



**ED 5307 Introduction to Graduate Research**

**School Counselors**

**Reading Specialists, Diagnosticians, Others**

**Sul Ross State University**

**Summer 2021**

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**On Campus Office Hours:** by appointment

**Off Campus:** virtual by appointment

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

**CATALOG COURSE DESCRIPTION:**

A course designed to introduce graduate students to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

**REQUIRED TEXTS:**

- Ary, D., Jacobs, L., Sorensen-Irvine, C., & Walker, D. (2019). Introduction to Research in Education. (10th ed.). Boston, MA: Cengage.  
ISBN: 978-1-3375-6604-9
- American Psychological Association (2020). Publication Manual of the American Psychological Association. (7th ed.) Washington, D. C.  
ISBN: 978-1-4338-3217-8

**TEXES COUNSELING STANDARDS:** TEXES standards addressed in this course are:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:** The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard	Description	Assignment	Assessment	SLO
I. (5)	assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2
II. (8)	use multiple sets of information and data to make decisions about students, programs, and services;	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2
II. (9)	use counseling-related research techniques and evidence-based practices to address student needs;	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2

**TEXES COUNSELING COMPETENCIES:**

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TEXES competencies addressed in this course are:

**DOMAIN I—KNOWLEDGE OF LEARNERS**

**Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning.

**DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

**DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR**

**Competency 008 (Communication, Consultation, and Collaboration):**

Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

**DOMAIN IV—ANALYSIS AND RESPONSE**

**Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

<b>Domain Competency</b>	<b>Description</b>	<b>Assignment</b>	<b>Assessment</b>	<b>SLO</b>
I. 001 F.	Apply knowledge of developmentally appropriate strategies that are based on research for building on students' strengths and helping students acquire effective learning strategies.	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2
II. 003 A.	Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2
III. 008 C.	Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, equity, and success for every student	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2
IV. 010 A.	Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.	Research Proposal, Chapter Discussion	Quizzes Final Proposal Writing Rubric	1,2

**COURSE OBJECTIVES:**

Students will be able to:

1. Understand the processes and approaches (Qualitative and Quantitative) research
2. Follow the steps in the process of research by identify the problem, review the literature, specify the purpose, collect data, analyze and interpret data, and report and evaluate research

3. Utilize various research designs which make use of traditional frameworks and their components
4. Utilize basic principles of citation using APA format and prepare list of references, cite sources, and follow the format for manuscript preparation

**STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

**SLOs: FOR DIAGNOSTICIANS STANDARDS.**

VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands: (

A) basic terminology used in assessment and evaluation;

(B) standards for test reliability;

(C) standards for test validity;

(D) procedures used in standardizing assessment instruments;

(E) possible sources of test error;

(F) the meaning and use of basic statistical concepts used in assessment and evaluation

- (G) uses and limitations of each type of assessment instrument;
- (H) uses and limitations of various types of assessment data;
- (J) appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
- (L) methods of academic and nonacademic assessment and evaluation.

### **SLOs: STANARDS FOR THE MASTER READING TEACHER**

Standard VI. The Master Reading Teacher facilitates appropriate, research-based instruction by communicating and collaborating with educational stakeholder; mentoring, coaching and consulting with colleagues; providing professional development for faculty and making decisions based on converging evidence from research.

### **MASTER OF EDUCATION students graduating with a major in physical education will:**

1. demonstrate knowledge, comprehension, and critical thinking in addressing the problems in kinesiology, fitness, and sport.
2. apply pedagogical and content concepts basic to physical education, including scientific foundations, psychomotor concepts, fitness, wellness concepts, pedagogical theories and professional behaviors that facilitate K-12 student learning.
3. demonstrate the ability to design a research proposal and analyze and interpret the research of others.

### **DISTANT LEARNING STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

### **ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**SAFE ASSIGN:**

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

**ADA (Americans with Disabilities Act)****SRSU DISABILITY SERVICES:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

**PARTICIPATION POLICY:** Since ED 5307 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5307, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

**COURSE REQUIREMENTS:**

The university classroom is a place designed for the free exchange of ideas. We must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges.

Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Sul Ross University. Therefore, your ability to express your knowledge of educational

concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.

1. Students will complete all assigned readings and assignments promptly. Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance or BB Help Desk.
2. All assignments must be word processed and submitted in accordance with due dates on the course calendar. Late work will not be accepted.
3. Semester online discussion boards will provide opportunities for discussion among those persons who may exhibit a different perspective from your own. Postings must be completed at the appointed time and will not be accepted late.
4. Students will prepare written assignments to include deconstruction of journal articles, analysis of a research design, and various short assignments during the course.
5. Each student will be required to complete research proposals and write up the project in a form that would be suitable for publication. The topic must be approved prior to beginning the proposal and the student must work closely with the instructor as the proposal progresses in written form. There will be various deadlines established regarding the completion of phases of the project. These timeframes are important and must be met in a timely manner. You will complete parts of the research project each week.

The completed paper will be returned electronically on Blackboard and will be available for viewing. Papers that do not meet the minimum length requirement (4,000 words excluding appendices) will not be accepted. The requirements for the Research Proposal will be given in Module 2 of the course.

