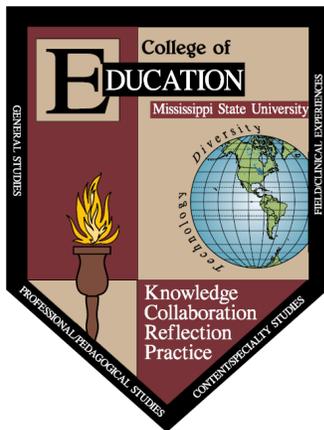


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	COE 9033
<b>Course Title:</b>	Advanced Seminar
<b>Credit Hours:</b>	3 hours
<b>Type of Course:</b>	Lecture
<b>Catalog Description:</b>	Advanced study of a topic in counseling.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Course Objectives:**

As a result of successful completion of this course each student will have advanced *knowledge* of:

1. The philosophies and epistemologies underpinning varying qualitative, quantitative, and time series research paradigms. (CFPO 1, 4, 6, 8, 9, 12)
2. Approaches in the scope of qualitative, quantitative, and time series designs. (CFPO 1, 7)
3. The nature, organization, and interpretation of qualitative, quantitative, and time series data. (CFPO 1, 2, 8)
4. The ethical, legal, & multicultural issues associated with research. (CFPO 1, 2, 6, 8)

Also, as a result of successful completion of this course, students will possess the *skills* to:

5. Submit proper documentation for research involving human subjects to the Institutional Review Board for Human Use (IRB). (CFPO 2, 11)
6. Evaluate and design grant-related funding. (CFPO 2, 9, 11)
7. Critically evaluate assumptions about research and methodology. (CFPO 6, 7, 8, 9)
8. Engage in qualitative, quantitative, and/or time series inquiry. (CFPO 1, 2, 3, 6, 8, 9, 11, 12)
9. Design a comprehensive Dissertation Research Proposal. (CFPO 2, 9)

Please note that this course is specifically designed to fulfill *all* of the CACREP accreditation standards for doctoral programs related to research design (Doctoral Standards, Section II, C-5, 6, 7, 8, & 9)

**Topics covered:**

IRB certification knowledge domains (5 clock hours)  
Critical evaluation of research literature (5 clock hours)  
Research grant writing (6 clock hours)  
Dissertation Introduction – Chapter I (6 clock hours)  
Dissertation Review of Literature – Chapter II (6 clock hours)  
Dissertation Methodology – Chapter III (6 clock hours)  
Dissertation Results – Chapter IV (5 clock hours)  
Dissertation Discussion – Chapter V (6 clock hours)

**Required Reading:**

- Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day*. New York, NY: Henry Holt and Company, LLC.
- Heppner, P. & Heppner, M. (2004). *Writing and publishing your thesis, dissertation, and research: A guide for students in the helping professions*. Belmont, CA: Brooks and Cole.
- Morgan, S., Reichert, T., and Harrison, T. (2002). *From numbers to words: Reporting statistical results for the social sciences*. Boston, MA: Allyn & Bacon.

## Methods of instruction:

Lecture, class discussion, small group activities (INTASC #'s 1, 2, 3, 4, 5, 6, 7, 8)

## Instructor's Statement:

In teaching this course, I have two primary goals: (a) to help students develop applied research skills so they may contribute to the knowledge base of the profession and (b) to help students begin the dissertation process with a sense of efficacy. To this end, the primary objective of this course will be for students to design the primary draft of the Dissertation Proposal that may/will be used as the first three chapters of a dissertation. A secondary objective will be for students to increase their ability to critically evaluate research currently in publication. The final objective is intended for students to fully understand and execute the manuscript production process.

## Student Activities:

### Assignments:

#### 1. Institutional Review Board (IRB) Certification (Course Objectives 1, 2, 3, 4, 5)

In order to conduct research at Mississippi State University, each investigator (faculty/student/staff) is required to participate in training for the protection of human subjects **prior to** the initiation of any research-related project. As such, each student in this course will be required to provide the instructor evidence of his/her completion of the IRB On-Line Training **before** beginning the required research project outlined below. The IRB training can be accessed at the following web-address: <http://www.orc.msstate.edu/human/>

Additional information pertaining to this activity will be discussed during the first class session of this course. (Note: This is a required, non-credit accruing class activity.)

