>Monday</td>
<td>August 4</td>
<td>Discussion 6 and Lecture 6 - Part E - Measurement – Assignment 6</td>
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<tr>
<td>Wednesday</td>
<td>August 6</td>
<td>Discussion 7</td>
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<tr>
<td>Friday</td>
<td>August 8</td>
<td>Lecture 7 - Part F - Experimental Design – Assignment 7</td>
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<tr>
<td>Monday</td>
<td>August 11</td>
<td>Discussion 8</td>
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<tr>
<td>Wednesday</td>
<td>August 12</td>
<td>Lecture 8, 9, 10 - Part F - Understanding Statistics – Assignment 8</td>
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<tr>
<td>Friday</td>
<td>August 15</td>
<td>Test 2</td>
</tr>
<tr>
<td>Monday</td>
<td>August 16</td>
<td>Discussion 9</td>
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<tr>
<td>Wednesday</td>
<td>August 20</td>
<td>Lecture 11 &amp; 12 Part H – Effect Size and Meta-Analysis, Part I - Qualitative Research - Assignment 9 on H, I, &amp; J</td>
</tr>
<tr>
<td>Friday</td>
<td>August 22</td>
<td>Test 3</td>
</tr>
<tr>
<td>Monday</td>
<td>August 25</td>
<td>Discussion 10 and Research Project Due</td>
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</tbody>
</table>