CEPD 7152: Research and Program Evaluation

Semester Hours   Online Course

Semester/Year   Summer 2012

Time/Location   Online Course; We will have multiple google hangout sessions in small groups for discussion and reflection in addition to online modules.

Instructor   James M. DeVita

Office Location   Education Annex 227

Office Hours   Online hours:

Online Hours   I will have virtual office hours in google (gmail) chat – username: jamesmdevita

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COURSE DESCRIPTION

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards for CACREP also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will provide students with an overview of quantitative, qualitative, mixed methods, and program evaluation research methods. Learning activities include: methodological readings and discussions, interactive face-to-face and online exercises, article reviews, and research projects.

COURSE OBJECTIVES

Students will demonstrate:

1. an understanding of the importance of research and opportunities and difficulties in conducting research in the counseling profession (Hadley & Mitchell, 1995)

(Knowledgeable, Reflective; CACREP II.K.8. a);

2. knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research (Best & Kahn, 2006; Creswell, 2005; McMillan & Schumacher, 2006; Slavin, 2007)

(Knowledgeable, Reflective; CACREP II.K.8.b);

3. an understanding of the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy (Best & Kahn, 2006; Creswell, 2005; McMillan & Schumacher, 2006; Slavin, 2007)

(Knowledgeable; CACREP II.K.8.c);

4. knowledge of principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications; (McMillan & Schumacher, 2006; Mertler & Charles, 2008; Stone & Dahir, 2004)

(Knowledgeable, Reflective; CACREP II.K.8.d);

5. use of research to improve counseling effectiveness; (Hadley & Mitchell, 1995)

(Knowledgeable, Adaptive, Proactive, Lifelong Learner, Reflective; CACREP II.K.8.e);

6. knowledge of ethical and legal considerations in research (Best & Kahn, 2006; Gay, Mills, & Airasian, 2006; McMillan & Schumacher, 2006)

(Knowledgeable, Adaptive, Reflective; CACREP II.K.8.f).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA:Sage.

Hatch, A. (2002). *Doing qualitative research in educational settings*. Albany, NY: State University of New York Press.

Ray, W. J. (2011). *Methods towards a science of behavior and experience* (10th ed.). Belmont, CA: Wadsworth.

Suggested Text(s)

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: Author.

Instructional Resources   See Course Den for more information

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. Completion of assigned reading;
2. Completion of online modules;
3. Completion of qualitative and quantitative pilot studies.

Qualitative Research Project

Students will complete a qualitative research project using data collected during the course. The project should be based on an area of interest to the researcher. Each student will produce a written report of your qualitative research project, which will be described in greater detail in the module associated with qualitative research.

The primary criterion for grading this assignment will be your ability to demonstrate competency and comfort conducting and disseminating qualitative research. Additional criteria for evaluation include: your ability to identify meaningful implications for your work and the overall quality of your writing.

NOTE: This project is intended to help you become comfortable conducting qualitative research. You are NOT expected to design and conduct a "perfect" qualitative research study; in fact, most of your learning on this project will be from the errors/mistakes/limitations of your work. Simply put, the purpose of requiring a qualitative research project is to help you learn the process of conducting qualitative research in a personalized way.

Quantitative Research Project

Students will complete a quantitative research project using data collected during the course. The project should be based on an area of interest to the researcher. Each student will produce a written report of your quantitative research project, which will be described in greater detail in the module associated with quantitative research.

The primary criterion for grading this assignment will be your ability to demonstrate competency and comfort conducting and disseminating quantitative research. Additional criteria for evaluation include: your ability to identify meaningful implications for your work and the overall quality of your writing.

NOTE: This project is intended to help you become comfortable conducting quantitative research. You are NOT expected to design and conduct a "perfect" quantitative research study; in fact, most of your learning on this project will be from the errors/mistakes/limitations of your work. Simply put, the purpose of requiring a quantitative research project is to help you learn the process of conducting quantitative research in a personalized way.

