Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: ADM   COURSE NUMBER: 630   CREDIT HOURS: 3

I. **TITLE:**
   Methods of Research

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
   A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.
   Prerequisite(s): Admission to Graduate Program

III. **COURSE OBJECTIVES:**
   This course is designed to give students a comprehensive understanding of the research and evaluation process through the application of research and evaluation principles in various work settings. Assessment principles and the use of descriptive and inferential statistics will be applied. Each student will complete an empirical research project based in a work setting that complements his or her professional training.

   This course strives to meet the research objectives as outlined in the CACREP Standards (2009), the NASP standards (2010), the research requirements in the Human Development and Leadership (HDL) program, and other degree programs in the Educational Studies, Leadership, and Counseling department.

   Upon successful completion of this class, the student will be able to:
   A. Identify an appropriate research question relevant to their professional workplaces. (CACREP Section II: G.8.a; NASP 2.9)
   B. Evaluate and synthesize research applicable to their professional workplaces. (CACREP Section II: G.8.e; NASP 2.9)
   C. Design a research project for their professional workplaces. (CACREP Section II: G.8.b; NASP 2.9)
   D. Interpret and evaluate formative and summative assessment results for their professional workplaces. (CACREP Section II: G.8.c; NASP 2.9)
   E. Collect and analyze professional workplace data as part of conducting the research process. (CACREP Section II: G.8.d; NASP 2.9)
   F. Present the results of the research project as a formalized report and as a presentation in accordance with standards of the profession. (CACREP Section II: G.8.f; NASP 2.9)

   The CAEP/EPSB theme of assessment will be addressed through the interpretation and evaluation of formative and summative assessment results within the context of their professional fields.

   The theme of technology is used in the course to support data analysis. Dispositions toward the consumption and creation of research as a professional activity are emphasized.

IV. **CONTENT OUTLINE:**
   This course is designed around the following units of study
   A. Research as Inquiry in Learning Communities.
   B. Writing a research proposal.
   C. Identifying and interpreting formative and summative assessment results.
   D. Data collection and analysis processes.
   E. Reporting research findings.

V. **INSTRUCTIONAL ACTIVITIES:**
   This course utilizes the Canvas course management system. (https://murraystate.instructure.com/login). Students need their Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Canvas regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

   Student learning requirements:
   Email Account: An email account is mandatory for this course. Throughout the semester, course-related information may be distributed to the student's Murray State University email address (RacerMail). Students are expected to check their RacerMail regularly (at least once a week for course updates). Please note: Email is used

primarily as a tool of communication in this course. All assignments in this course must be submitted to Canvas (Detailed "How to submit" instructions will be provided for each assignment).

Internet Access: Students in this course are required to have access to high-speed internet and a computer in order to have a successful experience in this online course. This course is not appropriate for a student who has no or limited (such as dial-up) internet access.

File storage: Students in the course are required to have a file storage/retrieval media (such as a computer hard disk, USB flash drive, memory card, or CD-RW) for the purpose of saving students' own work completed in this course. Students in this course are required to make backups regularly to safeguard their own data.

Digital camera: Students in the course are required to have access to a digital camera. Students may be required to take photos of the artifacts they created for this course and to upload photos (in jpg file format) to Canvas.

Software: Students in this course are required to have access to the following software in order to complete this course: Web browser (such as Firefox®, Internet Explorer®), Adobe Reader®, CutePDF Writer®, Microsoft Word®, Microsoft Excel®, Microsoft PowerPoint®, and R software. Please note: To download the free CutePDF Writer® and install it in your own computer, you may visit http://www.cutepdf.com/
To download the free R software and install it in your own computer, you may visit http://www.r-project.org/

LiveText: Students enrolled in the Human Development and Leadership (HDL) program are required to have access to LiveText (a server program available for purchase at Murray State University bookstore). From each of the HDL core courses there will be a common assignment with a common grading rubric. The common assignment of the HDL program will be placed on LiveText server and will be used as part of HDL students' comprehensive exam in the end. The Major Research Project (MRP) of ADM630 is part of the common assignment for the HDL program.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
The student's professional workplace acts as the laboratory to explore course issues.

VII. TEXT(S) AND RESOURCES:
A. McMillan, J. H. (2016). *Fundamentals of Educational Research* (7th ed.)*.* Boston, MA: Pearson Education Inc. (REQUIRED)
B. American Psychological Association. (2010). *Publication manual of American Psychological Association* (6th ed.)*.* Washington, DC: American Psychological Association. (RECOMMENDED)
C. Other course reading materials will be provided by the instructor.
D. COMMON TEXT FOR HDL: Northouse, P. (2013). *Leadership: Theory and practice* (6th ed.)*.* Los Angeles: Sage Publications.

VIII. EVALUATION AND GRADING PROCEDURES:
Students are expected to submit their work no later than the due date. All due dates are noted within course schedule. Students are expected to construct their own schedules to meet these deadlines. Late assignments are only accepted with prior approval of the instructor. Any late submission must include a written explanation including the following: a) date assignment was originally due; b) date assignment was submitted; c) reason(s) for the delay; and d) proposed penalty (if any) for the delay. Any late assignment, including those with advance notice, is likely to result in a reduction of your final grade for that assignment.

