



## **Ecampus SYLLABUS**

**Course Name: Introduction to Research Methods In Education and School Counseling**

**Course Number: TCE 562**

**Term Offered: Winter 2017**

**Credits: 3**

**Instructor name: Dr. Michelle Maher**

**Instructor email: [maherm@onid.orst.edu](mailto:maherm@onid.orst.edu)**

### **Course Description**

An introductory course for master's level students. Explains basic evaluation, quantitative and qualitative research methods in the school counseling profession; action research and the fundamental statistical procedures used in the interpretation and use of research studies.

### **In-Person and Canvas Hybrid**

This course will be delivered via two in-person sessions and on Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

In-Person Sessions will be at CCBI 626 High St. NE Salem:

Week 1 In-Person Session: Saturday, January 14<sup>th</sup> – 9:00am to 5:00pm

Week 9 In-Person Session: Saturday, March 11<sup>th</sup> – 9:00am to 5:00pm

### **Communication**

Please post all course-related questions in the General Discussion Forum or the Research Proposal Q & A so that the whole class may benefit from our conversations. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I strive to return your assignments and grades for course activities to you within seven days of the due date.

### **Course Credits**

Introduction to Research Methods In Education and School Counseling meets for eight in-person hours for the first and last classes. This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits. In three-credit hybrid, online courses, students can expect 6-9 hours of interaction with course materials per week.

### **Technical Assistance**

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

This course is offered through Oregon State University Extended Campus. For more information,  
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## Learning Resources

Mertens, D.M. (2015). *Research and Evaluation in Education and Psychology. 4th edition.* Los Angeles, CA: Sage Publications.

Cammarota, J. & Fine, Michelle. (2008). *Revolutionizing Education: Youth Participatory Action Research in Motion.* New York: Routledge.

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll (<http://osubeaverstore.com/Academics> or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

## Measurable Student Learning Outcomes

### Learning Objectives

*At the end of the course students will be able to:*

562.1	A student will be able to plan for research
562.2	A student will be able to select/construct measurement instruments for research
562.3	A student will be able to write a research proposal for a comprehensive school counseling program
562.4	A student will be able to plan for data collection in educational research
562.5	A student will be able to plan for data analysis in educational research
562.6	A student will be able to prepared to make inferences at the end of the planned study
562.7	A student will be able to use research concepts and terminology
562.8	A student will be able to recognize the ethical consideration in human-subjects research
562.9	A student will be able to understand and use technology to support research

## Relation of Course to CACREP Standards

#	Text of Standard
II.K.8 a	the importance of research and opportunities and difficulties in conducting research in the counseling profession,
II.K.8 b	research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
II.K.8 c	use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
II.K.8 d	principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modification
II.K.8 e	use of research to improve counseling effectiveness; and
II.K.8 f	ethical and legal considerations.

## Evaluation of Student Performance

- Discussions Board (Sample Study Topics, Discussions @ 3-4 pt each) – 50 points
- Peer-Reviewed Journal Articles I & II -- 20 points
- NIH Human Subjects Assessment -- 20 points
- 6 Reading Comprehension Checks – 50 points
- 2 In-Person Sessions + 3 Optional Zoom Meetings
- Research Proposal – 50 points
- Research Proposal Presentation – 10 points

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- **Total – 200 points**

### Grading Scale

In accordance with University policy, you will be graded on a standard A-F system based on the successful completion of the above requirements.

A = 93% -100%; A- = 90%-92%; B+ = 87%-89%; B = 83%-86%; B- = 80%-82%

### Course Content

Week	Topic	Reading Assignments	Learning Activities	Due Dates
1	Introduction Research Paradigms Research Proposal	Mertens: Appendix (page 465-469): Read CLOSELY Chapter 1: Memorize p. 11 chart Chapter 3: Literature Review: Read CLOSELY Pg. 89-90, 92-93. Cammarota, J. & Fine, M. Chapter 1.: A Framework for Comprehensive School Counseling Programs (not the examples)	Bring laptop to class. Attend in-person session. Review all assigned material Create an outline of your comprehensive school counseling program research proposal. Reading Comprehension Check	Week 1 Sun
2	Post-Positivist (Part I) Experimental and Quasi-Experimental and Single-Subject Designs	Ch 4: Experimental and Quasi-Experimental and Ch 7: Single-Case Dr. Eakin's powerpoint (narrated by Dr.Maher)	Sample Study Topic 1-3 Post Peer Reviewed Journal Articles Reading Comprehension Check	Week 2 Sat
3	Post-Positivist (Part II) Causal Comparative Design	Ch 5: Causal Comparative	Optional Zoom Meeting 1 Sample Study Topic 4, 5 Reading Comprehension Check Post Peer Reviewed Journal Articles I	Week 2 Sat
4	Qualitative Methods History and Narrative Study of Lives	Ch 8: Qualitative Methods Ch 9: History and Narrative Study of Lives Cammarota & Fine: Chapter 4 & Dr. Fine's presentation	Optional Zoom Meeting 2 Sample Study Topic 6-8 Reading Comprehension Check	Week 3 Sat
5	Mixed Methods/PAR Design, Sampling, Data Collection	Ch 10: Mixed Methods Ch 11: Sampling (browse) Ch 12: Data Collection, Weis & Fine: Chapter 3: Civic Lessons	Discussion Comparative Research Designs Sample Study Topic 9, 10 Reading Comprehension Check Post Peer Reviewed Journal Articles II Research Proposal Draft	Week 4 Sat

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Week	Topic	Reading Assignments	Learning Activities	Due Dates
			Opportunity I	
6	Survey Methods, Creating a Contact Zone, Data Analysis	Ch 6: Survey Methods Cammarota & Fine: PAR in the Contact Zone	Sample Study Topic 11 Reading Comprehension Check	Week 6 Sat
7	Survey Methods, Creating a Contact Zone, Data Analysis	Ch 13: Data Analysis, Interpretation and Use	Reading Comprehension Check	Week 7 Sat
8	Writing Research Proposals	Mertens: Appendix (page 465-469):	Write Research Proposal Optional Zoom Meeting Research Proposal Draft Opportunity II	Week 8 Sat
9	Ethics and Researching Human Subjects	Appendix (page 465-469)	NIH Human Subjects' Training and Test. Alcoff's Article Discussion Board Attend in-person session. Present research projects	Week 9 Sat
10	Research Proposal		Submit Research Proposal	Week 10 Wed

## Course Policies

### Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions.

### Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

### Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.

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- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

### **Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty, and [Disability Access Services \(DAS\)](#). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

### **Accessibility of Course Materials**

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the [Office of Student Conduct and Community Standards](#).

### **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

(i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

(ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

(iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades

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or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Conduct in this Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

### **Tutoring**

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.