I. COURSE DESCRIPTION:

CNEP 6397 RESEARCH SEMINAR: This course focuses on the application of research skills and inquiry methods. Students analyze methodological approaches, paradigms, and components of a scientific inquiry. Publishable products and dissertation proposals are the focus of this course. The course syllabus and related material are available on Blackboard, as this is a blended class. Some sessions involve individual mentoring and online assignments.

II. RATIONALE

This course provides the opportunity for students to apply their knowledge of research and research design. The seminar class promotes clarity of research design and proposal writing skills, as well as, the ability to analyze current research investigations found in scholarly publications. The course serves as a capstone for students to demonstrate scholarship and research skills.

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 an understanding and application of the research process components. Special emphasis is placed on the following competencies.

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.

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

ACCREDITATION STANDARDS (CACREP)

4. RESEARCH AND SCHOLARSHIP

   a. research designs appropriate to quantitative and qualitative research questions
   d. emergent research practices and processes
   g. research questions appropriate for professional research and publication
   j. design and evaluation of research proposals for a human subjects/institutional review board review
   l. ethical and culturally relevant strategies for conducting research

Student Learning Outcome and methods of measurement

Students will demonstrate:

An understanding and knowledge of research designs appropriate to quantitative and qualitative research questions
As measured by the rubric ratings of a required research proposal, presentation ratings of the proposal and midterm examination questions. As measured by rubric ratings on the final examination

An understanding and knowledge of emergent research practices and processes
As measured by rubric ratings of current research published articles and the midterm examination

An understanding and knowledge of research questions appropriate for professional research and publication
As measured by the rubric ratings of the research questions on proposals and ratings of article critiques. As measured by the final examination essay questions

The ability to design and evaluate research proposals for a human subject/institutional review board review
As measured by the rubric rating of a research and IRB proposal

An understanding and knowledge of ethical and culturally relevant strategies for conducting research
As measured by a midterm examination and rubric ratings of published research articles
VI. COURSE TOPICS

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

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

- Lecture and discussion
- Individual Research Mentoring
- Internet/Library research and investigation
- Collaborative groups
- Presentations

VIII. EVALUATION AND GRADE ASSIGNMENT

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

1. Attendance and participation in class and online. 10 pts
2. Ratings and critique of research articles, problem statements 30 pts
3. Progress examination 25 pts
4. Proposal Ratings 45 pts
5. IRB Ratings 15 pts
6. Presentation of Research Proposal 10 pts
7. Research Final Knowledge-based examination 30 pts

B. Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%
**IX. THE COURSE SCHEDULE**
(MAY VARY BASED UPON THE LEARNING PACE AND TOPICS COVERED)

**Session 1**  
Overview: Research  
Proposal topic, sharing. A framework for the study.  
Identifying and operationalizing research topics  
Read chapters 2,3,5,6 (Creswell), full text (Flamez, Lenz, Balkin, Smith)  
Assignment: Finalize topic

**Session 2**  
Research Tools: Use of the internet and library. Problem identification  
Research topics producing articles to support your topic.  
Small discussion groups, sharing/critiquing topics.  
Lecture: The title, problem statement, and purpose of the study  
Prepare introduction with problem statement for individual sessions

**Session 3**  
Individual Sessions: Mentoring on research topics  
(arranged during the week and course designated times)

**Session 4**  
Review of Problem Statements, Purpose Statements,  
Research, questions, Significance of the study, and Theory  
Research topic roll call: Individual student sessions as needed  
Assigned Chapters: 5, 6, 7, 8, 9 Progress Examination Review

**Session 5**  
Progress Examination  
The introduction, problems statement and purpose statement  
Creswell, Ch.’s. 2, 3, 5, & 6; full text Flamez, et.al.

**Session 6**  
Progress Exam Results:  
Research Questions, Hypotheses  
significance definitions, limitations,  
Proposal roll call: Individual sessions as needed  
Assignment: Completed Proposal

**Session 7**  
Individual Sessions: Mentoring on research topics  
(during the week or course designated time)  
Qualitative procedures: assumptions, design types, researchers’ role, data collection procedures, recording data (Creswell, ch 8)  
Quantitative methods: population and sample, instrumentation, data analysis,
survey or experimental methods, variables (Creswell, ch 9)

Mixed methods paradigms. (Creswell, ch 10)

Session 8  Proposal Reviews: Chapter 1 and Outline of Chapter II
Chapter 2—Review of the Literature, (Creswell, ch 2)
Assignment: Outline of chapter two (inverted triangle)

Session 9  Proposals
Share chapter two outlines. Turn in outline
Assignment Rough Draft of first five pages of chapter 2

Session 10  Proposals

Session 11  Proposals
Share first five pages of chapter 2, Turn in first five pages
Assignment- complete five additional pages of chapter two

Session 12  Proposals

Session 13  Review
Share the ten pages of chapter two, Turn in first ten pages

Session 14  Final Exam  (Revised chapter 1 turned in for course portfolio)

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.

