CEPD 7152: Research & Program Evaluation

Semester/Year: Fall, 2014
Time/Location: 100% Online
Instructor: Frances Chumney, PhD
Office Location: Education Annex, room 153
Office Hours: Online: Mondays & Tuesdays, 9:00-11:30 AM
              https://global.gotomeeting.com/join/269628261
              Password: fall2014  Meeting ID: 269-628-261
              On Campus: Mondays & Tuesdays, 9:00-11:30 AM
Office Hours: Online: Mondays & Tuesdays, 9:00-11:30 AM
              On Campus: Mondays & Tuesdays, 9:00-11:30 AM
Telephone: Direct Line: (678) 839-6123
            Department Line: (678) 839-6558
Email: Send email via CourseDen (in case of emergency, fchumney@westga.edu)
Online Support: D2L Home Page
               https://westga.view.usg.edu/
               D2L UWG Online help
               http://uwgonline.westga.edu/students.php
               D2L 24 hour Help
               https://d2lhelp.view.usg.edu/
               UWG Distance Learning
               http://uwgonline.westga.edu/
               Distance Learning Library Services
               http://libguides.westga.edu/content.php?pid=194430
               Resources for Distance & Off-Campus Students
               http://libguides.westga.edu/content.php?pid=194459
               Ingram Library Services
               http://www.westga.edu/library/
               University Bookstore
               http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.
**COE VISION & MISSION**

**COE Vision**
The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (INTASC, NBPTS, Learned Societies, ASHA, PSC, CACREP) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

**APPROACHES TO INSTRUCTION**

This course will be delivered **100% online using UWG’s CourseDen system, Internet resources, and various other materials**. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. Various pedagogical methods will be used for this course, including (but not limited to) static and narrated PowerPoint presentations, pre-recorded lectures, assigned readings, online videos, and class discussions. As such, students are expected to complete the following activities during this course (all values are estimates):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/Video Lectures/Instruction</td>
<td>1800 minutes (30 hours)</td>
</tr>
<tr>
<td>Readings</td>
<td>2280 minutes (38 hours)</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>780 minutes (13 hours)</td>
</tr>
<tr>
<td>Assignments</td>
<td>960 minutes (16 hours)</td>
</tr>
<tr>
<td>Class Project</td>
<td>600 minutes (10 hours)</td>
</tr>
<tr>
<td>Other Activities/Assignments</td>
<td>330 minutes (5.5 hours)</td>
</tr>
</tbody>
</table>

As with all learning experiences, the amount of time required will vary for each person. The exact amount of time required for you to meet course expectations will depend on your work/study habits, technical abilities, level of comfort with computers/technology, prior knowledge and experiences, etc.

All assignments and evaluation criteria upon which grades will be based are described in detail below. Required readings and assignment due dates are included in the Course Schedule at the end of this document. A complete list of reading assignments and supplemental learning activities for each unit is provided as part of the corresponding learning module on CourseDen.
COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:

1) statistical methods used in conducting research and program evaluation
   
   *knowledgeable* (Anderson & Finn, 1996; CACREP IIG.8c);

2) ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
   
   *knowledgeable, reflective, culturally sensitive* (Babbie, 2004; Bernard, 2000; CACREP IIG.8f);

3) the importance of research in advancing the counseling profession; how to critically evaluate research relevant to the practice of clinical mental health counseling or school counseling; understanding of the outcome research data and best practices identified in the school counseling research literature; and an ability to use research to inform evidence-based practice within the practices of clinical mental health counseling and/or school counseling
   
   *knowledgeable, reflective* (Corsini & Wedding, 2000; CACREP IIG.8a, IIG.8e; CMHC I1; SC I1, I5);

4) research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
   
   *knowledgeable* (Babbie, 2004; Bernard, 2000; Cresswell, 2005; Miles & Huberman, 1994; CACREP IIG.8b);

5) how to design, implement, manage, and evaluate programs including transition programs with school-to-work, postsecondary planning, and college admissions counseling; principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications in clinical mental health or school settings
   
   *knowledgeable, reflective, decisive, adaptive, proactive, leading, collaborative* (Cresswell, 2005; Fitzpatrick, Sanders, & Worthen, 2004; CACREP IIG.8d; CMHC I2; SC C4, I2).

TEXTS, INSTRUCTIONAL RESOURCES, REFERENCES

Required Text

No text is required for this course.

Recommended Text


Optional Texts


Required Instructional Resource: Tk20 Subscription

These are available at the UWG Bookstore or [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email tk20@westga.edu.
Selected Course References


ASSIGNMENTS

Evaluation of student performance in this course is based on successful completion of various tasks throughout the semester, including required tasks, discussions, assignments, and a course project. Each type of task is described below. Additional information will be provided to students via CourseDen.

REQUIRED TASKS

Task 1: Syllabus Review & Quiz

The syllabus serves as students’ guide to a course. In this course, the syllabus is very important, as it outlines the purposes of the course, the course expectations, important policies, and the course schedule. To make sure all students have thoroughly reviewed and understand the expectations outlined in this document, each student is expected to read the syllabus, view the narrated presentation (or text-only alternative), and complete a short quiz. The syllabus quiz will consist of multiple choice and true/false items. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. All information provided on the syllabus is fair game for the syllabus quiz. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.

Task 2: Plagiarism Training Module

Plagiarism is a serious concern for students and faculty at colleges and universities across the country, and UWG is no exception. As noted in the course policies (below), plagiarism will not be tolerated in this course. To make sure all students are aware of what plagiarism is and how to avoid it, students are expected to complete the Plagiarism Training Module. This module includes a PowerPoint presentation and a knowledge quiz. Students should review all the materials and satisfy all the instructions provided for the training module before attempting to complete the quiz. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.
Task 3: Writing & APA Style Training Module
Each field of study is loosely “governed” by a standard set of expectations for writings and documents. In education, the most common style adhered to is APA. All assignments completed for this course are expected to be formatted consistent with APA Style, and to be written in a professional manner consistent with high-quality graduate education. To make sure all students are familiar with a few basic ideas related to writing in graduate school as well as the formatting guidelines established by APA Style, students are expected to complete the Writing & APA Style Training Module. This module includes two (2) PowerPoint presentations and a knowledge quiz. Students should review all the materials and satisfy all the instructions provided for the training module before attempting to complete the quiz. Students will have sixty (60) minutes to complete each attempt, and will be allowed an unlimited number of attempts. In order to receive credit for having completed this task, students must earn ≥ 90% of the points possible on the syllabus quiz.

Task 4: Student Introductions
This course relies on students’ ability to effectively navigate and contribute to online discussions. To ensure each student has at least one opportunity to use CourseDen for this purpose, students are expected to compose a brief (3-5 sentences) introduction for themselves to make available on the Student Introductions discussion board. Each student should create a new thread for their introduction using their own name as the thread’s subject.

Task 5: CITI Training
Ethical treatment of human subjects is an important component of educational research. Within the university setting, researchers are expected to obtain approval from the university’s Institutional Review Board (IRB) before conducting research involving human (or animal) participants. In school settings, the responsibilities of the IRB are typically assumed by the district school board or an appointed oversight group. IRB training is an opportunity for researchers to learn about the history of research and why such oversight is important. Although students are not required to seek approval for their work in this class from the IRB, each student is required to complete two CITI Training courses that would make them eligible to do so. More information about this task (including how to access the CITI Training website, complete the registration process, and which training courses to complete) is available on CourseDen.

Task 6: Submit Final Research Proposal to Tk20
An expectation of the CEPD program is the submission of a research proposal. The proposal developed for the Course Project assignment in this course satisfies this expectation. Students are required to submit their final proposal to Tk20 no later than the last day of the semester. Students should upload their proposal to Tk20, take a screenshot as verification of the submission, and submit that screenshot to the appropriate CourseDen Dropbox to satisfy this course expectation.

ONLINE DISCUSSIONS
Online discussions enable students to share thoughts, exchange ideas, consider new perspectives, and develop a fuller understanding of course content and its real-world applications. In this course, discussions will serve an additional purpose of offering a space for collaboration in which students can discuss relevant research, and receive feedback from their peers and the instructor to improve their assignments and course project before they are submitted for grading.
Article Decomposition Discussions
Before one becomes a contributor of quality research, it is necessary to become an effective consumer. To facilitate this development, students are expected to participate in four (4) online discussions for which empirical research articles will be reviewed and critically analyzed. For each discussion, students will be randomly assigned to small discussion groups and are expected to submit one original post as well as no fewer than two replies to group members. Specific expectations (including instructions and required content) and rubrics for discussions will be provided via CourseDen. Each discussion post will earn up to twenty (20) points, and each reply will earn up to fifteen (15) points for a total of fifty (50) possible points per discussion.

Project Discussions
Discussions provide opportunities for students to share their ideas and contribute to the development of others’ work. To allow the sharing of research ideas and the bettering of course assignments and the course project, students are expected to participate in five (5) online discussions related to the development of their individual research proposals (course project). The first of these discussions will require students to submit one post and respond to a brief online survey. The results of this survey will be used to create small discussion groups of students with similar research interests. For the other four (4) project discussions, students are expected to submit one original post as well as no fewer than two replies to group members. Specific expectations (including instructions and required content) and rubrics for discussions will be provided via CourseDen. For the first project discussion, students will earn up to twenty-five (25) points for completing the discussion post, and up to twenty-five (25) points for completing the related survey. Each subsequent discussion post will earn up to twenty (20) points, and each reply will earn up to fifteen (15) points for a total of fifty (50) possible points per discussion.

ASSIGNMENTS
An important part of the learning process is the opportunity to apply newly acquired knowledge to real world problems. In a research setting, an important step prior to the execution of a study is the development of a research proposal. Students will complete six (6) assignments related to the development of a professional, high-quality research proposal. The material developed for each assignment will contribute to the content of the course project.

Annotated Bibliography
Quality research is based on relevant theory, and builds on the existing knowledge provided by previous studies. To understand what work has already been completed, it is necessary to review the existing literature. An annotated bibliography is a type of reference list that includes (in addition to the source’s citation) a summary description of the work presented, as well as a brief evaluation of that work’s importance to the project being developed. Each student will submit an annotated bibliography including no fewer than ten (10) articles. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.

Literature Review
One purpose of research articles/reports is to summarize the existing literature, identify the strengths and contributions previous researchers have made to the field, and discuss the gaps in knowledge or work that is still needed. Each student will write a literature review that incorporates no fewer than fifteen (15) articles (including the articles summarized in the annotated bibliography). More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.
Problem Statement & Research Questions
Problem statements and research questions serve as the guides for the development of research studies. The problem statement informs the reader on the topic of study, and the research questions tell the reader about the specific goals and expected outcomes of the project. Each student will submit the problem statement for the study they will develop during the course, as well as the research questions which will guide both the quantitative and qualitative portions of those studies. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.

Data Collection Plan
The purpose of all research studies is to collect some type of data with the goal of analyzing that data to answer a research question. The data collection plan is the portion of a research proposal that describes to the reader what data will be collected, how the data will be collected, and from whom the data will be collected. Students will develop a plan for collecting data for both the quantitative and qualitative portions of their proposed research projects. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.

Data Analysis Plan
Data analysis is the process of examining a set of data in various ways for the purpose of answering the research question(s). A data analysis plan describes for the reader what the researcher plans to do with the data once they are collected. Students will develop a plan for analyzing the data they plan to collect through both the quantitative and qualitative portions of their proposed research projects. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.

Logic Model
A logic model is a logical framework or theory of changed used to explain both the expected outcomes of a research project/intervention program, and the importance of those outcomes. Each student will develop a logic model for their proposed research project. More information about this assignment, including detailed instructions, rubrics, and additional resources will be provided via CourseDen. This assignment is worth up to fifty (50) points.

COURSE PROJECT: RESEARCH PROPOSAL
Before research is conducted, it must be planned. A research proposal is a document which details the purposes for the research, explains why the research is important and valuable, and describes how the research will be conducted. All of the materials and activities associated with this course are designed to strengthen and deepen students’ understanding of research designs, methodology, and the application of research findings to real-world problems.

This project is not a research paper. The final project for this course will be a full research proposal for a new study that incorporates both quantitative and qualitative methods to investigate a topic of professional relevance to each student. More information on this project will be available on CourseDen. The Course Project is an opportunity for students to earn up to 250 points.
EVALUATION PROCEDURES & GRADING

Final course grades will be based on the total number of points earned for completing discussions, assignments, and the course project. In total, 1,000 points are possible in this course. Due dates are firm, and are included in the course schedule presented at the end of this document.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Tasks (6)</td>
<td>0</td>
</tr>
<tr>
<td>Article Decomposition Discussions (4)</td>
<td>200</td>
</tr>
<tr>
<td>Project Discussions (5)</td>
<td>250</td>
</tr>
<tr>
<td>Assignments (6)</td>
<td>300</td>
</tr>
<tr>
<td>Course Project: Research Proposal</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

ACCOUNTABILITY CLAUSE

Students are responsible for all course activities. For each graded activity a student fails to complete, 5% of the total possible points will be deducted from their final grade. For example, a student who earns 94% of the possible points in this course but does not complete part of a content discussion will earn a final grade of B (94% - 5% = 89%). Similarly, a student who earns 89% of the possible points but fails to complete a part of a content discussion and an assignment will earn a final grade of C (89% - 5% - 5% = 79%).

It is important to note that the accountability clause only affects student grades if graded activities are not completed by 11:59 pm on the last Wednesday of the semester. Work submitted late will not receive credit in this course (as stated in the Late Work policy below), but students must submit work before the end of the semester to avoid penalties imposed by the Accountability Clause.

REQUIRED TASKS

All activities listed as a Required Task are required for the successful completion of this course. This course includes six (6) such tasks, all of which are detailed in the Assignments portion of this document (above). Any student who does not complete all of these activities will not earn a passing grade in this course. Failure to complete any one (1) Required Task will result in a grade of zero (0) in this course.

GRADING

A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, and F = Below 70%.

Instructions for completing assignments will be provided, along with directions for submitting each assignment and the rubric that will be used by the instructor in the evaluation of the work. It is critical to success in this course that students read instructions carefully and complete assignments as instructed.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed and double-spaced using Times New Roman 12-point font.
The instructor makes every effort to return work in a timely manner. However, it is important for students to remember that some grading requires more time, as it must be balanced with current class activities (e.g., discussions, development of instructional materials, responding to emails). All discussions and assignments will be graded within one (1) week of submission.

If you need assistance conceptualizing assignments, please contact the instructor at least one week prior to the assignment due date. The instructor will not assist with editing or rewrites, but may be able to indicate to you that editing/rewriting is necessary to correct content, grammar, punctuation, and APA formatting errors. Written assignments will be graded on their technical quality as well as content. Students are encouraged to proofread their own work before submitting it to the instructor. Students are encouraged to use each other as peer reviewers/editors prior to assignment submission. UWG has an on-campus writing center (the UWG University Writing Center) that is also available to help students further develop their professional writing skills. More information about this resource is available on their Web site: http://www.westga.edu/writing/

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

CLASS POLICIES

Class Materials
All course materials will be available via CourseDen. Inability to effectively navigate CourseDen is not an acceptable excuse for missing deadlines. UWG provides helpful resources to facilitate online learning (http://www.westga.edu/~distance/webct1/students/). If you need additional assistance learning to use CourseDen for this course, contact the instructor during the first week of the semester.

