COURSE DESCRIPTION:
CNEP 6397 RESEARCH SEMINAR 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. This is a blended course, allowing opportunities for individual mentoring. The course syllabus and related material are available on Blackboard.

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.

Learning Objectives
This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

CACREP 6-B-4-a. An understanding and knowledge of research designs appropriate to quantitative and qualitative research questions. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the final examination rating on the research proposal]

CACREP 6-B-4-d. An understanding and knowledge of emergent research practices and processes. [Students will successfully complete this learning objective by achieving a score of 80% or higher on rubrics ratings of research article reviews]

CACREP 6-B-4-g. An understanding and knowledge of research questions appropriate for professional research and publication. [Students will successfully complete this learning objective by achieving a score of 80% or higher on research questions included in proposals and article reviews]

Major Course Requirements

1) Proficiency Demonstrations (75 points research article critiques; 3 @ 25 points each)
A series of proficiency demonstrations are assigned throughout the semester to assess students’ understanding of current research issues. These assignments are designed to help students design quality research investigations, including developing a research proposal. Each assignment is graded with the use of a rubric. Scholarly research articles are reviewed and graded throughout the semester. Individual mentoring sessions are held throughout the semester.

2) Examination (40 points)
There will be a final examination administered in this class. The examination will emphasize lecture material, assigned readings, research issues, and 1 research proficiency. The final examination requires students to respond to a series of research questions. Points are allocated with the use of a rubric.
3) Research Proposals (45 points for the proposal; 20 points for the presentation)

During the semester, students select a research topic that may a dissertation. The research proposal developed in class follows the format of a dissertation proposal, and includes the major sections therein. Students present their proposal in class using Power Pt. slides.

**Point Allocation**

| Proficiency Demonstrations (research proposal & research presentation) | 65 points |
| Research Article Critiques (3 at 25 points each) | 75 points |
| Final Examination | 40 points |

**TOTAL** 180 points

**Grade Distribution**

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<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>162-180</td>
<td>144-180</td>
<td>126-180</td>
<td>108-180</td>
<td>Below 108</td>
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</table>

90% 80% 70% 60%

**Required textbooks:**


**Additional texts placed on reserve in the library**

Students are required to search for articles published with the last 5 years in professional research journals

**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard III: Learner-Centered Process**
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

**TExES Competencies (COE)**

**Competency 004 (Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which
promotes all students' success.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010 (Professionalism):** The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**Course Policies**

**Attendance**

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the following attendance policies are in place:

- The first **unexcused** absence will result in a 5% reduction in the student’s final grade.
- A second **unexcused** absence will result in a 10% reduction in the student’s final grade.
- Following a third **unexcused** absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused** absence will be issued.

**NOTE 3:** Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.
Extra Credit

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. 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. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires individuals to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high-quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>On Campus</td>
<td>Course Orientation accreditation requirements, fundamentals of research, finding a research topic, the art of writing a research proposal, assignments</td>
</tr>
<tr>
<td>September 5</td>
<td>On Campus</td>
<td>Review of research topic and supporting data from articles, books and other artifacts</td>
</tr>
<tr>
<td>September 12</td>
<td>Online</td>
<td>The Problem Statement</td>
</tr>
<tr>
<td>September 19</td>
<td>On Campus</td>
<td>Review of research topic and current research using journal article critiques and journal articles. Review critique of Problem Statements.</td>
</tr>
<tr>
<td>September 26</td>
<td>Online</td>
<td>Review of Purpose Statements and decisions of related to research topics. Individual supervision sessions planned.</td>
</tr>
<tr>
<td>October 3</td>
<td>On Campus</td>
<td>Individual mentoring sessions on the research projects</td>
</tr>
<tr>
<td>October 10</td>
<td>Online</td>
<td>Discussion the Introduction of a research study. Sharing of research projects: title, statement of the problem, and purpose of the study</td>
</tr>
<tr>
<td>October 17</td>
<td>On Campus</td>
<td>Discussion and presentation of research questions and significance of the study. Assignment: Complete 1st draft of the Introduction, Statement of the Problem, Purpose of the Study, Research Questions, and Significance of the Study for review March 21</td>
</tr>
<tr>
<td>October 24</td>
<td>Online</td>
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<tr>
<td>October 31</td>
<td>On Campus</td>
<td>Review methodology of the study, limitations, assumptions</td>
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<tr>
<td>November 7</td>
<td>Online</td>
<td>Individual research study sessions, Preparation of Power Pt.</td>
</tr>
<tr>
<td>November 14</td>
<td>On Campus</td>
<td>Research Power Pt. sessions</td>
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<tr>
<td>November 21</td>
<td>On Campus</td>
<td>Research Power Pt. sessions</td>
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<td>November 21</td>
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<td>November 28</td>
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<td>THANKSGIVING NO CLASS</td>
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<td>December 5</td>
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<td>Research Power Pt. sessions</td>
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<tr>
<td>On Campus</td>
<td>December 12</td>
<td>Research Power Pt. sessions</td>
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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:** (often embedded within the introduction) (Review for clarity and citations supportive or relating to this study)

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2. **Purpose Statement and Methodology**
   (Review for clarity, cultural considerations, sample, representation, design, data collection, and data analysis)
3 Research Questions: (Review for appropriate to the purpose of the study, design, and analysis)

4 Results, Conclusions (include how findings relate to your topic)
Summary Comments and Critique of the Study (consider the research questions problem studied, purpose of the study, and the design, plus how this study relates to your investigation)

25 points for each article critique, 5 points possible for each item
# RESEARCH SEMINAR PROPOSAL RATING

**NAME________________________**

**TOPIC**  
Relates to Counseling/Counselor Education  
3 PTS. ____

**INTRODUCTION**  
7 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**  
6 PTS. ____  
*A compelling argument, rationale for the study with appropriate citations*

**METHODOLOGY**  
6 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**  
2 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:*
RESEARCH SEMINAR PRESENTATION RATING: POWER Pt. PRESENTATION RUBRIC

NAME ____________________

INTRODUCTION/PROBLEM STATEMENT/PURPOSE OF THE STUDY 6 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 7 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 7 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 (20 PTS) ______

____________________________________________________________________________________________________________
## RESEARCH SEMINAR FINAL EXAM

### Rating of topics

<table>
<thead>
<tr>
<th>1. Scientist Practitioner Model</th>
<th>Very Little</th>
<th>Minimum/Good</th>
<th>Very Good/Excellent</th>
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<tr>
<td>2. Validity Issues</td>
<td>Very Little</td>
<td>Minimum/Good</td>
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<tr>
<td>3. Fidelity</td>
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<td>Minimum/Good</td>
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<tr>
<td>4. Design: Between Groups and WithinSubjects</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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## 11. Research Questions-Hypothesis

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## 12. Research Design

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## 13. Methods of Analysis

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**Total _____ (40 Points)**