XIV. RUBRICS

RESEARCH ARTICLE CRITIQUE
(Include a copy of your article)

Student Name ______________________________ Date ______________

Research Paradigm: Quantitative_____ Qualitative_____ Mixed_____ 

Article Reference (APA style)____________________________________

1. Statement of the Problem or Issue: Clarity

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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>an emerging research topic</th>
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EXPLAIN:

_________________________________________________________________
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2. **Purpose Statement and overall methodology**

   **Cultural considerations:** sample, representation, generalization

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EXPLAIN

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<th>5</th>
<th>Appropriate</th>
<th>6</th>
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EXPLAIN

3. **Research questions:** (appropriate to the design and analysis)

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<th>3</th>
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EXPLAIN

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EXPLAIN
4 Design, Results, Conclusions  **Adherence of ethical practices**

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<th>3</th>
<th>4</th>
<th>Definite/clear</th>
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<th>6</th>
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EXPLAIN

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5 **Overall Comments and Critique of the Study** (consider the research questions problem, purpose, and design)

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<th>Minimal scholarship</th>
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<th>2</th>
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<th>4</th>
<th>Scholarly publication</th>
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</thead>
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EXPLAIN

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(Total Points 30) ________
PROGRESS EXAMINATION

(25 Points—15 multiple choice. 10 brief answer)

RESEARCH SEMINAR PROPOSAL RATING

NAME________________________

RATER________________________

TOPIC
Relates to Counseling/Counselor Education 2 PTS. ____

INTRODUCTION 5 PTS. ____
Clear statement, overview of the study, appropriate citations indicating command of the topic

STATEMENT OF THE PROBLEM 5 PTS. ____
Problem identification—specific

PURPOSE OF THE STUDY 5 PTS. ____
Clear purpose identifying variables under investigation

RESEARCH QUESTIONS 5 PTS. ____
Directs the study, identifies the variables and/or phenomenon under investigation

SIGNIFICANCE OF THE STUDY 5 PTS. ____
A compelling argument, rationale for the study with appropriate citations

METHODOLOGY 5 PTS ____
Inclusion of all subsections of the methodology, organized, possible & clear
Appropriate to the research questions

**DEFINITION OF TERMS**
3 PTS. _____
Most relevant terms defined, operational where possible, citations

**LIMITATIONS – of the study**
3 PTS. ______

**REMAINING CHAPTERS**
7 PTS. ______

Total (45 PTS) ______

THE ABOVE SECTIONS OF A DISSERTATION PROPOSAL OR CHAPTER ONE OF A DISSERTATION SHOULD MEET THE STANDARDS AND INCLUDE CONCEPTS EMPHASIZED BY THE COURSE TEXTS:

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**RESEARCH SEMINAR PRESENTATION RATING**

NAME ___________________  
RATER____________________

Circle one of the following

**INTRODUCTION/PROBLEM STATEMENT/PURPOSE OF THE STUDY**  
0 1 2 3 pts

Clearly presented statement and overview of the study, appropriate citations indicating command of the topic, clearly presented purpose identifying variables under investigation

**RESEARCH QUESTIONS/ SIGNIFICANCE OF THE STUDY**  
0 1 2 3 pts

Presented an understanding of the research questions directing the study, understands the variables and/or phenomenon under investigation makes a compelling argument, & rationale for the study with appropriate references

**METHODOLOGY**  
0 1 2 3 4 pts
Demonstrates an understanding of the subsections of the methodology is organized, clear and articulate of the overall research design

THE ABOVE SECTIONS OF A DISSERTATION PROPOSAL OR CHAPTER ONE OF A DISSERTATION SHOULD MEET THE STANDARDS AND INCLUDE CONCEPTS EMPHASIZED BY THE COURSE AND TEXTS

TOTAL (10 PTS) _____

<table>
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<td>2. Validity Issues</td>
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<td>3. Fidelity</td>
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<td>4. Design: Between Groups and Within Subjects</td>
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<td>5. Quasi-experimental Designs</td>
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<td>6. Theory</td>
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<td>7. Mixed Methods Designs</td>
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<td><strong>9. Statement of the Problem</strong></td>
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<td><strong>10. Purpose of the Study</strong></td>
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<tr>
<td><strong>11. Research Questions-Hypothesis</strong></td>
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<tr>
<td><strong>12. Research Design</strong></td>
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<td><strong>13. Methods of Analysis</strong></td>
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**Total _____ (30 Points)**