#### 2. Grant Proposal (100 pts.) (Course Objectives 1, 2, 3, 4, 6)

In order to pay for research activity, funds are often provided by government and private agencies that are interested in obtaining specific knowledge of or training to address specific professional problems. These funds are often provided in the form of "grants" and are advertised to public and private individuals and institutions by way of Requests for Proposals to conduct specific research or educational training to obtain specific outcomes/goals.

As the primary goal of this course is prepare students to conduct individual research, costs associated with that research will potentially be addressed through generating a Request for Proposal for a grant to conduct said research.

This Grant Proposal will be discussed during class lectures as well as individually between students and instructor but it is also **highly** recommended that each student discuss this process with his/her Committee Chair within the same conversations as the dissertation proposal.

(Assessment of the grant proposal will be conducted using the rubric on page 7)

### 3. Signature Assignment – Dissertation Research Proposal (200 pts.)

(Course Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9)

As the primary assignment in this course, each student will generate a Dissertation Proposal to conduct original research. As previously referred to, each student shall discuss the generation and execution of this research with his/her Committee/Dissertation Chair prior to generating the Proposal for this course.

Students are also required to submit proper documentation for research involving human subjects to the Institutional Review Board for Human Use (IRB).

The primary goal of this course is for each student to prepare an official Proposal to Conduct Dissertation Research. This proposal will require a detailed manuscript reporting the research question, basis and support within existing empirical literature, hypotheses, research design/methods and appropriate statistical assessment instruments (using the Assessment Rubric on pages 10, 11 & 12). Again, students **must** include their Committee/Dissertation Chair in the discussion and development of this research proposal.

During the final class meeting, each student will present the results of his/her proposal in a 30-minute research presentation format. Power Point may be used to supplement the presentation but minimally, students must provide a short handout to each classmate that summarizes the key proposal elements. Within presentations, discuss the philosophies and epistemologies underpinning the selected methodology. Also discuss the ethical, legal, & multicultural issues associated with this research.

During each class session, discussions will occur regarding each students progress toward this research proposal.

#### Assignments:

All written assignments must be word processed and have no spelling or punctuation errors. Assignments with said errors will not be graded.

Students missing class on the day an assignment is due or an examination is scheduled will have one (1) class session to submit the assignment or arrange for and complete a make-up examination. No assignments or examinations will be accepted or allowed after one class session past the due date.

#### **Academic Honesty – Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

**Technology:**

You must know how to operate a basic personal computer for word processing.

**Diversity:**

Diversity will not be formally addressed but an understanding that diversity occurs within the population is required.

**Academic Accommodation of Disability:**

Qualified students needing to accommodate disability are required by law to initiate the request process. If you haven't already made arrangements through Student Support Services (325-3335) and wish to discuss any accommodation needs you may have, my office hours and telephone numbers are included in the syllabus.

**Field Component:**

There will be no field component required but students must understand that research is typically conducted in the field.

**Caveat:**

The information and schedule of events in this syllabus are subject to change based upon numerous environmental factors.

**Evaluation of student progress:**

Grant Proposal	100
<u>Dissertation Proposal</u>	<u>200</u>
Total	300

Grading Scale

- 300 – 271 = A
- 270 – 241 = B
- 240 – 211 = C
- 210 – 181 = D
- < 181 = F

**Consultation:**

It will be easier for students to fully and successfully complete the course requirements with assistance beyond that provided in the class meetings. Accordingly, students should feel free, and indeed are encouraged to arrange for mutually convenient individual consultation time with the instructor.

**Course Schedule**

	Discussion Topic(s) & Activities	Readings	Assignment Due
1	Class introductions, IRB Certification/Ethics in Research  “How to develop a research question” “How to write the Introduction Section”	Bolker (all) Heppner, 3	
2	“How to write the Methods Section”	Heppner, 4 & 6	IRB Training Cert Research Question
3	“How to write the Literature Review”	Heppner, 7, 8 & 9	Methods Chapter
4	“Grant Writing” workshop	Handout	
5	“Writing Results”	Heppner, 12 & 13 Morgan, From Number to Words	Literature Review
6	“Writing the Discussion”	Heppner, 14	Introduction
7	Student/Faculty Review		
8	Student/Faculty Review		Grant Proposal Dissertation Proposal

