Research Seminar I
CEPD 8184

Semester/Year  Fall 2013
Time/Location  Course Taught 100% online using CourseDen
Instructor  Dr. Mary Alice Varga
Office Location  Education Annex 143
Office Hours  M 1:00-5:00pm
              TR 11:00am-2:00pm
Online Hours  M 1:00-5:00pm
              TR 11:00am-2:00pm
Telephone  Direct Line: (678) 839-6092
            Department Line: (678) 839-6558
Email  maryv@westga.edu
Online Support  CourseDen Home Page
                https://westga.view.usg.edu/
                CourseDen UWG Online help
                http://uwgonline.westga.edu/students.php
                CourseDen 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
Enrollment requires admission to Ed.S. program. The course presents an applied approach to learning the methodology of research. The research may be an evaluation of a counseling intervention or a brief program evaluation. This approach includes studying printed materials about research, writing a proposal for the research study and applying for consent to conduct the research from the Institutional Review Board IRB at the university and counseling site when appropriate.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (CACREP) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Audio/video Instruction</td>
<td>2250 minutes</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>3500 minutes</td>
</tr>
<tr>
<td>Field Experience</td>
<td>120 minutes</td>
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</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.
COURSE OBJECTIVES
Students will:

1. Learn to understand original quantitative, qualitative, and mixed methods research studies while learning about appropriate research methodology. (Conceptual Framework Descriptors: Adaptive, Knowledgeable, Reflective; NBPTS 2; CACREP II.J.3b)

2. Utilize research findings from studies reported in the professional literature. (Conceptual Framework Descriptors: Adaptive, Knowledgeable, Decisive, Reflective)

3. Prepare a research proposal, IRB application, and develop or find an appropriate assessment measure for a study that will improve the professional performance and achieve accountability in a specific setting. (Conceptual Framework Descriptors: Reflective, Knowledgeable, Leaders, Adaptive; NBPTS 4; CACREP II.J.3a, d, e)

4. Gain knowledge of computing and interpreting descriptive and inferential statistics. (Conceptual Framework Descriptors: Adaptive, Knowledgeable)

5. Gain knowledge of how to accurately conduct quantitative, qualitative, and mixed methods research studies. (Conceptual Framework Descriptors: Adaptable, Knowledgeable, Reflective)

6. Gain knowledge of quantitative and qualitative analysis software packages. (Conceptual Framework Descriptors: Knowledgeable)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Textbooks


*Weekly readings and resources will be provided on CourseDen.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at 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. For assistance, email tk20@westga.edu.
Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignments for the course are listed below and will be described in more detail throughout the semester. All assignments are due on Sundays before midnight (by 11:59pm) Eastern Standard Time on the due date specified in the course schedule.

Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will not be accepted. Failure to submit an assignment will result in a zero grade for the assignment.

Assignments must be submitted through CourseDen. Emailed assignments WILL NOT be accepted.

1. Online Introduction (5 points)
   Post an introduction of yourself to the CourseDen Discussion Board. Include your name, UWG email address, a photo (optional), professional and education background, and a short bio of yourself.

2. Readings & Online Discussions (20 points)
   Read assigned material and participate in five online discussions, including an initial post and responses to at least two other posts. Topics for discussion will be provided. See complete course schedule for assigned readings and discussions. (Course Objectives 1-7)

3. Article Critiques (10 points)
   Write article critiques of research published in an area of interest to you. A rubric will be provided with more details. (Course Objectives 1-6)

4. Research Topic (10 points)
   Formulate research questions and provide a brief review of literature and rationale for the topic. (Course Objectives 1-4)

5. CITI Training Design (10 points)
   Completion of CITI training is required prior to conducting research at UWG. (Course Objectives 1-6)

6. Statistics Presentation (10 points)
   Create a presentation demonstrating your understanding of the statistical concepts covered throughout the semester. (Course Objectives 1-6)
7. **Observations (10 points)**
   Conduct observations in a natural setting to acquire field experience gathering observation data in research. (Course Objective 5)

8. **Interviews (10 points)**
   Conduct interviews to gain field experience on performing interviews for research purposes. (Course Objective 5)

9. **Research Proposal Outline (15 points)**
   Submit an outline of your proposed research project including the introduction, literature review, and proposed methodology. Feedback will be provided to guide with implementation of the project next semester. (Course Objectives 1-6)

