

**EDUA 5307 Graduate Research
Fall 2023 Syllabus**

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Course Description

A course designed to introduce the graduate student 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 Text

Creswell, J. & Guetterman, T. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.). Pearson Education. New Jersey

American Psychological Association (2020). Publication Manual of the American Psychological Association. (7th ed.) Washington, D. C.

Student Learning Outcomes and Marketable Skills

MED General Degree Program

Student Learning Outcomes:

SLO 1 Students will demonstrate writing skills and the ability to use research methodology to design a research paper.

Marketable Skills:

1. Students will develop writing skills for effective communication.
2. Students will develop research skills to promote life-long learning.
3. Students will demonstrate an understanding of diversity.

Clinical Mental Health Degree Program

Students will be able to:

1. Understand the processes and approaches of (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.

CACREP Standards for Clinical Mental Health Counseling

II.F.8.a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

II.F.8.b Identification of evidence-based counseling practices

II.F.8.c Needs Assessments

II.F.8.d Development of outcome measures for counseling programs

II.F.8.e Evaluation of counseling interventions and programs

II.F.8.f Qualitative, quantitative, and mixed research methods

II.F.8.g Designs used in research and program evaluation

II.F.8.h Statistical methods used in conducting research and program evaluations

II.F.8.i Analysis and use of data in counseling

II.F.8.j Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

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.

Student Learning Outcomes:

SLO 1 Students will 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.

SLO 2 Students will 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.

SLO 3 Students will 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.

Ed. Diagnostician Program

Program Marketable Skills Identified:

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate appropriate procedures for standardized testing
- Appreciate basic principles of project and time management
- Utilize descriptive statistics
- Identify the effects of bias
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Use of professional formatting for research (e.g. APA) and avoidance of plagiarism, allocation of credit and authorship and definitions of research misconduct
- Describe the impact of research for individuals, groups and society with respect to disability
- Apply federal protections associated with disability (e.g. FERPA, ADA, IDEIA)
- Utilize ethical judgement for the advocacy of others

Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Expectations

The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12-point Times New Roman** font. All written assignments should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.

Discussion Boards (6 total=74 points)

Modules will include discussion board opportunities. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be around 200 words although this will vary depending on the topic (see Blackboard for details). A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. In writing your response, strive to have a conversation, a beneficial exchange

between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written.

Quizzes (8 total=85 points)

There are 8 quizzes that cover APA and the Creswell text content. The quiz due dates are posted in your schedule and will be completed in Blackboard.

Article Critiques (2 total=50 points)

Two article critiques will be written during this course. The critiques will be on scholarly articles on the research topic. Critiques will be 2 pages and include an introduction, summary, critique, and conclusion.

Annotated Bibliography (50 points)

Students will identify 6 scholarly articles related to their research topic. The articles will be used to complete an annotated bibliography.

Research Proposal Sections (170 points total) & Final Research Proposal (250 points)

Students will complete one section of the research proposal at a time. These will be turned in for feedback so the student may make revisions prior to the final submission of the completed research proposal. Students will then utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance to the APA writing style (i.e., citations, headings, etc.).

Literature Review Organizer (20 points)

Students will organize their 10-15 scholarly articles using a literature review organizer. An example is provided in Blackboard or students may design their own.

Oral Defense Presentation (100 pints)

Students will prepare a PowerPoint presentation (or other platform such as Prezi) on their research proposal. The presentation should include information on the study’s background/context, literature review, and methodology. Students should be prepared to answer questions at the conclusion of the presentation.

Final Exam (100 points)

The final exam covers Chapters 1-9 in the textbook, research designs, and APA formatting.

Course Assignments & Schedule

Assignments are due by 10:00PM on the due date. Late work will not be accepted.

Module	Assignments	Due Date
Module 1: Introduction to Research Aug. 28th - Sept. 17th	Week 1 <input type="checkbox"/> Review Syllabus <input type="checkbox"/> Module Readings <input type="checkbox"/> View APA Video <input type="checkbox"/> Complete APA Style Tutorial <input type="checkbox"/> Discussion Board 1A-Getting Acquainted	Sept. 1st

Module	Assignments	Due Date
	<input type="checkbox"/> APA Quiz Week 2 <input type="checkbox"/> Module Readings <input type="checkbox"/> Explore Library Guide <input type="checkbox"/> View Module Videos <input type="checkbox"/> Discussion Board 1B-Scholarly Articles <input type="checkbox"/> Quiz 1 Week 3 <input type="checkbox"/> Module Readings <input type="checkbox"/> Discussion Board 1C-Research Topic <input type="checkbox"/> Locate Research Articles on Topic <input type="checkbox"/> How to Read Research Articles <input type="checkbox"/> Article Critique <input type="checkbox"/> Quiz 2	Sept. 3rd Sept. 8th Sept. 10th Sept. 13th Sept. 17th Sept. 17th
Module 2: The Research Process Sept. 18th – Oct. 15th	Week 4 <input type="checkbox"/> Module Readings <input type="checkbox"/> Review Info on Annotated Bibliography <input type="checkbox"/> Annotated Bibliography Week 5 <input type="checkbox"/> Module Readings <input type="checkbox"/> Quantitative vs Qualitative <input type="checkbox"/> Components of Introduction <input type="checkbox"/> Discussion Board 5A-Quant. vs Qual. <input type="checkbox"/> Introduction <input type="checkbox"/> Quiz 4 Week 6 <input type="checkbox"/> Module Readings <input type="checkbox"/> Research Question Resources <input type="checkbox"/> Research Questions Week 7 <input type="checkbox"/> Module Readings <input type="checkbox"/> Article Critique <input type="checkbox"/> Quiz 5/6	Sept. 24th Sept. 27th Oct. 1st Oct. 1st Oct. 8th Oct. 15th Oct. 15th
Module 3: Research Designs & The Literature Review Oct. 16th – Nov. 5th	Week 8 <input type="checkbox"/> Module Readings <input type="checkbox"/> Research Designs <input type="checkbox"/> Discussion Board 8A-Research Designs <input type="checkbox"/> Quiz 7/8 Week 9 <input type="checkbox"/> Module Readings <input type="checkbox"/> The Literature Review <input type="checkbox"/> Literature Review Organizer <input type="checkbox"/> Quiz 3 Week 10 <input type="checkbox"/> Module Readings	Oct. 20th Oct. 22nd Oct. 29th Oct. 29th

Module	Assignments	Due Date
	<input type="checkbox"/> Quiz 9 <input type="checkbox"/> Literature Review	Nov. 3rd Nov. 5th
Module 4: Method and Design Nov. 6th – Nov. 19th	Week 11 & 12 <input type="checkbox"/> Module Readings <input type="checkbox"/> Methodology Info <input type="checkbox"/> Methodology	Nov. 15th
Module 5: Research Proposal Nov. 20th – Dec. 12th	Week 13 <input type="checkbox"/> Work on Revisions <input type="checkbox"/> Discussion Board 13A-5 Things I Learned Week 14 <input type="checkbox"/> Final Research Proposal Due Week 15 & 16 <input type="checkbox"/> Tips for Presentations <input type="checkbox"/> Oral Defense of Proposal <input type="checkbox"/> Final Exam	Dec. 1st Dec. 5th Dec. 8th Dec. 12th

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted without prior approval from the instructor. If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

- A= 90-100%
- B= 80- 89%
- C= 70- 79%
- D= 60- 69%
- F= less than 69%

University and Course Policies

ADA Statement

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 each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in 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; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is

being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.