## **Bibliography:**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, D.C.: American Psychological Association.
- Campbell, D. & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: Rand McNally.
- Cherry, A. L. (2000). *A research primer for the helping professions: Methods, statistics, and writing*. Belmont, CA: Wadsworth/Thompson Learning.
- Gall, M., Borg, W., & Gall, J. (1996). *Educational research: An introduction* (6<sup>th</sup> Ed.). White Plains, NY: Longman.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). *Multivariate data analysis*, (5<sup>th</sup> Ed.). Upper Saddle River, NJ: Prentice Hall.
- Heppner, P.P., Kivlighan, D.M., & Wampold, B.E. (1999). *Research design in counseling* (2<sup>nd</sup> Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Kratochwill, T. & Levin, J. (1992). *Single-case research design and analysis: New directions for psychology and education*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Mertler, C. A. & Vannatta, R. A. (2005). *Advanced and multivariate statistical methods* (3<sup>rd</sup> Ed.). Glendale, CA: Pyrczak.
- Monette, D., Sullivan, T., & Dejong, C. (2002). *Applied social research: Tool for the human services* (5<sup>th</sup> Ed.). Orlando, FL: Harcourt.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2<sup>nd</sup> Ed.). Newbury Park, CA: SAGE.
- Pedhazur, E. (1997). *Multiple regression in behavioral research* (3<sup>rd</sup> Ed.). New York, NY: Thomson Learning.
- Salant, P. & Dillman, D. (1994). *How to conduct your own survey*. New York, NY: John Wiley & Sons.
- Stangor, C. (2004). *Research methods for the behavioral sciences* (2<sup>nd</sup> Ed.). Boston, MA: Houghton Mifflin.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: SAGE.

Grant Proposal Grading Rubric			
Paper Element	Professional-Very Good (100 – 95% of pts.)	Good to Average (94 – 75% of pts.)	Poor (74% of pts. or less)
Title (5pts.)	Title clear & informative. (5-4 pts.)	Contains elements of scope or purpose. (3 pts.)	Title tells little about content or scope. (2-0)
Abstract (10 pts.)	Accurate description, clear, succinct, comprehensive. (10-9 pts.)	Modest description, lacking clarity. (8-7 pts.)	Description lacks depth, action sequencing unclear. (6-0 pts.)
Introduction (10 pts.)	Clear importance of main idea, sets the stage. (10-9 pts.)	Main idea present, insufficient rationale (8-7 pts.)	Dry or nebulous intro, stage not set. (6-0 pts.)
Goals & Objectives (15pts.)	Goal/Objectives clear, activities produce objectives. (15-13 pts.)	Goal/Objectives outlined, activities may produce object. (12-10 pts.)	Unclear objectives, questionable goal attainment (9-0 pts.)
Significance/Lit Review/ Theoretical Foundation (15pts.)	Presents existing knowledge, clearly demonstrates relevancy, identifies competent strategy for project. (15-13 pts.)	Moderate review of existing lit, unclear theory for project, minimal strategy exploration. (12-10 pts.)	Depth of lit review problematic, no description of strategic options. (9-0 pts.)
Methodology/ Research or Educational Plan (25 pts.)	Design, sampling, procedures, timetable and analysis clearly lead to desired outcome. (25-23 pts.)	Project execution outlined with < 3 gaps in procedural sequence. (22-18 pts.)	Unclear if procedures will lead to desired outcome. (17-0 pts.)
Budget (15pts.)	Direct, F&A, budget categories, cost share, obligated components clearly delineated. (15-13 pts.)	All budget components present but <3 loosely delineated. (12-10 pts.)	Budget components missing and/or serious absence of clarity. (9-0 pts.)
Dissemination, Team Credentials, References (5 pts.)	Dissemination plan, investigative team, and references clearly specified. (5-4 pts.)	< 3 minor oversights in augmentative information. (3 pts.)	1 or more major oversights in augmentative information. (2-0 pts.)
Sub-total			
Total (of 100 pts.)			