A student seeking to have an "incomplete" course grade changed must follow the established university regulation and policy.

The grading system is as follows:

Major Research Project (6 steps)	90 points
Oral (poster) Presentation	10 points
Homework/ Discussion assignments (10 points each × 8)	80 points
Quizzes (5 points each x 14)	70 points
Discussion Forums (15 points each x 6)	90 points
Total Points:	340 Possible

Grading scale:
A =90 – 100%   B =80 – 89%   C =70 – 79%   D =60 – 69%   E =below 60%

Notice to all HDL students beginning the HDL program during Fall 2011 or subsequent semesters: A grade of incomplete ("I") will be given until the common assignment is posted on LiveText for each core class taken during a semester. Common assignments are listed on the syllabi and designated as the common assignment for each HDL core course (ADM630, HDL625, HDL655, HDL660, HDL670, HDL692 and the research project from CNS635). The common assignments posted on LiveText   will be utilized for the HDL comprehensive exam.

Major Research Project (MRP)
In this course activity, students are expected to identify an appropriate workplace problem that is applicable to his or her own professional training such as school counseling, clinical mental health counseling, administration in education, college student personnel, international education administration, intercultural communication, public administration, and youth & non-profit organizations. Students will review the related literature, design a research study, collect their own data, analyze data, discuss results, and draw conclusions. The MRP is divided into six smaller steps. Students will complete this project step by step under the guidance of the course instructor. In the first step, students need to identify a research problem for their project through   reading and reflection. Each student's topic/problem statement must be significant, researchable, and appropriate for this course. In the second step, students need to utilize the online research databases of Murray State University library to find relevant literature on their selected research topics. Students are expected to find at least ten relevant journal articles published within the past ten years. Out of the ten journal articles, two articles must be empirical peer-reviewed journal articles of original research. Students need to describe their search attempts and provide a list of references in APA style. In the third step, students   are expected to construct an outline of the review of related literature. The outline should reflect a strong understanding of the problem being investigated. This outline is for the integrative literature review (i.e., the Introduction section of one's own paper). In the fourth step, each student should develop an integrative literature review of his or her topic based on his or her own review of related literature. The review culminates with specific research questions. In the fifth step, students need to write a research proposal which consists of the integrative review and the method section. Typically, the sample is described, any instruments or tests are described and the procedure is described, including the planned analysis. In the sixth step, students are   required to further improve their proposals based on their own thinking, and reviewer's comments. Students are also required to collect and analyze their data according to their proposals. Finally, students are required to report and discuss their findings. (CACREP Section II: G.8.a, G.8.b, G.8.c, G.8.d, G.8.e, G.8.f)

Notice to all students: Students are expected to work closely with the course instructor to select a significant, researchable, and appropriate research question (step one) for this course within the first month. This course is not appropriate for uncooperative and insubordinate students.
Notice to the Counseling Programs students: Counseling Programs students are required to contact their counseling program advisors to review their research topic/ problem (step one) for appropriateness to the Counseling Programs prior to their submission to the course instructor for the final approval.
MA in Postsecondary Education Administration (PSE) students: Students will need to contact their main advisor in those two programs for initial approval of research topic/ problem prior to their submission to the course instructor for the final approval.

Oral (poster) Presentation
In this activity, students need to first create an effective one-page handout in a poster format for their research papers according to the instructions given by Hess and his colleagues (available at http://www.ncsu.edu/project/posters/index.html). Students are required to make a 5-10 minute presentation. The presentation should include the context of the research problem and its significance (Introduction), objective and specific research questions, method, results, and discussion. (CACREP Section II: G.8.a, G.8.b, G.8.c, G.8.d, G.8.e, G.8.f)

Homework/ Discussion (HD) Assignments
Students are expected to respond to specific questions about content from the assigned readings, class discussions, and other content shared by the professor. There will be eight assignments worth ten points each for a total of up to 80 points. (CACREP Section II: G.7.c, G.7.d, G.7.e, G.8.b, G.8.c,   G.8.d, G.8.f)

Discussion Forums
Participation and active engagement in each forum is essential. The primary element of participation is through discussion board postings. Your postings should demonstrate a comprehension of materials posted for the module, in response to the questions or prompts.

Evaluation of class participation will consider the following:
   1) To what extent do you incorporate class readings into the discussion?

2) To what extent do you link readings with your practical experience?
3) To what extent do you engage your colleagues in the class in meaningful thought, analysis, and debate around the course material?
4) To what extent do you contribute to your colleagues' understanding of complex ideas and perspectives by raising insightful and probing questions?
5) To what extent do you practice active listening as a way of informing your perspective?
(borrowed from Susan K. Gardner, Ph.D., Associate Professor, U of Maine)

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin.* There will be no required face-to-face meetings for this web course. However, students will be expected to make weekly progress online.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104;

Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email:msu.titleix@murraystate.edu

XII.   OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION:

Dispositions of a Murray State University College of Education and Human Services Graduate:

A.   Inclusive – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
B.   Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
C.   Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.
D.   Caring – Demonstrates regard for the learning and wellbeing of every student.
E.   Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
F.   Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.
G.   Leadership – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities.