CNEP 6397 RESEARCH SEMINAR
TEXAS A&M UNIVERSITY – CORPUS CHRISTI
Robert L. Smith, Ph.D., NCC, CFT, FPPR

Office Hours: Wed., Thurs. /Fri. 1:00-4:00 & by appointment, Office 144
Telephone: 361-825-2307; E-Mail: robert.smith@tamucc.edu

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. 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
   b. emergent research practices and processes
   c. research questions appropriate for professional research and publication

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

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.

VI. COURSE TOPICS

- Review of scholarly research articles emphasizing appropriate research designs.
- Understanding of the literature review process
- Research Questions, Hypothesis testing and sampling
- Critiquing professional publications
- Proposal writing
- Proposal/research Power Pt. presentations
- Scholarly writing for publication
VII. INSTRUCTIONAL METHODS AND ACTIVITIES

- Lecture and discussion
- Individual Mentoring
- Internet/Library research and investigation online
- Collaborative groups: small & complete class
- Flipped class
- Power Pt. 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. 25 pts
2. Ratings and critique of research articles, problem statements 30 pts
3. Proposal Ratings 45 pts
4. Presentation of Research Proposal, Power Pt. 20 pts
5. Research 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  In-class: Overview: Research

Proposal topic, sharing. A framework for the study.
Identifying and operationalizing research topics, Introduction, Need for the study, Purpose of the Study, Research questions, Example proposals

Read chapters 2,3,5,6 (Creswell), full text (Flamez, Lenz, Balkin, Smith)

Assignment: Complete Introduction to the study,
Article critique number 1 on dissertation topic

Session 2  Online: Introduction to a research study

(individual appointments)
Share on Blackboard a 2 page draft of your Introduction to the study
Provide feedback to colleagues (two hits on the Discussion Forum)
Revise Introduction, and turn during third class session
Complete article critique on selected dissertation topic

Session 3  In-class: Introduction, Need for the Study, Purpose of the Study, and Research questions
Discuss Need for the Study, Purpose of the Study, and Research questions
Small group sessions—Share Need for the study, Purpose, Research Q.

Assignment: Complete Need for the study, Purpose of the Study, one article related to one’s study

Submit Introduction to the study and number 1 article critique

Session 4

**Online: Complete Problem Statements, Purpose Statements, Research Q’s**

Share on Blackboard, two comments (feedback) Complete, revise and turn in to next class session

(Individual sessions as needed)

Session 5

**In-class: Problem statement, Purpose statement, Research Q’s**

Small group sharing of Problem statement, Purpose statement, Research Q’s
Review Significance of the study and Methodology (research design, participants setting, measures, procedure, data collection, data analysis)
Small group sharing of the above
Large group—discussion/sharing

Assignment: Complete all sections of the methodology section, share on Discussion forum---Use the discussion forum in seeking help to complete this section

Session 6

**Online: significance and methodology**

Complete significance and methodology sections
Share sections on discussion forum, revise and turn in at next class session

Session 7

**In-class: Significance and methodology**

Small group sharing, Significance and Methodology
Discussion: definition of terms, limitations, remaining chapters
Small group discussion: completing the above sections

Assignment: Putting the proposal together
Title page and References
Power Pt. of dissertation proposal

Session 8

**Online: Proposal and Power Pt. presentation**

Complete proposal
Prepare Power Pt.: proposal presentation
Present Power Pt. on Blackboard---- (2 feedback comments on discussion forum)

Session 9

**In-class: Power Pt. Proposal Presentations (4)**

Session 10

**Online: Article critique, Chapter 2 Outline**

Complete Outline of chapter two
Share outline on Discussion Forum, Provide 2 comments  
Complete 2nd article critique on your dissertation topic

Session 11  
**In-class: Power Pt. Proposal Presentations (4)**

Session 12  
**Online: Chapter 2 update, Article critique**

Update chapter two outline  
Complete 3rd article critique on your dissertation topic

Session 13  
**In-class: Power Pt. Proposal Presentations (3)**

Session 14  
**Online: Exam**

X. TEXTBOOKS

**Required Texts:**


**Supplemental Readings:**


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. 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**

Unclear/irrelevant an emerging research topic

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EXPLAIN:

______________________________________________________________________________

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2. Purpose Statement and overall methodology

Cultural considerations: sample, representation, generalization

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Appropriate

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

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

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

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<tr>
<th>Minimal scholarship</th>
<th>Scholarly publication</th>
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EXPLAIN

(Total Points 15) _______
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) _______

Flamez, B. Lenz, S. Balkin, R. Smith, R. (2017). Dissertation: From start to finish, ACA,
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) _____

RESEARCH SEMINAR FINAL EXAM
## Knowledge Rating of topics

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<tr>
<th>Topic</th>
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<td>1. Scientist Practitioner Model</td>
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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>8. Qualitative-Quantitative</td>
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<td>9. Statement of the Problem</td>
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<td>10. Purpose of the Study</td>
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<td>11. Research Questions-Hypothesis</td>
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<td>12. Research Design</td>
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13. Methods of Analysis

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2 Points

Total _____ (30 Points)