### **EVALUATION/GRADING POLICY:**

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written career program is superior. See writing rubric at the end of the syllabus.

**FINAL GRADING:     A=100-91%     B=90-81%     C=80-71%     F=70-0%**

Assignments	35%
Discussion	25%
Quizzes	40%

**NOTE:** Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written program is superior. A grade of "C" will result in the student retaking the course.

### **INTERNET WEB RESOURCES:**

APA Style of Notation <http://www.apastyle.org>

Sul Ross University Library Guide for ED 5307

URL: <http://sulross.libguides.com/ed5307>

### **SCHEDULE/DUE DATES:**

All Assignments are due by 11:59pm (CST). **No late work will be accepted.**

**GREEN Assignments are Practice and Discussion Assignments**

### **Week One – June 2-5**

**June 2 - Complete** Online Participation Policy Agreement posted on Discussion Board. Must be completed before receiving credit for assignments

**June 2 – Introduce** Yourself on the Discussion Board  
Begin to think about what you would like to know more about, in other words a research topic.

#### **Mindtap Introduction**

Download Mindtap Application on your phone and then turn on notifications

Review the Module '**Getting Started with Mindtap**'

**Blackboard** - If this is your first Blackboard experience, go to **Start Here** and access the Blackboard information



**Module One**

Chapter 1: The Nature of Research Proposal  
Developing an Educational Research Proposal  
Quiz 1

**Module Two**

Chapter 2: The Research Problem  
Outlining a Research Plan  
Quiz 2

Complete the Discussion Question in the Discussion Tab regarding your research topic. Comment on two other postings. Your original posting must be 300 words and your responses should be 100 words.

**Week Two – June 6-12****Module Three**

Chapter 3: Reviewing the Literature  
Planning a Literature Review  
Quiz 3

**Module Four**

Chapter 4: Ethics in Educational Research  
Ethical Implications of a Qualitative Research Study  
Quiz 4

**Module Five**

Chapter 5: Measurement  
*Creating a Measurement Instrument Discussion*  
Quiz 5  
Professional Resource Downloads

**Module Six**

Chapter 6: Validity and Reliability  
*Reliability and Validity of a Researcher-Devised Test Discussion*  
Quiz 6

**Week Three – June 13-19****Module Seven**

Chapter 7: Descriptive Statistics  
*Planning Descriptive Analysis of Study Data Discussion*  
Quiz 7

**Module Eight**

Chapter 8: Sampling and Inferential Statistics  
*Planning Sampling and Statistical Analysis for a Multi-group Study*

**Discussion**

Quiz 8

**Module Nine**

Chapter 9: Experimental Research

*Ensuring Proper Controls and Validity Discussion*

Quiz 9

**Module Ten**

Chapter 10: Experimental Research Designs

Proposing an Experimental Design

Quiz 10

**Week Four – June 20-26****Module Eleven**

Chapter 11: Ex Post Facto Research

Planning an Ex Post Facto Research

Quiz 11

**Module Twelve**

Chapter 12: Correlational Research

*Planning a Correlational Research Study Using Factor Analysis***Discussion**

Quiz 12

**Module Thirteen**

Chapter 13: Survey Research

Writing a Mailed Questionnaire

Quiz 13

**Module Fourteen**

Chapter 14: Interpreting and Reporting Results of Quantitative Research

Creating a Dissertation Proposal

Quiz 14

**Week Five – June 27-July 3****Module Fifteen**

Chapter 15: Defining and Designing Qualitative Research

Developing a Qualitative Focus of Inquiry

Quiz 15

**Module Sixteen**

Chapter 16: Types of Qualitative Research

Creating a Proposal for a Grounded Theory Study

Quiz 16

**Module Seventeen**

Chapter 17: Data-Collection Tools in Qualitative Research  
Interviewing Teachers about Their Experiences

Quiz 17

**Module Eighteen**

Chapter 18: Rigors and Ethics in Qualitative Research  
Ensuring Credibility and Transferability in a Qualitative Study

Quiz 18

**Week Six – July 4-6****Module Nineteen**

Chapter 19: Analyzing and Reporting Qualitative Research  
*Coding and Analyzing Focus Group Discussion*

Quiz 19

**Module Twenty**

Chapter 20: Action Research  
Creating a Proposal for an Action Research Study

Quiz 20

**Module Twenty-one**

Chapter 21: Mixed Methods Research  
Designing a Mixed-Methods Study

Quiz 21

**June 11 – Last Day to withdraw**

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

<b>Sub-skill</b>	<b>Beginning</b> <b>1</b>	<b>Basic</b> <b>2</b>	<b>Proficient</b> <b>3</b>	<b>Advanced</b> <b>4</b>	<b>Exceptional</b> <b>5</b>	<b>Score</b>
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
<b>References and Sources</b>	The paper did not	The paper included	The paper included	The paper effectively	The paper very	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
<b>APA Style</b>	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
<b>Total Score</b>						
<b>Mean Score</b>						

Comments: \_\_\_\_\_  
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Student Name: \_\_\_\_\_ A# \_\_\_\_\_

Assignment: \_\_\_\_\_ Date: \_\_\_\_\_