**ERMA 7200 (DC) Syllabus**

**Course Number:** ERMA 7200 Distance/Asynchronous

**Course Title:** **ERMA 7200 BASIC METHODS IN EDUCATION RESEARCH (3)**

**Semester:** Fall, 2023

**Credit Hours:** 3 credit hours

**Prerequisites: n/a**

**Meeting Time:** Asynchronous

**Instructor:**  Shu-Ching Wang, Ph.D., LPC, RPT

wangshu@auburn.edu

**Office Hour:**  n/a

**Date Syllabus Prepared:** August 2023

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**Texts:**

**Required:**

Wright, R. (2014). *Research Methods for Counseling: An Introduction (1st ed.)*. Sage Publication.

**Recommended Reading:**

American Psychology Association (2020)*. Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association. (ISBN: 978-1433832161)

Leary, M. (2021). Introduction to Behavioral Research Methods *(7th ed.)*. Pearson.

**Technology & Computer Software Requirements:**

1. Access to high-speed internet through smart mobile device or computers.
2. Microsoft Office Word.
3. PDF file creator (e.g. Adobe Acrobat).

**Other Prerequisite Skills:**

 Students taking this class are expected to be able to perform the following basic skills **at the beginning** of the class:

1. **Computer basic skills**: open, save, copy-paste, use track changes, make tables and create the Word and PDF documents.
2. **Online learning platform basic skills**: open, download, and upload documents, review documents and video clips online, and **review instructor feedback on the Canvas. (More student resources for Canvas can be found here:** <http://wp.auburn.edu/biggio/canvas/student-help/> )

**IMPORTANT:**

All course materials (syllabus, PPTs, assignments, rubrics…etc.) will be available in Canvas. Check the Canvas site weekly for announcements, assignments, and information about the class.

**Course Description:**

Reading, applying, and conducting research are critical components of many counseling and education careers. All of these tasks require an understanding of the scientific research process, basic research methods and designs, and the conventions of scholarly writing. In this course, you will develop a working knowledge of these aspects of research through the course. A major focus of the class will be to gain the knowledge, understanding, and application skills needed to inform counseling practice.

 **Course Objectives**:

**LEARNING OBJECTIVES AND ASSESSMENTS:** This course is designed to enable students to acquire knowledge and skills in**:**

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice, CACREP 2.F.a. (assessed by Class Participation and Reading, tests, and project)
2. Identification of evidence-based counseling practices CACREP 2.F.b.(assessed by article critique and tests)
3. Needs assessments CACREP 2.F.c. (assessed by Weekly discussion and tests)
4. Development of outcome measures for counseling programs CACREP 2.F.d. (assessed by tests and project)
5. Evaluation of counseling interventions and programs CACREP 2.F.e. (assessed by weekly discussion and tests)
6. Qualitative, quantitative, and mixed research methods CACREP 2.F.g. (assessed by tests and project)
7. Designs used in research and program evaluation CACREP 2.F.g. (assessed by weekly discussion, tests and project)
8. Statistical methods used in conducting research and program evaluation CACREP 2.F.h. (assessed by weekly discussion, tests and project)
9. Analysis and use of data in counseling CACREP 2.F.i. (assessed by weekly discussion, tests and project)
10. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation CACREP 2.F.j. (assessed by weekly discussion and tests)

**Course Requirements:**

* Complete all examinations.
* Complete all computer exercises.
* Review published research literature to examine applications of course content.

**Grade and Evaluation**

**Exams: 45 % (270 points)**

There are three exams for this course throughout the semester. Each exam is weighted 15 %.

Check schedule section for dates.

**Experiential Research Proposal: 30% (180 points)**

Each student in this class will develop a research proposal/project individually.

A rubric and due date for this assignment is indicated in the “schedule” section of the syllabus.

This research proposal assignment should be written according to APA 7th. (Guidelines and rubrics for this project are posted on CANVAS.)

Proofreading at the Miller Writing Center is required for receiving a grade. <https://auburn.edu/academic/provost/university-writing/miller-writing-center/>

Miller Writing Center will send an email to their client after a meeting.

Submit a revised assignment along with the email from the Miller Writing Center to receive a full earned grade.

Assignment without evidence of proofreading from the Miller Writing Center will receive 85% of your earned grade.

**IRB certificate (10%):** 60 point

Students will complete IRB training and obtain an IRB certificate from following this link:

[https://cws.auburn.edu/OVPR/pm/compliance/irb/trainingLinks to an external site.](https://cws.auburn.edu/OVPR/pm/compliance/irb/trainingLinks%20to%20an%20external%20site.)

**Discussions: 15% (90 points)**

There are 5 discussions on CANVAS throughout the semester. Each discussion is weighted 5% of the total grade.

 You should post your own response first and then choose at least one peer’s post to respond to.

 Please complete this assignment on time. There are no “re-open” any discussions after their due days.

**Grading and Evaluation Procedures:**

Tests 45% (15% x 3) 270 points (90 points x 3)

Research proposal 30% 180 points (check the rubrics)

IRB certificate 10% 60 points

Discussions 15% 90 points

Total 100% 600 points

* Any assignment that is turned in late will be penalized 5% for each day past the assignment deadline. Assignments more than 3 days overdue will not be accepted.
* You can check your grade for each assignment you submitted to the Canvas. However, I keep the official grades in an Excel file and will calculate your final grade using Excel or SPSS.

**Grading Scale**

* A: 90 – 100% (540-600 points)
* B: 80 – 89% (480-539 points)
* C: 70 – 79% (420-479 points)

#### D: 60 – 69% (360-419 points)

#### F: below 60% (below 360 points)

**Class Policy Statements**

* ***Email and Communication***
* All communication through emails needs to be via Auburn Tiger Email system. In other words, you need to use your university email address to send me emails, and I will do the same.
* All PPTs and announcements will be posted in the Canvas at the beginning of each week. You are responsible to check the Canvas every week.
* All assignments need to be uploaded in the Canvas. I will grade your assignments in the Canvas. **You can check your grade and my feedback for each assignment in the Canvas as well.** However, I keep your official grades in my Excel file.
* This is an online asynchronous class. Please email me if you have questions regarding to this class. Emails will be responded **within 48 hours** **excludes weekends and holidays.**
* ***Assignment Policy***
* Assignments need to be submitted/uploaded on Canvas in Word or PDF format.
* All work submitted for the course must be typed.
* Due to the potential incompatibility of word processing programs and formats, and the potential for the transmission of viruses, absolutely no work for the course will be accepted as an E-mail and/or as an E-mail attachment, or on a disk etc. All graded work must be uploaded onto Canvas.
* ***Late Assignments Policy***
* Assignments turned in late will receive a 5% reduction in earned points per day. The only exception will be in the case of emergency.
* Assignments more than 3 days overdue will not be accepted.
* ***Incompletes and Withdrawals***
* Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy (see Auburn University Bulletin). If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th class day to mid-quarter a W (withdrawn-passing) grade will be recorded in your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.
* Note that the incomplete grade (IN) policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form in not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports grades. To be eligible for a grade of IN, the student must have completed and have passed more than half of all class assignments/exams for semester.
* ***Academic Misconduct***

**Academic Honesty**

The Department of EFLT recognizes university policy regarding academic misconduct. Violations include, but are not limited to: plagiarism, unauthorized assistance during examinations, submitting another’s work product as your own, using another’s words as your own without appropriate citation, sharing unauthorized materials with another that contain questions or answers to examinations, altering or attempting to alter assigned grades. **In accordance with University policy regarding academic misconduct, students may be subject to several sanctions upon violations of the Student Academic Honesty Code.** See the Tiger Cub publication for the current year for specifics regarding academic misconduct as well as student’s rights and responsibilities associated with the Code.

**Plagiarism**

For more information, see:

<http://www.collegeboard.com/student/plan/college-success/10314.html>

<http://owl.english.purdue.edu/owl/resource/589/01/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

* ***Disability Accommodations***

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes — or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844 2096 (V/TT).

Course Content and Schedule

| Week | Date | Reading & Class activities | Due Dates |
| --- | --- | --- | --- |
| 1 | 8/16 | Getting the textbook Chapter 1: The Research Consumer |  |
| 2 | 8/20 | Chapter 2: Ethical Research PracticesIRB training and certificate |  |
| 3 | 8/27 | Chapter 3: Reading and Reviewing the LiteratureChapter 17: Writing Research Proposals and Reports |  Mind-mapping[Library Tutorials (auburn.edu)](https://lib.auburn.edu/aubieasks/index.php)Choose “video tutorials”  |
| 4 | 9/03 | Chapter 4: Qualitatively Research I, the Tools and SkillsChapter 5: Qualitative Research II, the Processes | IRB CertificateBy 11:59 PM, 9/3 |
| 5 | 9/10 | Chapter 6: Action Research Methods | Develop a research question (p. 486-487) |
| 6 | 9/17 | Exam I: Chapters 4, 5, 6 | Exam IDue by 9/23, 11:59 pm,  |
| 7 | 9/24 | Chapter 7: Nature of Variables and Data | Literature search [Library Tutorials (auburn.edu)](https://lib.auburn.edu/aubieasks/index.php) Interactive tutorials  |
| 8 | 10/01 | Chapter 8: Mutual Dependence and Correlational Relationships |  |
| 9 | 10/08 | Chapter 9: Sampling and Sampling ErrorChapter 10: Scientific Method and Hypotheses Testing |  |
| 10 | 10/15 | Chapter 11: Inferences Using Categorical and Nominal Information |  |
| 11 | 10/22 | Exam II: Chapters 7,8,9,10,11 | EXAM IIBy 10/28, 11:59 pm |
| 12 | 10/29 | Chapter 12: Understanding and Evaluating Test ScoresChapter 13: Instrument Development and Survey Research |  |
| 13 | 11/05 | Chapter 14: Organizing Valid ResearchChapter 15: Mixed Methods Research |  |
| 14 | 11/12 | Chapter 16: Approaches for Evaluation |  |
| 15 | 11/19 | Thanksgiving Break Research Proposal  due by 11/27, 11:59 pm |
| 16 | 11/26 | Exam III: Chapters 12, 13,14,15,16 | Exam III due by 12/02, 11:59 pm |

NOTE: This is a tentative syllabus. Any changes will be announced in class or Canvas. Students are responsible for being aware of the changes made.