CNEP 6397 RESEARCH SEMINAR. This course focuses on the application of research skills and inquiry methods. Students critique the various methodological approaches, paradigms, and components of a scientific inquiry. Publishable products and dissertation proposals are emphasized. The course syllabus and related material are placed on Blackboard. Some sessions are conducted Online.

II. RATIONALE

This course is one of the final classes in a series of methodology courses required for students in the Doctoral Program in Counselor Education in the Counseling and Educational Psychology Department. The seminar course is designed to promote research design and proposal writing, skills, as well as, the ability to critique of current research studies and scholarly publications.

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 STUDENT LEARNING OUTCOMES

CACREP Standards:

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

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

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 IV-F-2)

Student Learning Outcome and methods of measurement

Students will demonstrate:

the knowledge and understanding in order to design, implement, and analyze quantitative and qualitative research

As measured by the Rubric Ratings of the course required research proposal, presentation of the proposal, and examination questions. Also as measured by the final examination research essay questions using the Rubric Rating System.

the knowledge, understanding, and ability to formulate research questions appropriate for professional research and publication

As measured by the Rubric Ratings of the research questions on one’s proposal, the presentation of the proposal, and examination questions. As measured by the final essay questions addressing research questions using a Rubric Rating System.
the knowledge, understanding, and ability to create research designs appropriate to quantitative and qualitative research questions

As measured by the Rubric Ratings of the critique of research designs, of one’s own research design, and examination questions. Also as measured by the final examination questions on designing research, using a Rubric Rating System..

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)
(individual student meetings with the professor are encouraged to enhance research proposals that are presented and submitted in this class)

- 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 research articles, problem statements 15 pts
3. Progress examination # 1 25 pts
4. Progress examination # 2 25 pts
5. The Research Proposal (all sections rated) 30 pts
6. Presentation of Research Proposal 10 pts
7. Research Knowledge-base examination 30 pts

B. Grading Scale

A = 130-145 pts

B = 120-129 pts
IX. COURSE SCHEDULE (CHANGES IN THE SCHEDULE MAY VARY BASED UPON THE LEARNING PACE OF STUDENTS AND RECOGNIZED ADDITIONAL TOPICS BY THE PROFESSOR)

(THE RESEARCH TOPIC AND DESIGN SELECTION PROCESS)

Session 1  

Read chapters 2,3,5,6 (Creswell)

Assignment: Use the research tools presented to search the literature identifying three research topics each supported by at least one scholarly article, or dissertation abstract. Present and turn for session 2 a one page paper for each topic containing the title of the research topic, a one paragraph description of the topic, and the attached article or dissertation abstract supporting the topic.

Session 2  
Problem identification
Present research assignment and articles to support each problem identified.
Small discussion groups, sharing/critiquing topics.

Lecture: The title, problem statement, and purpose of the study

Turn in assignment.

Session 3  
Assignments returned. Discussion of meeting the criteria of a study, title, and Statement of the Problem.

Lecture: Research concepts and Purpose of the Study.

Session 4  
Progress Examination #1

Research, questions, objectives, and hypotheses

Research topic roll call: Individual student sessions as needed

Assigned Chapters: 5, 6, 7, 8, 9

Session 5  
Progress Examination # 1 Returned: Discussion of concepts.

Lecture:
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)
Research topic roll call: Individual sessions as needed

(CRITIQUES OF DESIGNS; QUANTITATIVE, QUALITATIVE & MIXED)

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

Assigned Readings- Heppner et. al. (Ch’s 10, 11)

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

Combined quantitative and qualitative designs. Mixed methods paradigms (Creswell)

Session 8
Progress Examination #2

Research topic discussion: Focus on research questions and design

(RESEARCH PROPOSALS; EMPHASIZING RESEARCH QUESTIONS & DESIGN)

(Heppner, et.al. Ch’s 2, 5, 6, 7, 8, 10,11)

Session 9
Return Examination #2 (Discussion and learning concepts)

Research proposal discussion: Research Questions & Research Design

Session 10
Lecture/Discussion: Heppner, et. al. text review

Individual student proposal meetings

Session 11
Individual Research Proposal Mentoring Sessions during the week

Session 12, 13, & 14

Research Proposal Presentations: Power Pt. (30-45 minutes) (3 copies turned in to the Professor on the Monday before the presentation)

(SHORT ANSWER & ESSAY QUESTIONS MEASURING STUDENT LEARNING OUTCOMES AND OVERALL KNOWLEDGE-BASE OF RESEARCH & RESEARCH DESIGN)
Session 15 Final: Knowledge-base examination.

X. TEXTBOOKS
Required Texts:


Supplemental Readings:


XI. SELECTED ADDITIONAL BIBLIOGRAPHICAL READINGS:


SPSS v.11: *Student Version:* Prentice Hall

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

All grade appeals are handled in a fair professional manner. Once a grade appeal is made, if there has been an error by the instructor that favors the student a change to a higher grade for the student can be made. If an error by the instructor is identified during the appeal that does not favor the student, a change to a lower grade can occur.

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.