Grade Questions/Disputes
All concerns regarding grades should be addressed directly to the instructor within three (3) days of grade assignment. You are welcome to contact the instructor by phone to discuss grades; you will be asked to send an email to the instructor which outlines your concern. Having a written record will help both the student and instructor to understand both the issue and its resolution.

Late Work

Due dates are firm! Late submissions will not be graded, except in emergency situations. Documentation of any emergency event which prevents students from completing course expectations by their due dates will be required. All due dates are included on the course schedule (below), and will be provided on the CourseDen Course Calendar. All required tasks, content check quizzes, discussions, assignments, and the course project are due no later than 11:59 pm (EST) on the specified.

Any student who experiences a significant life event during the course of the semester (e.g., a serious illness, a car accident, death of a loved one) that makes it difficult or impossible to meet the course expectations/due dates should contact the instructor immediately. Arrangements may be made in advance to accommodate such circumstances, but exceptions will not be made after the fact.

Students who fail to complete a task by its deadline are encouraged to submit the work late to avoid an additional 5% deduction from their final course grade, as specified by this course’s Accountability Clause.

Extra Credit
No extra credit opportunities will be offered in this course.
Email & Course Communication

University of West Georgia students are provided a MyUWG email account. The University considers this account to be an official means of communication between the University and the student. It is the student’s responsibility to check this email account for important University-related information.

The primary means of communication between instructor and students for this course will be email. Specifically, the instructor will send information and announcements to students using the email feature within CourseDen. Students are responsible for knowing how to access within the CourseDen system, and for checking email regularly. The instructor will make every effort to respond to emails in a timely manner (generally within 24 hours).

In addition to emails, information and announcements relevant to this class will be posted to the “News” section of the CourseDen course web site.

Technical Disasters

A special challenge online students face is technology. Students are responsible for knowing how to use the equipment they select for completing course tasks, as well as for ensuring their equipment works consistently. Due dates will not be extended to accommodate “technical disasters,” except when the problem is due to a documented failure in the CourseDen system. A documented failure is one that can be verified by CourseDen technical support. Therefore, students should double-check to make sure all work has been submitted as intended.

Professional Conduct

Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes but is not limited to the following:

☑ Participating in class interactions and activities in an online environment in a positive manner;
☑ Turning in assignments on time;
☑ Showing respect to the instructor and other students;
☑ Composing emails and discussion posts characterized by complete sentences (except in the case of bulleted lists), correct grammar and spelling, and appropriate punctuation.

Please remember that joking, teasing, and other comments (which may be perfectly acceptable in person) can be easily misunderstood when expressed in written form, including email and discussion posts. This is not to say that informal conversation is inappropriate in this course, but a friendly reminder of a special challenge to the online learning environment.

DEPARTMENTAL, PROGRAM, UNIVERSITY POLICIES

Please carefully review the information pertaining to Common Language for Course Syllabi ([http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Performance

Any graduate-level student earning a grade of F or WF and/or two C’s, regardless of their academic standing, will be suspended from the program.
Diversity
The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct
The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning of any student, such observations will be brought to the attention of the program and student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review
CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (Refer to the Graduate Student Handbook for details.) If there is reason for concern revealed in class or during completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional/inappropriate dispositions and/or behaviors.

Academic Dishonesty
The university has a responsibility to promote academic honesty and integrity, and to develop procedures to deal effectively with instances of academic dishonesty. All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Accommodations for Students with Disabilities
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. Any student with a disability documented through Student Services is encouraged to contact the instructor immediately so that appropriate accommodations may be arranged. For more information, please contact Disability Services at the University of West Georgia, http://www.westga.edu/studentDev/index_8884.php.

UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological, and personal issues and interpersonal conflict.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Content Topics &amp; Due Dates*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25-31</td>
<td><strong>Module 0: Introduction to Course</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Task 1: Syllabus Review &amp; Quiz (due 8/31)</td>
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<td></td>
<td>✓ Task 2: Plagiarism Training Module (due 8/31)</td>
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<tr>
<td></td>
<td>✓ Task 3: Writing &amp; APA Style Training Module (due 8/31)</td>
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<tr>
<td></td>
<td>✓ Task 4: Student Introductions (due 8/31)</td>
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<tr>
<td>Sept. 2-7</td>
<td><strong>Content Module 1: Introduction to Educational Research &amp; Measurement</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Article Decomposition #1 (post 9/5, replies 9/7)</td>
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<tr>
<td></td>
<td>✓ Task 5: CITI Training (due 9/7)</td>
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<tr>
<td>Sept. 8-21</td>
<td><strong>Content Module 2: Research Design</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Article Decomposition #2 (post 9/19, replies 9/21)</td>
</tr>
<tr>
<td>Sept. 22-28</td>
<td><strong>Content Module 3: Data Analysis</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Article Decomposition #3 (post 9/26, replies 9/28)</td>
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<tr>
<td>Sept. 29 – Oct. 5</td>
<td><strong>Content Module 4: Other Research Approaches</strong></td>
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<tr>
<td></td>
<td>✓ Discussion: Article Decomposition #4 (post 10/3, replies 10/5)</td>
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<tr>
<td>Oct. 6-19</td>
<td><strong>Project Module 1: Literature Search &amp; Review</strong></td>
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<tr>
<td></td>
<td>✓ Discussion: Topic Identification</td>
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<tr>
<td></td>
<td>(post 10/10, survey available 10/13, survey due 10/16)</td>
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<tr>
<td></td>
<td>✓ Assignment: Annotated Bibliography (due 10/12)</td>
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<tr>
<td></td>
<td>✓ Assignment: Literature Review (due 10/19)</td>
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<tr>
<td>Oct. 20-26</td>
<td><strong>Project Module 2: Problems, Purposes, Research Questions</strong></td>
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<tr>
<td></td>
<td>✓ Discussion: Purpose Statement &amp; Research Questions (post 10/22, replies 10/24)</td>
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<tr>
<td></td>
<td>✓ Assignment: Problems, Purposes, Questions (due 10/26)</td>
</tr>
<tr>
<td>Oct. 27 – Nov. 2</td>
<td><strong>Project Module 3: Data Collection Plan</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Data Collection Plan (post 10/29, replies 10/31)</td>
</tr>
<tr>
<td></td>
<td>✓ Assignment: Data Collection Plan (due 11/2)</td>
</tr>
<tr>
<td>Nov. 3-16</td>
<td><strong>Project Module 4: Data Analysis Plan</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Data Analysis Plan (post 11/12, replies 11/14)</td>
</tr>
<tr>
<td></td>
<td>✓ Assignment: Data Analysis Plan (due 11/16)</td>
</tr>
<tr>
<td>Nov. 17-23</td>
<td><strong>Project Module 5: Logic Model</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Discussion: Logic Model (post 11/19, replies 11/21)</td>
</tr>
<tr>
<td></td>
<td>✓ Assignment: Logic Model (due 11/23)</td>
</tr>
<tr>
<td>Nov. 24-30</td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
<tr>
<td>Dec. 1-2</td>
<td><strong>Project Module 6: Writing &amp; Discussion</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Course Project: Research Proposal (due 12/2)</td>
</tr>
<tr>
<td>Dec. 3-12</td>
<td><strong>Course Wrap-Up</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Task 6: Submit Final Research Proposal to Tk20 (due 12/12)</td>
</tr>
</tbody>
</table>

*Refer to CourseDen for a complete list of materials/activities associated with each learning module.

Please remember to complete an evaluation of this course at the end of the semester!