Fall 2013

DEPARTMENT: Educational Studies, Leadership, and Counseling

COURSE PREFIX: ADM **COURSE NUMBER: 630** **CREDIT HOURS:** 3

I. TITLE:
Methods of Research

II. COURSE DESCRIPTION AND PREREQUISITE(S):
A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.
Prerequisite(s): Admission to Graduate Program

III. COURSE OBJECTIVES:
This course is designed to give students a comprehensive understanding of the research and evaluation process through the application of research and evaluation principles in various work settings. Assessment principles and the use of descriptive and inferential statistics will be applied. Each student will complete an empirical research project based in a work setting that complements his or her professional training.
This course strives to meet both the research objectives as outlined in the CACREP Standards (2009) and the research requirements in the Human Development and Leadership (HDL) program and other degree programs in the Educational Studies, Leadership, and Counseling department. EPSB Themes: Diversity and Assessment are addressed through action research project. Technology is used in the course to support data analysis. Dispositions toward the consumption and creation of research as a professional activity are emphasized.

The student will be able to:
A. Identify an appropriate research question relevant to their professional workplaces. (CACREP Section II, G8.a)
B. Evaluate and synthesize research applicable to their professional workplaces. (CACREP Section II, G8.e)
C. Design a research project for their professional workplaces. (CACREP Section II, G8.b)
D. Interpret and evaluate formative and summative assessment results for their professional workplaces. (CACREP Section II, G8.c)
E. Collect and analyze professional workplace data as part of conducting the research process. (CACREP Section II, G8.d)
F. Present the results of the research project as a formalized report and as a presentation in accordance with standards of the profession. (CACREP Section II, G8.f)

IV. CONTENT OUTLINE:
This course is designed around the following units of study
a. Research as Inquiry in Learning Communities.
b. Writing a research proposal.
c. Identifying and interpreting formative and summative assessment results.
d. Data collection and analysis processes.
e. Reporting research findings.

V. INSTRUCTIONAL ACTIVITIES:
This course utilizes the Canvas course management system. (https://murraystate.instructure.com/login). Students need their Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Canvas regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

Student learning requirements:
Email Account: An email account is mandatory for this course. Throughout the semester, course-related information may be distributed to the student's Murray State University email address (RacerMail). Students are expected to check their RacerMail regularly (at least once a week for course updates). Please note: Email is used primarily as a tool of communication in this course. All assignments in this course must be submitted to Canvas (Detailed "How to submit" instructions will be provided for each assignment).

Internet Access: Students in this course are required to have access to high-speed internet and a computer in order to have a successful experience in this online course. This course is not appropriate for a student who has no or limited (such as dial-up) internet access.

File storage: Students in the course are required to have a file storage/retrieval media (such as a computer hard disk, USB flash drive, memory card, or CD-RW) for the purpose of saving students' own work completed in this course. Students in this course are required to make backups regularly to safeguard their own data.

Digital camera: Students in the course are required to have access to a digital camera. Students may be required to take photos of the artifacts they created for this course and to upload photos (in jpg file format) to Canvas.

Software: Students in this course are required to have access to the following software in order to complete this course: Web browser (such as Firefox®, Internet Explorer®), Adobe Reader®, CutePDF Writer®, Microsoft Word®, Microsoft Excel®, and Microsoft PowerPoint® software. Please note: To download the free CutePDF Writer® and install it in your own computer, you may visit http://www.cutepdf.com/

LiveText: Students enrolled in the Human Development and Leadership (HDL) program are required to have access to LiveText (a server program available for purchase at Murray State University bookstore). From each of the HDL core courses there will be a common assignment with a common grading rubric. The common assignment of the HDL program will be placed on LiveText server and will be used as part of HDL students' comprehensive exam in the end. The Major Research Project (MRP) of ADM630 is part of the common assignment for the HDL program.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

The student's professional workplace acts as the laboratory to explore course issues.

VII. TEXT(S) AND RESOURCES:

McMillan, J. H. (2012). *Educational research: Fundamentals for the consumer* (6th ed.). Boston, MA: Pearson Education Inc. (REQUIRED)
American Psychological Association. (2010). *Publication manual of American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (RECOMMENDED)
Other course reading materials will be provided by the instructor.
COMMON TEXT FOR HDL: Northouse, P. (2013). *Leadership: Theory and practice* (6th ed.). Los Angeles: Sage Publications.