**Evaluation Procedures**

A total of 100 points will be allotted for the course evaluation based on the assignments outlined below. All assignments are due before midnight (by 11:59pm) Eastern Standard Time.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Online Introduction</td>
<td>5</td>
<td>September 1</td>
</tr>
<tr>
<td>Online Discussions (5)</td>
<td>20 (4 each)</td>
<td>September 8, September 15, October 6, October 27, November 24</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>10</td>
<td>September 22</td>
</tr>
<tr>
<td>Research Topic</td>
<td>10</td>
<td>September 29</td>
</tr>
<tr>
<td>CITI Training</td>
<td>10</td>
<td>October 20</td>
</tr>
<tr>
<td>Statistics Presentation</td>
<td>10</td>
<td>November 3</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
<td>November 10</td>
</tr>
<tr>
<td>Interviews</td>
<td>10</td>
<td>November 17</td>
</tr>
<tr>
<td>Research Proposal Outline</td>
<td>15</td>
<td>December 8</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
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**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>F</td>
<td>Below 70%</td>
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**Extra Credit**

There are two opportunities for extra credit in this course. Extra credit points will be offered to students who complete 1) a mid-semester evaluation of the course (1 point) and 2) the UWG end of semester evaluations (1 point). Students will be asked to submit a screenshot of their submission pages to Mary Alice.
Late Work
Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day late. Assignments submitted three days after the due date will receive a grade of zero. Failure to submit an assignment will result in a zero grade for the assignment.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Common Language for Course Syllabi: Please carefully review the information at Common Language for Course Syllabi. 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. In addition to the above information the following policies apply to this course.

Academic Honesty: 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.

Attendance: Attendance will include participation in online discussions.

Disability: 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Professional Conduct: Professionalism is an essential for all graduate students and expected in graduate education. Professional dispositions promote class interaction and facilitate learning. Professional expectations for this course are outlined below:

- Reading all assigned readings and completing all assignments each week.
- Participating and interacting in online discussions to contribute and enhance learning for everyone.
- Treating colleagues and the instructor with respect. This includes respecting differences in opinions that may arise and engaging in professional and respect dialogue.
- Asking questions of colleagues and the instructor; and offering insight and assistance to those with questions.
Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. Communication for this course will also occur through CourseDen, the online platform provided for the course. Students are expected to check CourseDen regularly for communication.

You are expected to check your CourseDen and UWG email at least once a day Monday thru Friday for course updates and announcements.
## Course Outline

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 26 – September 1</td>
<td>Introductions &amp; Overview</td>
<td></td>
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<tr>
<td>2</td>
<td>September 3 – 8</td>
<td>Overview of Quantitative, Qualitative, &amp; Mixed Methods Research Designs</td>
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<tr>
<td>3</td>
<td>September 9 – 15</td>
<td>Basic elements of research designs</td>
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<td>4</td>
<td>September 16 – 22</td>
<td>Ethics in Research</td>
<td></td>
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<tr>
<td>5</td>
<td>September 23 – 29</td>
<td>Participants &amp; Sampling in Quantitative Research</td>
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<td>6</td>
<td>September 30 – October 6</td>
<td>Experimental Research Designs &amp; Non-experimental Research Designs</td>
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<tr>
<td>7</td>
<td>October 7 – 13</td>
<td>Descriptive &amp; Inferential Statistics</td>
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<tr>
<td>8</td>
<td>October 14 - 20</td>
<td>Quantitative Data Analysis Software</td>
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<tr>
<td>9</td>
<td>October 21 - 27</td>
<td>Qualitative Research Designs</td>
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<tr>
<td>10</td>
<td>October 28- November 3</td>
<td>Qualitative Data Collection Techniques</td>
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<tr>
<td>11</td>
<td>November 4 – 10</td>
<td>Analyzing Qualitative Data</td>
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<tr>
<td>12</td>
<td>November 11 – 17</td>
<td>Mixed Methods Designs</td>
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<tr>
<td>13</td>
<td>November 18-24</td>
<td>Measurement and Psychological Testing</td>
<td></td>
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<tr>
<td>14</td>
<td>November 25- December 1</td>
<td>THANKSGIVING</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>December 2-8</td>
<td>Research Proposal Outline</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>December 9-13</td>
<td>Implementing Research Proposals: Next steps</td>
<td></td>
</tr>
</tbody>
</table>

* Weekly readings and resources will be posted on CourseDen.