## DISSERTATION PROPOSAL COMPONENTS

- Title Page - clearly & accurately convey content of article (within fourteen words)  
- under article title, author's name and employment affiliation
- Abstract - an abbreviated summary of the article  
- written as one paragraph (120 word limit)  
- purpose of study  
- research design  
- methodology
- Introduction - what is the problem?  
- why study it?  
- what historical developments have led to this study?  
- what was known about it before the present study?  
The most important portion of the Introduction is identifying the study's purpose.  
This is typically located in the last paragraph of the Introduction.  
The purpose or objectives identifies the specific questions to be answered.  
1<sup>st</sup> part – basic question or general hypothesis being examined  
2<sup>nd</sup> part – summarize the relevant research literature & historical precedents  
3<sup>rd</sup> part – portray the development of the problem (outline the steps taken in establishing the research parameters)  
4<sup>th</sup> part – list specific hypotheses being tested
- Lit Review - a thorough understanding of the field  
1<sup>st</sup> Category – Coverage (the extent to which relevant works are found and included)  
2<sup>nd</sup> Category – Synthesis  
- Distinguish what has been done from what needs to be done  
- Place the topic or problem in the broader scholarly literature  
- Place the research in historical context of the field  
- Acquire and enhance the subject vocabulary  
- Articulate important variables relevant to the topic  
3<sup>rd</sup> Category – Methodology  
- Identify the main methods and techniques used in field analyzing the advantages and disadvantages  
- Relate ideas and theories in the field to research methodologies  
4<sup>th</sup> Category – Significance  
- Rationalize the practical significance of the research problem  
- Rationalize the scholarly significance of the research problem  
5<sup>th</sup> Category – Rhetoric  
- Written in a clear, coherent structure that supports the review
- Methodology - specific methodology is described including information concerning:  
- research design  
- procedures

- study population and sample
- treatment assignment
- measures (independent and dependent)
- statistical test selection

1<sup>st</sup> part – population and selection of study participants

2<sup>nd</sup> part – procedures to execute the research

3<sup>rd</sup> part – research instruments and collection of data

4<sup>th</sup> part – statistical tests

## References

### Dissertation Proposal Assessment Rubric

Paper Element	Professional (100 – 90%)	Very Good (89 – 80%)	Acceptable (79 – 75%)	Poor (> 75%)
Title and Abstract (10 pts.)	Title and abstract are informative, succinct, and sufficiently specific details about the educational issue, variables, context, and proposed methods of the study.  (10 – 9 pts.)	Title and abstract are relevant, offering details about the proposed research study.  (8 – 7 pts.)	Title or abstract lacks relevance or fails to offer appropriate details about the educational issue, variables, context, or methods of the proposed study. (6 – 5 pts.)	Title or abstract were omitted or inappropriate given the problem, research questions, and method.  (4 – 0 pts.)
Introduction: Problem, Significance, & Statement of Problem (15 pts.)	Articulates a specific, significant problem by connecting that problem to the literature, statements of purpose flows logically from the introduction, research problem and the statement of significance clearly establishes relevance. (15 – 14 pts.)	Identifies a relevant research issue, connections established with the literature.  (13 – 12 pts.)	Research issue is identified, but the statement is too broad or the description fails to establish the importance of the problem area, connections to the literature are unclear, debatable, or insignificant. (11 – 10 pts.)	Statement of the problem, significance, purpose, questions/hypotheses, or definitions of constructs and variables were omitted or inappropriate.  (9 – 0 pts.)
Introduction: Research Questions, Definitions, Assumptions, Limitations (15 pts.)	Clear, reasonable, and succinct research questions and definitions given the purpose, design, and methods of the proposed study; a thorough, reasonable discussion of assumptions and	Research questions are stated, connected to the research issue, and supported by the literature; constructs have been identified and variables have been operationally	Elements are poorly formed, ambiguous, or not logically connected to the description of the problem, purpose, or research methods	Research questions, definitions, assumptions and limitations were omitted or inappropriate given the context, purpose, or methods of the study.

