Course Syllabus

COU 5320 Research in Counseling
Spring 2018
Online

Instructor Information
Elizabeth Hennington, Ed.D.
Office Location: Behavioral Sciences Building, Room 111-B
Office Hours: By appointment
Phone: 806-720-7848
Email: Beth.Hennington@lcu.edu

Course Description
Survey and analysis of existing research and research methodology in clinical counseling. A review of the literature in selected areas is required. Major research reports are evaluated for methodological strengths and weaknesses.

Learning Outcomes

Upon completion of this course, students will demonstrate appropriate competency related to the following areas of the counseling profession based on an understanding of the following 2016 CACREP standards:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Core Category</th>
<th>Standard</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.8.a.</td>
<td>RESEARCH AND PROGRAM EVALUATION</td>
<td>the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</td>
<td>Lecture, Videos, Readings Discussion Boards, Article Evaluations, Informal Literature Review, Formal Research Proposal</td>
</tr>
<tr>
<td>2.F.8.c.</td>
<td>RESEARCH AND PROGRAM EVALUATION</td>
<td>needs assessments</td>
<td>Lecture, Videos, Readings Discussion Boards</td>
</tr>
<tr>
<td>2.F.8.d.</td>
<td>RESEARCH AND PROGRAM EVALUATION</td>
<td>development of outcome measures for counseling programs</td>
<td>Lecture, Videos, Readings Discussion Boards</td>
</tr>
<tr>
<td>2.F.8.e.</td>
<td>RESEARCH AND PROGRAM EVALUATION</td>
<td>evaluation of counseling interventions and programs</td>
<td>Lecture, Videos, Readings Discussion Boards, Informal Literature Review, Formal Research Proposal</td>
</tr>
</tbody>
</table>

University Mission Statement
Lubbock Christian University is a Christ-centered, academic community of learners, transforming the hearts, minds, and hands of students for lives of purpose and service.
| 2.F.8.f. | RESEARCH AND PROGRAM EVALUATION | qualitative, quantitative, and mixed research methods | Lecture, Videos, Readings Discussion Boards, Article Evaluations, Informal Literature Review, Formal Research Proposal |
| 2.F.8.g. | RESEARCH AND PROGRAM EVALUATION | designs used in research and program evaluation | Lecture, Videos, Readings Discussion Boards, Formal Research Proposal |
| 2.F.8.h. | RESEARCH AND PROGRAM EVALUATION | statistical methods used in conducting research and program evaluation | Lecture, Videos, Readings Discussion Boards, Article Evaluations, Informal Literature Review, Formal Research Proposal |
| 2.F.8.i. | RESEARCH AND PROGRAM EVALUATION | analysis and use of data in counseling | Lecture, Videos, Readings Discussion Boards, Article Evaluations, Informal Literature Review, Formal Research Proposal |
| 2.F.8.j. | RESEARCH AND PROGRAM EVALUATION | ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation | Lecture, Videos, Readings Discussion Boards, Article Evaluations, IRB workshop, Informal Literature Review |
| 5.C.2.i. | CONTEXTUAL DIMENSIONS | legislation and government policy relevant to clinical mental health counseling | Lecture, Videos, Readings Discussion Boards, IRB workshop |
| 5.C.2.l. | CONTEXTUAL DIMENSIONS | legal and ethical considerations specific to clinical mental health counseling | Lecture, Videos, Readings Discussion Boards, IRB workshop, Informal Literature Review, Formal Research Proposal |

**Teaching Methodology**

This course utilizes, but is not limited to, the following instructional methods: Lecture, online readings, exams, media, case conceptualizations, group work, discussion, theory paper, research related to evidence-based treatment, and a Life Satisfaction paper.

**Required Text and/or Materials**


*All course textbooks can be purchased online through our Virtual Bookstore located at http://chaplink.LCU.edu. Book buy back will occur for two days on campus at the end of each term.*
semester. An extended buy back time is available online also. For further questions, please call the LCU Chap Store at 720-7526.