Evaluation Procedures

The course is designed around seven (7) modules that are intended to help students develop the knowledge, skills, and competencies to both understand and conduct qualitative and quantitative (as well as mixed methods) research and program evaluations. Each module contains specific information and assignments that will be scored as follows:

Module 0:	Personal Introductions & Responses	5 points
Module I:	Introduction and Ethics	10 points
Module II:	Topic Selection and Refinement	10 points
Module III:	Qualitative Research	25 points
Module IV:	Quantitative Research	25 points
Module V:	Program Evaluation & Mixed Methods	15 points
Module VI:	Wrap-Up	10 points
	TOTAL	100 points

An F = 0 will be awarded for any module not completed. NOTE: Because each module builds upon the previous module, any module not completed by the respective deadline will receive an F or 0.

Grading

Instructions for submitting assignments will be included with each module. In some cases, students will be required to participate in peer review and feedback, which may also be graded. It is critical that you read instructions carefully and complete assignments as instructed.

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. Students are strongly encouraged to use each other as editors. Students should also consider visiting the Writing Center on campus for additional support: http://www.westga.edu/assetsDept/sacs/Writing_Center_at_UWG.pdf

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, using 12-point font (preferably Times New Roman, although it is important to note that Arial is the most "readable" font for individuals with any type of visual or learning impairment).

Written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

Final Grades for the course will be assigned based on the following scale:

90-100 points	A
80-89 points	B
70-79 points	C
65-69 points	D
64 and below	F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Although this is an online, if you encounter any issues completing assignments, modules, etc. for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact Dr. DeVita to discuss the situation AS SOON AS POSSIBLE via email or cellphone. If absences are not cleared with Dr. DeVita the absence will be considered unexcused and your overall grade for the course will be negatively impacted.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia via the following link: Disability Services. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

<u>Deadlines and Late Work:</u> Because each module builds upon the previous module, any module not completed by the respective deadline will receive an F or 0. If you do encounter any issues contact Dr. DeVita AS SOON AS POSSIBLE to make arrangements—if possible.

NO INCOMPLETES WILL BE GIVEN IN THIS CLASS except for major emergencies (e.g., hospitalization) and only after consultation with Dr. DeVita.

<u>Student Email Policy:</u> University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

CLASS OUTLINE

Module	Readings	Dates	Graded Assignments
0: Personal Introductions & Responses	No Readings	Monday, June 4 to Wednesday, June 6	Introduction & Responses
I: Introduction & Ethics	Creswell - Chps. 1 & 4 Hatch - Chp. 1 Ray - Chps. 1, 4 & 11	Monday, June 4 to Thursday, June 7	CITI Training Reflexivity Statement
II: Topic Selection & Refinement	Creswell – Chps. 2, 3 & 5-7 Ray – Chps. 2, 3 & 5	Friday, June 8 to Monday, June 11	Literature Review Purpose Statement
III: Qualitative Research	Part A: Overview Creswell – Chp. 9 Hatch – Chps. 2-5	Tuesday, June 12 to Sunday, June 17	**Interview Protocol – Due Friday, June 15** Peer Feedback
	Part B: Project No Readings	Monday, June 18 to Sunday, July 1	Data Collection Data Analysis **Qualitative Report – Due Friday, July 13**
IV: Quantitative Research	Part A: Overview Creswell – Chp. 8 Ray – Chps. 9-10 & 12-14	Monday, July 2 to Sunday, July 8	**Develop Survey – Due Friday, July 6** Peer Feedback
	Part B: Project No Readings	Monday, July 9 to Sunday, July 23	Data Collection Data Analysis **Quantitative Report – Due Wednesday, July 26**
V: Program Evaluation & Mixed Methods	Creswell – Chp. 10 Additional Readings Posted in Module	Monday, July 24 to Friday, July 27	Culminating Activity
VI: Wrap-Up	No Readings	Due by Friday, July 27	Course Evaluations Post-Assessment

***Grade submissions by faculty members for semester due on Monday, July 30 at Noon.