VIII. EVALUATION AND GRADING PROCEDURES:

Students are expected to submit their work no later than the due date. **Assignments turned in after the due date will result in a deduction of 50 percent of the assignment points per day the assignment is late.** Even though an assignment turned in two days after the due date will result in a grade of zero, students are still required to complete the assignment. Failure to complete all the assignments and learning tasks before the last day of class will result in a letter grade of "incomplete." A student seeking to have an "incomplete" course grade changed must follow the established university regulation and policy. The grading system is as follows:

Major Research Project (6 steps)	60 points
Oral (poster) Presentation	10 points
Homework/ Discussion assignments (10 points each × 7)	70 points
Total:	140 Possible Points

A = 126 - 140 points	90 – 100%
B = 112 - 125 points	80 – 89%
C = 98 - 111 points	70 – 79%
D = 84 - 97 points	60 – 69%
E = 83 or less	below 60%

Notice to all HDL students beginning the HDL program during Fall 2011 or subsequent semesters: A grade of incomplete ("I") will be given until the common assignment is posted on LiveText for each core class taken during a semester. Common assignments are listed on the syllabi and designated as the common assignment for each HDL core course (ADM630, HDL625, HDL655, HDL660, HDL670, HDL692 and the research project from CNS635). The common assignments posted on LiveText will be utilized for the HDL comprehensive exam.

Major Research Project (MRP)
In this course activity, students are expected to identify an appropriate workplace problem that is applicable to his or her own professional training such as school counseling, clinical mental health counseling, administration in education, college student personnel, international education administration, intercultural communication, public administration, and youth & non-profit

organizations. Students will review the related literature, design a research study, collect their own data, analyze data, discuss results, and draw conclusions. The MRP is divided into six smaller steps. Students will complete this project step by step under the guidance of the course instructor. In the first step, students need to identify a research problem for their project through reading and reflection. Each student's topic/problem statement must be significant, researchable, and appropriate for this course. In the second step, students need to utilize the online research databases of Murray State University library to find relevant literature on their selected research topics. Students are expected to find at least ten relevant journal articles published within the past ten years. Out of the ten journal articles, two articles must be empirical peer-reviewed journal articles of original research. Students need to describe their search attempts and provide a list of references in APA style. In the third step, students are expected to construct an outline of the review of related literature. The outline should reflect a strong understanding of the problem being investigated. This outline is for the integrative literature review (i.e., the Introduction section of one's own paper). In the fourth step, each student should develop an integrative literature review of his or her topic based on his or her own review of related literature. The review culminates with specific research questions. In the fifth step, students need to write a research proposal which consists of the integrative review and the method section. Typically, the sample is described, any instruments or tests are described and the procedure is described, including the planned analysis. In the sixth step, students are required to further improve their proposals based on their own thinking, and reviewer's comments. Students are also required to collect and analyze their data according to their proposals. Finally, students are required to report and discuss their findings. (CACREP Section II: G8a, G8b, G8c, G8d, G8e, G8f)

Notice to all students: Students are expected to work closely with the course instructor to select a significant, researchable, and appropriate research question (step one) for this course within the first month. This course is not appropriate for uncooperative and insubordinate students.

Notice to the Counseling Programs students: Counseling Programs students are required to contact their counseling program advisors to review their research topic/ problem (step one) for appropriateness to the Counseling Programs prior to their submission to the course instructor for the final approval.

Notice to the MA in students affairs and in academic affairs programs students: Students will need to contact their main advisor in those two programs for an appropriate research topic prior to their submission to the course instructor for the final approval.

Oral (poster) Presentation

In this activity, students need to first create an effective one-page handout in a poster format for their research papers according to the instructions given by Hess and his colleagues (available at http://www.ncsu.edu/project/posters/index.html). Students are required to bring sufficient copies of their handouts for the whole class. Second, each student will make a 5-10 minute presentation. The presentation should include the context of the research problem and its significance (Introduction), objective and specific research questions, method, results, and discussion. (CACREP Section II: G8a, G8b, G8c, G8d, G8e, G8f)

Homework/ Discussion (HD) Assignments

Students are expected to respond to specific questions about content from the textbook and class discussions. There will be seven assignments worth ten points each for a total of up to 70 points. (CACREP Section II: G7c, G7d, G7e, G8b, G8c, G8d, G8f)

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.