Other Resources and/or Suggested Readings


Course Policies
Class Attendance and Participation
Regular class attendance/online engagement is expected of each graduate student and is a professional responsibility. The classroom experience is considered an integral part of the institution’s educational program and experience. You are encouraged to access online courses 3 to 5 times per week. By doing so you will be able to actively participate in the Discussion Forums, complete your assignments and access announcements in a timely manner. On-campus students may be dropped from classes, at the discretion of the professor, due to excessive absences (i.e., three absences in courses meeting once per week and absences for athletic or school-related participation exceeding 25% of the class meetings and/or laboratory sessions). All absences are included. For elaboration of the absence policy, see the current catalog.

Class Materials
All materials provided in class or recordings of lectures are copyright protected by Lubbock Christian University and the professor. Your use of these materials beyond preparation for this course (i.e. publishing to a website, distribution to others, etc.) may constitute copyright infringement.

Late Assignments
All assignments are due on the dates indicated online within the course, except in the case of significant illness (doctor’s note required) or major family emergency. For late assignments, 5 points each day will be deducted with a limit of 3 days allowed. You need to notify the instructor as soon as possible about the emergency, so that I can arrange a mutually agreed upon time for completion of the assignment.

Incompletes
PR—In Progress, is given at the discretion of the instructor, if requested by the student. It is the responsibility of the student to see that a PR is removed. A PR cannot be permanently left on the transcript. Students have one semester to remove the PR grade, but with instructor and academic dean permission, the period may extend one additional semester. When a PR is not removed, or extended at the end of one semester, the registrar must change the grade to F.

Tracking Grades
Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on LCU Self-Serve at the conclusion of the semester.

Department of Psychology and Counseling Writing Expectations
Student in graduate courses should demonstrate graduate-level writing skills. Students are expected to write complete sentences, use appropriate grammar, and spell words correctly. If you have difficulty in this area the Lubbock Christian University Writing Center is available to you at http://lib.lcu.edu/UWC. The department also has an online writing coach. Graduate students in the Department of Psychology and Counseling may access the Online Writing Center (OWC) via their Moodle home page (http://moodle.lcu.edu). These are great resources for you to use as needed.

Students who do not demonstrate graduate level writing skills may:
1. Have their ungraded paper returned to rewrite and/or
2. Receive feedback which must be followed for improvement or
3. Receive an inadequate grade which may result in failure of the course.
Plagiarism is unacceptable and will result in failure in the course and possible dismissal from the program.

Academic Integrity
LCU Department of Psychology and Counseling follows the University policy for academic integrity including plagiarism. The Code of Academic Integrity can be found here at https://lcu.edu/resources/student-handbook/code-of-academic-integrity/.

Standards of Student Conduct
With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the LCU community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:

1. Respect for one’s self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Lubbock Christian University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty and staff who inhabit the LCU community.
6. Willingness to embrace the need to hold others in the LCU community accountable to the Christian standards that reflect the university’s mission.
7. Ability to communicate effectively and appropriately with instructors, staff, clients, supervisors, and fellow classmates--both in person and by email. We believe it is imperative that a student graduating into the mental health profession know to communicate thoughtfully, appropriately, and with care.

All policies regarding student conduct are available in the University Student Handbook (https://lcu.edu/resources/student-handbook). These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Library Resources
Library services for distance students are borrowing privileges, research and reference assistance, library instruction and interlibrary loan mediation.

Information about services for distance students, access into academic databases and other library resources is available through the Lubbock Christian Library Website at http://lib.lcu.edu/home

You can access research how to’s and support at the LCU library at http://lib.lcu.edu/c.php?g=659240&p=4628344

For further information on any aspect of library resources and access please call or write the Lubbock Christian Library at 806.720.7326 or library@lcu.edu.

Services for Students with Disabilities
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, please contact the Disabilities Coordinator in the Office for Disability Services at 806.720.7156 in room 117 CAA to coordinate reasonable accommodations. Be advised accommodations will not be made prior to documentation with the Office of Disability Services.

All students are expected to fulfill essential course requirements. The University will not waive any essential skill or requirement of a course or degree program. You may find more information on Disability Services here at https://lcu.edu/resources/disability-services/.

Concerning Violence, Harassment or Stalking
Unlawful discrimination and harassment (and any related retaliation) is prohibited and will result in disciplinary action, up to and including dismissal or separation from the University. LCU affirms its commitment to protecting the right of each person to raise concerns about alleged discrimination free of fear of retaliation. The university will take prompt, decisive action: investigate allegations of violence, harassment, and stalking; initiate the disciplinary process if appropriate; issue appropriate sanctions against any student found responsible for acts of violence whether the behavior occurred on campus or off campus; take steps designed to prevent recurrence; and protect against retaliation.

