THE ADMINISTRATOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

A course designed to prepare students to understand, interpret, evaluate, and design qualitative and quantitative research as well as develop the ability to select and use appropriate research methods. (3)

II. Prerequisite(s)

None

III. Purposes or Objectives of the Course:

A. To investigate both the qualitative and quantitative paradigms of research.

B. To develop the ability to read and evaluate with understanding qualitative and quantitative studies, their methodologies, findings, and reports of research.

C. To demonstrate an understanding of selecting methods of qualitative and quantitative research design which provide for validity and reliability of studies.

D. To demonstrate the ability to differentiate among appropriate methods of research.

E. To identify a research problem and develop the methodology of investigation.

F. To demonstrate understanding of the components of a research document.
IV. Student Learning Outcomes

A. Each student will be able to identify and use both the qualitative and quantitative paradigms of research. This outcome will be measured by quizzes and evaluation of a research paper on a topic of the student’s choice.

B. To develop the ability to read and evaluate with understanding qualitative and quantitative studies, their methodologies, findings, and reports of research. This outcome will be measured by quizzes and homework assignments in which exemplary articles of qualitative and quantitative research are critically analyzed.

C. To demonstrate the ability to differentiate among appropriate methods of research. This outcome will be measured by quizzes, exams and critical review of research articles.

D. To identify a research problem and develop the methodology of investigation. This outcome will be measured by the writing and peer-critiques of a research paper in which a research problem and methodology of investigation are clearly stated.

E. To demonstrate understanding of the components of a research document. This outcome will be measured by the writing and peer-reviews of a research paper in which the components of a research document are clearly stated.

V. Expectations of Students:

A. To demonstrate serious inquiry and knowledge of qualitative and qualitative research.

B. To read, interpret, and evaluate quantitative and qualitative research, and research that incorporates both quantitative and qualitative approaches.

C. To actively participate in all classes.

D. To satisfactorily complete all assignments.

E. To maintain acceptable performance on scheduled and/or unscheduled examinations.

VI. Course Content or Outline:

<table>
<thead>
<tr>
<th>A. Introduction: Purposes of Research</th>
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<tbody>
<tr>
<td>1. Overview of course procedures</td>
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<tr>
<td>2. Identification of quantitative paradigm</td>
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<tr>
<td>3. Identification of qualitative paradigm</td>
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<table>
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<tr>
<th>B. Framework for Research Study</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Identification of paradigm for study</td>
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</table>
2. Identification of methodology of study
3. Identification of research design

C. Use of the Literature
   1. Use of literature in a qualitative study
   2. Use of literature in a quantitative study
   3. Topics to include in a literature review
   4. Computerized resources available
   5. Style manuals available

D. Introduction to the Study
   1. Composition and writing of the introduction to a study
   2. Comparison of qualitative and quantitative introductions
   3. The problem statement

E. The Purpose Statement
   1. Significance and meaning of the purpose statement
   2. Principles in writing a qualitative purpose statement
   3. Principles in writing a quantitative purpose statement

F. Questions, Objectives, and Hypotheses
   1. Qualitative research questions
   2. Quantitative research questions, objectives, and hypotheses
   3. A model for quantitative research questions, objectives, or hypotheses

G. The Use of a Theory
   1. Definition of a theory in quantitative study
   2. A model for a theory section in quantitative study
   3. Pattern theories in qualitative studies
   4. Use and placement of qualitative pattern theories

H. Definitions, Delimitations, and Significance
   1. The definition of terms
   2. Delimitations and Limitations
   3. Significance of the study

I. The Quantitative Method
   1. Definitions
   2. The population and the sample
   3. The instruments in a survey
   4. Identification of the variables
5. Steps in the data analysis process
6. An experimental design
7. Subjects in the design
8. Variables in the design
9. Instrument considerations

J. The Qualitative Method
   1. The underlying assumptions of the qualitative design
   2. The design type
   3. The role of the researcher in the study
   4. Methods of data collection
   5. Methods of recording information
   6. Data analysis procedures
   7. Verification of the accuracy of information
   8. Narrative approaches to writing

K. Combined Qualitative and Quantitative Designs
   1. Issues in combining
   2. Models in Combined Designs
   3. The Models and Design Phase

VII. Textbook(s) and Other Required Materials or Equipment:


VIII. Basis for Student Evaluation:
The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class

1. Class participation
2. Examinations
3. Quality of written critiques
4. Quality of research project - Three chapter paper

IX. Methods of instruction

A combination of:
   Classroom lectures and discussions
   Classroom experiential exercises
   Web-assisted instructions and tests/exams

X. Reasonable Accommodation
If you have a diagnosed disability or believe that you have a disability that might require "reasonable accommodation" on the part of the instructor, please contact the Learning Enrichment Center, University Center, Room 302, 651-2273 or TDD 651-5927. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

XI. Adherence to the Honor Code:

Students will be expected to abide by the University Honor Code in regards to plagiarism and academic honesty.

XII. Knowledge Base:


Merriam, S.B. (1997). *Qualitative research and case study applications in education*.


Seidman, I. (1998) *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (2nd ed.).


**Internet sites and sources:**

National Board for Professional Teaching Standards
DEPARTMENT APPROVAL DATE 9/17/02
COLLEGE COUNCIL APPROVAL DATE: 10/17/02

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

COURSE SYLLABUS

Supplement for Counseling Students

Title of Course: Methods of Research (3 cr)

Course No. GR 691
Supplement Revised Fall 2009

III. Course Integrated into the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<tbody>
<tr>
<td>Required</td>
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<td>Required</td>
<td>Required Prereq.</td>
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VI. Course as Relates to External Requirements

<table>
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<tr>
<th>CACREP Requirements</th>
<th>DESE Requirements</th>
<th>LPC Requirements</th>
<th>NBCC Requirements</th>
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### V. Course as Relates to External Standards

<table>
<thead>
<tr>
<th>CACREP Standards (2009)</th>
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<tr>
<td>Section II.G.8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:</td>
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<tr>
<td>a. the importance of research in advancing the counseling profession,</td>
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<tr>
<td>b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,</td>
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<tr>
<td>c. statistical methods used in conducting research and program evaluation,</td>
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<tr>
<td>d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications,</td>
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<tr>
<td>e. use of research to inform evidence-based practice, and</td>
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<tr>
<td>f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.</td>
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**CC. Research and Evaluation – I. Knowledge**

1. Understands how to critically evaluate research relevant to the practice of career counseling and career development.
2. Knows models of program evaluation for career counseling and development programs.
3. Knows basic strategies for evaluating counseling outcomes in career counseling.

**SC. Research And Evaluation – I. Knowledge**

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g. behavioral observation and program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g. school improvement plan, school report card).
5. Understands the outcome research data and best practices as identified in the school counseling research literature.

**SC. Research And Evaluation – J. Skills/Practices**

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions and experiences.
3. Analyzes and uses data to enhance school counseling programs.

**CMHC. Research and Evaluation – I. Knowledge**

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical
mental health counseling.

**CMHC. Research and Evaluation – J. Skills/Practices**

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions and treatments.
3. Analyzes and use data to increase the effectiveness of clinical mental health counseling interventions and programs.

<table>
<thead>
<tr>
<th><strong>DESE Standards (2006)</strong></th>
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<td>None</td>
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Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.