	limitations is provided; all elements are mutually supportive. (15 – 14 pts.)	defined; assumptions and limitations are present. (13 – 12 pts.)	(11 – 10 pts.)	(9 – 0 pts.)
Literature Review: Organization (20 pts.)	Structure is intuitive and sufficiently grounded to each of the key constructs and variables of the proposed study.  (20 – 19 pts.)	A workable structure has been presented for presenting relevant literature related to the constructs and variables of the proposed study. (18 – 16 pts.)	The structure of the literature review is weak; does not identify important ideas, constructs or variables related to the research purpose or questions. (15 pts.)	The structure of the literature review is incomprehensible, irrelevant, or confusing.  (14 – 0 pts.)
Literature Review: (30 pts.)	Narrative integrates critical and logical details from the peer-reviewed theoretical and research literature; attention is given to different perspectives, conditionality's, threats to validity, and opinion vs. evidence. (30 – 27 pts.)	Key constructs and variables were connected to relevant, reliable theoretical and research literature.  (26 – 24 pts.)	A key construct or variable was not connected to the research literature; selected literature was from unreliable sources; literary supports were vague or ambiguous. (23 – 22 pts.)	The review of literature was missing or consisted of non-research based articles; propositions were irrelevant, inaccurate, or inappropriate.  (21 – 0 pts.)
Methods: Research Design (20 pts.)	Purpose, questions, and design are mutually supportive and coherent; attention given to eliminating alternative explanations and controlling extraneous variables;	Research design has been identified and described in sufficiently detailed terms; some limitations and assumptions have been identified.	Research design is confusing or incomplete given the research questions and sampling strategy; important limitations and assumptions have not been identified.	Research design is inappropriate or has not been identified and or described using standard terminology; limitations and assumptions are omitted.

	appropriate and important limitations and assumptions have been clearly stated. (20 – 19 pts.)	(18 – 16 pts.)	(15 pts.)	(14 – 0 pts.)
Methods: Context, Population, and Sampling (20 pts.)	Description of the context and population was meaningful, including both quantitative and qualitative description; sampling process was reasonable to recruit a representative sample of the population; attention was given to controlling for extraneous factors and sampling error. (20 – 19 pts.)	Context, population, and sampling strategy was adequately identified and described; size of the population, sample, and comparison groups was identified.  (18 – 16 pts.)	Description of the context, population, or sampling strategy was confusing, lacked relevance to the purpose, was incomplete, or failed to identify specific quantitative or qualitative details.  (15 pts.)	Context, population, or sample was not identified or described; the sampling strategy was inappropriate for the research questions.  (14 – 0 pts.)
Methods: Instruments (20 pts.)	Descriptions of instrument and observation protocols included purpose statements, type and number of items, and type of scores; reasonable evidence of validity and reliability was presented.  (20 – 19 pts.)	Instrument and observation protocols were identified by name and described.  (18 – 16 pts.)	Description of the instrument (purpose, form, and elements) or observation protocols were confusing, incomplete, or lacked relevance to the research questions and variables. (15 pts.)	Instrument and observation protocols for gathering data were not identified by name or described in a meaningful way; validity and reliability information was omitted.  (14 – 0 pts.)
Methods: Procedures	Procedures were thorough, manageable,	Procedures for implementing the study	Procedures (permissions, treatments, and	Procedures for treatments and/or gathering data

(20 pts.)	coherent, and powerful generating valid and reliable data; replicable with clear distinctions between researcher and participant actions; clear and reasonable strategies were presented for seeking permissions and for ethical treatment of humans. (20 – 19 pts.)	(permissions, treatments, and data gathering) were identified and described in a chronological fashion.  (18 – 16 pts.)	data gathering) were confusing, incomplete, or lacked relevance to purpose, research questions, or sampling strategy.  (15 pts.)	were omitted.  (14 – 0 pts.)
Methods: Data Analysis (10 pts.)	Analytical methods were sufficiently specific, clear, and appropriate given the research questions, research design, and scale of measurement, and type of distribution. (10 – 9 pts.)	Both descriptive and inferential methods were identified; level of significance was stated.  (8 – 7 pts.)	Descriptive or inferential methods were confusing, incomplete or lacked relevance to the research questions, data, or research design.  (6 – 5 pts.)	Analytical methods (descriptive, inferential test, and significance level) were missing or inappropriately aligned with data and research design.  (4 – 0 pts.)
Manuscript: APA (6 <sup>th</sup> Ed.), English Composition, & Timeliness (20 pts.)	Consistently applied assignment, English composition, and APA (6 <sup>th</sup> Ed.) guidelines, especially in regards to citations, references, headings, table of contents, page numbers, and running headers.	Manuscript conformed to most standards of English composition and APA (6 <sup>th</sup> Ed.) guidelines; timeliness of delivery was acceptable.  (18 – 16 pts.)	Weak, incomplete, ambiguous, or inconsistent application of APA (6 <sup>th</sup> Ed.), manuscript organization, rules of English composition; delivery was delinquent. (15 pts.)	Failure to apply standard rules for manuscript presentation, English composition, and timeliness.  (14 – 0 pts.)

	(20 – 19 pts.)			
Sub-total				
Total of 200 =				