STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Education EDUC640 Research Methods in Education
Credit Hours: 3 Length of Course: 8 weeks Prerequisite: EDUC503 or EDUC505 (may be taken concurrently)

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Course Description (Catalog)

This course provides an understanding of research methods, statistical analysis, needs assessments, and program evaluation. The significance of research to advance the field of education, to inform evidence-based practice, and the use of findings to effect program motivation will be covered. The course is designed to prepare practitioners to conduct high quality research using various approaches; including, qualitative, quantitative, single-case design, mixed methods, action research, and outcome-based research. (Prerequisite: EDUC505)

Course Scope

Research methodology in education is extremely varied; this course will review these varying approaches and its uses for educators. Through a unique emersion approach, educators will have the opportunity to learn about the many engaging aspects of the research process. Students will
also have the opportunity to prepare a research proposal that will be developed throughout the course.

Course Objectives

After successfully completing this course, you will be able to:

- Examine types of research
- Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)
- Evaluate the relevance of research in advancing the discipline/field
- Examine problems/issues and related limitations in research studies in the discipline
- Use research data to create strategies that impact education or school counseling outcomes
- Examine how program evaluation and research findings can inform change, provide accountability and produce evidence-based practice
- Demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies
- Demonstrate measurable outcomes for programs, interventions, and experiences in discipline

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include forum questions (accomplished in groups through threaded discussion), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this 8-week course.

Course Materials

Required Course Materials:

A series of research articles will be required to read for various assignments.

**Recommended Textbook for the degree program:**

In addition to the required texts in this course, you are **strongly encouraged** to purchase the latest addition of the Publication manual of the American Psychological Association (Currently 6th Ed.) if you have not previously purchased this resource.

**Additional Course Materials:**

Suggested throughout, none required

**Web Sites**

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Research</td>
<td><a href="http://www.ucerc.edu/teacherresearch/teacherresearch.html">www.ucerc.edu/teacherresearch/teacherresearch.html</a></td>
</tr>
<tr>
<td>CAL: Digests: Action Research</td>
<td><a href="http://www.cal.org/resources/digest/0308donato.html">www.cal.org/resources/digest/0308donato.html</a></td>
</tr>
<tr>
<td>Action Research Resources</td>
<td><a href="http://cadres.pepperdine.edu/ccar/resources.html">http://cadres.pepperdine.edu/ccar/resources.html</a></td>
</tr>
<tr>
<td>SOLES: Action Research e-Lab</td>
<td><a href="http://www.sandiego.edu/soles/centers/student_support_systems/projects/action_research_lab.php">http://www.sandiego.edu/soles/centers/student_support_systems/projects/action_research_lab.php</a></td>
</tr>
</tbody>
</table>

**Evaluation Procedures**

**IRB Training**

It was a requirement of this course to complete the APUS IRB training. It is suggested that you begin the training now to have ample time to complete it by week 8. You will receive a **approaches (4th ed.).** Los Angeles: SAGE Publications, Inc.
To access the training, please use the following link.
http://www.apus.edu/community-scholars/institutional-review-board/training.htm

**Week 2 Assignment-** Accountability in Educational Research

Read 3 of the 4 articles provided in the APUS library on accountability in education:

Litchka, P. R. (2007). No leader left behind: Planning to prepare effective educational leaders in this era of accountability. Educational Planning, 16(2), 44-52.


After reading 3 of the 4 articles, write a 5-7 page paper, not including the title page, reference page, and appendix (if applicable) on the required sections noted below. Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. **The Accountability in Educational Research Paper is due by Midnight on Sunday of Week 2.**

In your Accountability in Educational Research Paper please include the following:

- A summary of the pertinent information discussed in the three articles, how it relates to each other, and how it’s different. What did you learn from reading these articles and how does it apply to accountability in education?
- What is the significance of research in education?
- How does research advance education?
- What are problems, issues, and/or limitations related to research in education?
- How can research findings inform change, provide accountability, and produce evidence-based practice in education?

**Week 7 Assignment-** Research Paper

Each week in this course, you’ve been developing your understanding of the research process in education. This week you will submit your compiled sections that you’ve developed each week as your Research Paper. Your research paper should be between 15-20 pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow APA 6th edition
Week 8 Assignment - The Institutional Review Board (IRB) and Ethics in Research

Prior to beginning any research on human subjects, permission needs to be obtained from your university and/or employers Institutional Review Board (IRB). As part of the review process, the IRB committee requires researchers to assess potential risk to participants and to consider the needs of susceptible populations (Creswell, 2014). Researchers submit an application to the IRB committee noting procedures, information about participants, potential risk, and a sample informed consent form that participants will sign agreeing to provisions of the study (Creswell, 2014). Before any study is conducted on human subjects, documented permission needs to be obtained from the IRB committee.

Reference


To learn more about research on human subjects and the IRB process, please view the following articles (available in the APUS library) and APUS resources.


It is a requirement of this course to complete the APUS IRB training. For this assignment, please submit the certificate of completion you received at the end of the training. Please also submit a 3-5 page paper, not including the title page, reference page, and appendix (if applicable) on the IRB process (summarizing your experience and what you learned in the training), why it’s significant, the rights of human subjects, and include a discussion of the code of ethics you adhere to from your professional organization (chapter 4 of Creswell text). Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. The Institutional Review Board (IRB) and Ethics in Research Paper is due by Midnight on Sunday of Week 8.

