CNEP 6397 RESEARCH SEMINAR

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Office Hours: Please call and check scheduled hours.

I. COURSE DESCRIPTION:

This course focuses on the application of research skills and inquiry methods. Students will be introduced to various methodological approaches, paradigms, and the components of scientific inquiry. Publishable products and completed proposals are emphasized.

II. RATIONALE

This course is one of the final classes in a series of methodology courses required for students in the Doctoral Program in the Counseling and Educational Psychology Department. The seminar course is designed to promote research proposal writing, examination and critique of current research and other scholarly publications, and a critique of the class members’ research proposals.

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. ExCET COMPETENCIES

The competencies covered in this course are applicable to ExCET programs requiring the understanding and application of the research process components. In addition special emphasis is placed on:

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 in school.

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 LEARNING OUTCOMES

1. The Doctoral Student will demonstrate knowledge and understanding of proposal writing, research designs utilized in counseling and educational settings. (measured by a satisfactory rating by the professor using a ten item scale). All students will complete a comprehensive literature review in their research interest area. (measured by the number of journals cited, articles critiqued, and a satisfactory score on the article critique scale). Students will critique their personal research proposals and the proposals of others. (measured by a rating scale including ten areas of importance in a comprehensive research design) (CACREP Standard II C 5), (CACREP Standard II C 6)

2. The Doctoral Student will demonstrate theoretical knowledge of concepts involved in sampling, data gathering and selecting appropriate methods of analysis. (measured by a satisfactory rating of 4 on a 5 point scale in each of the three areas within their proposal) (CACREP Standard II C 7)

3. The Doctoral Student will satisfactory complete a research proposal, critique proposals, and present one’s research proposal using power point technology. (measured by a satisfactory rating by three faculty) (CACREP Standard II D 6)

4. The Doctoral Student will demonstrate the knowledge of integrating their research interest toward a specific journal (measured by a satisfactory rating on appropriate journal selection.) (CACREP Standard II D 5)

VI. COURSE TOPICS

The major topics to be considered are the following:

- Review of scholarly topics in one’s field emphasizing appropriate research designs.
- Understanding of, and experience in, the literature review process
- Hypothesis testing and sampling
- Critiquing professional publications
- Proposal writing
- Proposal/research presentation
- Scholarly writing for publication

VII. INSTRUCTIONAL METHODS AND ACTIVITIES (this is a seminar and active student participation is required)

- Lecture and discussion
- Library research and investigation
- Cooperative groups
- Presentations

VIII. EVALUATION AND GRADE ASSIGNMENT

1. Regular attendance and participation in this course is expected. 20%
2. Ratings and critiques (self, professor, other) 20%
3. Completion and rating of a research proposal 40%
4. Presentation of research, and designation of journals for submission 20%
IX. COURSE SCHEDULE

Session 1  Overview: Research- Why, Topics, Interests, Fears, Strategies
A framework for the study: quantitative, qualitative analyses, roll-call

Session 2  Library Meeting/Library Topic Search: Select, Copy, and Critique three research areas of interest. Bring to class for session three to share and critique.

Session 3  Introduction to the study: Writing an introduction, the problem, literature about the problem, and the purpose statement.

Session 4  Research, questions, objectives, and hypotheses; discuss research topics

Session 5  The use of theory- “an interrelated set of constructs (variables) formed into propositions or hypotheses that specify relationships”

Session 6  Definitions, delimitations, and significance

Session 7  Quantitative methods: population and sample, instrumentation, data analysis, survey or experimental methods, variables

Session 8  Qualitative procedures: assumptions, design types, researchers’ role, data collection procedures, recording data

Session 9  Combined quantitative and qualitative designs. Mixed paradigms

Session 10 Scholarly writing, articles for publication

Session 11 Research proposal presentations: complete proposal, power point presentation, Committee/student) feedback, 1-2 presentations per evening

Session 12 “

Session 13 “

Session 14 “

Session 15 Wrap-up, all material turned in (proposal revisions) (articles)
X. TEXTBOOKS

Required Texts:


Suggested Texts:


SPSS v.11: Student Version: Prentice Hall

XI. SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