Regular attendance is required and expected. Any unexcused absence during the semester will result in a lowered letter grade. Each additional unexcused absence will result in a further lowering of the letter grade.

According to the MSU Graduate Bulletin, excused absences fall into two broad categories: 1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. Students are required to provide appropriate authentication or documentation so that the absences can be excused. 2. Absence due to student participation in a University Sanctioned Event in which the student serves as a representative of the institution. Students missing class(es) as a result of activities covered above shall notify the instructor in writing at the beginning of the semester and, in the case of scheduled events, this notification shall not be less than one week prior to the absence.

Students with excused absences are excused from class attendance but are not excused from work assigned or expected as a part of that class period. Students are required to develop a plan for the make-up of all work missed and must complete this work within a time frame mutually agreed upon with the instructor. (See 2012-2013 Murray State University Academic Bulletin, page 11)

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).

XII. Other required departmental or collegiate committee information

DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION GRADUATE

1. Inclusive – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring – Demonstrates regard for the learning and wellbeing of every student.
5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
7. Leadership – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities

The instructor reserves the right to modify the format of this course as circumstances demand.

CACREP Counseling Program Specifics for ADM 630

Clinical Mental Health Counseling Objectives:		**Assessment**
Research & Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Research Project
Research & Evaluation I2	Knows models of program evaluation for clinical mental health programs.	Lecture, Research Project
Research & Evaluation I3	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling	Research Project
Research & Evaluation J1	Applies relevant research findings to inform the practice of clinical mental health counseling.	Research Project
Research & Evaluation J2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Research Project
Research & Evaluation J3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Research Project
School Counseling Objectives:		**Assessment**
Research & Evaluation I1	Understands how to critically evaluate research relevant to the practice of school counseling.	Research Project
Research & Evaluation I2	Knows models of program evaluation for school counseling programs.	Lecture, Research Project
Research & Evaluation I4	Knows current methods of using data to inform decision making and accountability.	Lecture, Research Project, Homework/Discussion
Research & Evaluation I5	Understands the outcome research data and best practices identified in the school counseling research literature.	Research Project
Research & Evaluation J1	Applies relevant research findings to inform the practice of school counseling.	Research Project

(Sample course schedule for a 16-week semester)
ADM 630 Methods of Research
Murray State University

Instructor: Office:
Phone: E-mail:
Office Hours:
Class Time:

COURSE SCHEDULE

For the week of	**Required Reading**	**Topics**	**Due**
1	Syllabus Ch1 Introduction to research in education	Overview Identifying a research problem Research ethics	
2	Ch2 Research problems, variables, questions, and hypotheses		HD1 due on Jan 23
3	Ch3 Locating and reviewing related literature	Conducting literature search Writing literature review	MRP1_problem statement due on Jan 30
4	Ch4 Participants and sampling	Selecting a sample	HD2 due on Feb 6
5	Ch5 Foundations of educational measurement Ch6 Data collection techniques	Choosing/creating measures	MRP2_lit search due on Feb 13
6	Ch7 Non-experimental quantitative research designs	Designing a study	HD3 due on Feb 20
7	Ch8 Experimental research designs		MRP3_outline due on Feb 27
8			HD4 due on Mar 6
9	Ch9 Understanding statistical inferences	Understanding statistics	MRP4_integrative review due on Mar 13
10	Spring Break – no class		
11	Ch13 Discussion and conclusions	Preparing research report	HD5 due on Mar 27
12	MRP5 proposal due on Apr 3		
13	Ch10 Qualitative research	Understanding qualitative research, mixed-method research, and action research	HD6 due on Apr 10
14	Ch11 Mixed-method designs		HD7 due on Apr 7
15	Ch12 Action Research		MRP6_ final paper due on Apr 24
16	**Last day of class**	Oral (poster) presentation in class	

Notes. All assignments will be posted at Canvas approximately one week before their due dates. **All assignments are due by 11:30pm (Murray, KY Local Time) on their due dates unless otherwise noted.**
HD = Homework/Discussion assignments.
MRP = Major Research Project assignments