Forum Participation

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

Students are required to participate in a Forum thread for each module. Students are required to post their biography in the Forum (week 1) and participate each week in a Forum thread (weeks 1-8). Interacting with your classmates is a critical part of your learning experience. Throughout this course, you will be asked to respond to specific topics/questions on the forum related to counseling theories. Appropriate “NETIQUETTE” should be followed for all postings. You must post at least one initial post on the given topic each week and your post should be approximately 300-500 words (1-2 pages double spaced). You also are required to respond to at least two of your classmates’ postings for any forum assignments. Each response should be a minimum of 150 words. Please be sure to use references in all initial posts and peer responses to demonstrate support for your stance/opinion. Remember APA 6th edition standards apply to your forum formatting (excluding title page). Your forum post is due by Midnight on Wednesday of the week listed. The minimum length of your forum posts are approximately 1 double spaced page (300 words). Your 2 responses to classmates’ postings are due by Midnight on Saturday of the week listed and should be a minimum of 150 words (about a paragraph). Writing “I agree” or “you are right” does not meet the requirements of a thoughtful response to your classmates. PLEASE SEE THE FORUM RUBRIC

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytical skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, i.e., “grapple” with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and classroom
management of schooling;
• Clarity of expression and logical connection among ideas expressed;
• Writing that reflects precise and concise thinking;
• Excellent grammar, syntax, and spelling.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>IRB &amp; Ethics Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Forum Participation (8 x 10)</td>
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</tr>
<tr>
<td>• Forums 1-8</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Professional Dispositions**

Students in the American Public University System (APUS) M.Ed. School Counseling program must be able to demonstrate professional conduct at all times. The following characteristics adhere to the ethical standards of the American Counseling Association (ACA), American School Counseling Association (ASCA), Council for the Accreditation of Counseling Related Education Programs (CACREP), and National Council for Accreditation of Teacher Education (NCATE).

The following skills and characteristics are expected:

• Clear oral and written communication skills
• Use of effective listening skills
• Demonstrate respect in communications with faculty, staff, and classmates
• Demonstrate sound judgment
• Honesty and integrity
• Respect for different opinions
• Ability to be a team player and work with others
• Demonstrate problem solving skills effectively
• Ability to evaluate strengths and areas of improvement
• Commitment to multicultural competence and appreciation of diversity
• Ability to complete work in a timely manner
• Ability to be resourceful
• Commitment to personal well-being
• Commitment to personal and professional growth
• Academic integrity in submission of all work
• Commitment to ethical standards, laws, and policies
• Commitment to confidentiality
• Maintain a professional and positive attitude
• Ability to accept and reflect on constructive feedback

Beyond that, the APUS School of Education is committed to preparing pre-service and in-service educational professionals who also demonstrate:

• the belief that all students can learn;
• active contribution and collaboration in their professional learning communities;
• application of theory and research in daily practice and reflection;
• valuing, respecting, and promoting diversity;
• skill in identifying and using community resources that enhance student success;
• social responsibility;
• ethical practices; and
• the appropriate use of technology

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

  Drop/Withdrawal Policy
  Plagiarism Policy
  Extension Process and Policy
  Disability Accommodations

Citation and Reference Style
Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
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Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism
Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:
Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

• Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and
proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) : )) 😊

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**Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

**Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI1111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

### 8 – Week Course Outline

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<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theoretical frameworks and types of research</td>
<td>Examine types of research</td>
<td>Creswell (2014) Chapters 1 &amp; 3</td>
<td>Forum 1</td>
</tr>
<tr>
<td>2</td>
<td>Problems/relevance of research in the field.</td>
<td>Examine how program evaluation and research findings can inform change, provide accountability and produce evidence-based practice</td>
<td>Creswell (2014) Chapters 5, 6, 7</td>
<td>Forum 2</td>
</tr>
<tr>
<td></td>
<td>Research to inform change/ accountability</td>
<td>Evaluate the relevance of research in advancing the discipline/field</td>
<td>Additional Articles as Assigned</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evaluating research reports and literature</td>
<td>Examine problems/issues and related limitations in research studies in the discipline</td>
<td>Creswell (2014) Chapter 2</td>
<td>Forum 3 (Complete section two of Research Paper- Literature Review)</td>
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<tr>
<td>4</td>
<td>Research methods- Quantitative</td>
<td>Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)</td>
<td>Creswell (2014) Chapter 8</td>
<td>Forum 4 (Begin working on Method section of Research Paper)</td>
</tr>
<tr>
<td>5</td>
<td>Research methods- Qualitative</td>
<td>Appraise research methods (e.g. such as qualitative, quantitative, single-case designs, action research, and outcome-based research)</td>
<td>Creswell (2014) Chapter 9</td>
<td>Forum 5 (Complete section three of Research Paper- Method)</td>
</tr>
<tr>
<td>6</td>
<td>Research methods-Mixed Methods</td>
<td>Use research data to create strategies that impact education or school counseling outcomes</td>
<td>Creswell (2014) Chapter 10</td>
<td>Forum 6 (Complete section four of Research Paper- Findings and Application)</td>
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<tr>
<td>7</td>
<td>Analyze and Interpret Data/Ethics</td>
<td>Demonstrate measurable outcomes for programs, interventions, and experiences in discipline</td>
<td>Creswell (2014) Chapter 4 Additional Articles as Assigned</td>
<td>Forum 7 (Complete section five of Research Paper- Conclusion and compile the entire paper for submission) Research Paper Due</td>
</tr>
<tr>
<td>8</td>
<td>The Research Process</td>
<td>Demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies</td>
<td>Articles as Assigned</td>
<td>Forum 8 IRB &amp; Ethics Paper</td>
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