Students are encouraged to report any incidents related to this policy and pursue the matter through the state's civil and/or criminal systems as well as through the university. A student who in good faith reports being the victim of, or a witness to an incident of sexual harassment, sexual assault, dating violence, or stalking may not be subject to disciplinary action for violation(s) of the Code of Community Standards occurring at or near the time of the incident.

Pursuant to Title IX

Reports of sexual misconduct may be made to the Title IX Coordinator, Yvonne Harwood at 806.720.7497, yvonne.harwood@lcu.edu. For more information on what and who to report this information to see our webpage at https://lcu.edu/resources/title-ix/.

To schedule an appointment with the LCU Counseling Center, call 806.720.7158. If you prefer, you may also request an appointment via e-mail, sent directly to counseling@lcu.edu. The Center is located on the 2nd floor of the SUB, Room 202.

Assessment and Grading

The online course is divided into 8 weeks. For the online course, please follow the schedule as demonstrated on your current syllabus and Moodle course schedule. The on-campus course is divided into 16 weeks.

I. Article exercises (10% of grade). In order to get a better understanding of each type of research, you are required to read the suggested articles from your Social Science Research book and answer questions based on each article.

II. Exams (20% of grade). You will be required to take 4 multiple choice exams over the readings/videos each week. These exams are open book, but will give you a better understanding of research vocabulary and the research process as well as prepare you for your CPCE. You will have two attempts for each quiz. The higher of the two grades will be recorded. Utilize the PDF study guide before attempting each quiz.

III. IRB Training (10% of grade). You will complete IRB training, through the National Institute of Health in Extramural Research: http://phrp.nihtraining.com/index.php
   a. Students must first register. The training is free.
   b. Students will need to scan or take a picture of the finished certificate and submit this in the dropbox.
   c. The entire training will take approximately 3 hours.
   d. This is a pass/fail assignment.

IV. Literature Review (10% of grade). You will complete a literature review over the topic you have chosen for your research. The review will contain a minimum of 15 peer-reviewed articles. Your completed APA-formatted review should be 3-5 pages (not including title page and references).

V. Research Project (20% of grade). Students will write their proposal throughout the course. You will be conducting the research project during the semester. The formal written proposal must include:
   a. Abstract
   b. Introduction/Background of the Research (Use your literature review here)
   c. Method
      a. Participants
      b. Materials
         i. Assessments
      ii. Scales
iii. Treatment methods

c. Procedure

d. Purpose of the Research

e. Research Questions or Hypothesis

f. Limitations of the methods chosen (Remember to cite your sources)

g. Significance to the field of counseling (Use your literature review here)

h. Results

i. References (minimum of 15 peer-reviewed articles; 15-25 resources are preferred; don’t forget your textbook)

VI. Research Presentation (10% of grade). You will need to explain your research in a short 10-15 minute presentation. You will explain each area of the research including the background/introduction, method, participants, materials and procedure, purpose of the research, research questions/hypothesis, limitations, and significance for the counseling field and results. A visual is required such as a powerpoint or prezi during your presentation.

VII. Program Evaluation (20% of grade). You will gain practice evaluating a counseling program or practice. This evaluation will be completed in groups/pairs. The evaluation must include:

a. An outline of the intended evaluation process (CIPP model, etc.) including quantitative and qualitative methodology

b. Developed surveys/interview questionnaire for stakeholders

c. Needs Assessment

d. Research on program/practice

e. Results of the evaluation

Grading Criteria

| Article Exercises | 100 points | 10% |
| Exams | 200 points | 20% |
| IRB Workshop | 100 points | 10% |
| Literature Review | 100 points | 10% |
| Research Project | 200 points | 10% |
| Research Presentation | 100 points | 20% |
| Program Evaluation | 200 points | 20% |

1000 points 100%

A 90-100%
B 80-89%
C 70-79%
F 69% and lower

Research Project Rubric

<p>| Title Page | No submission. 0points | 2 or less of the required are evident. 6points | 3 of the required are evident. 8points | Title is appropriate. APA is correct including Running head, title, name and university 10points |
| Introduction: Problem, Significance, &amp; Purpose/Rationale of the Study | No submission or not identified. 0points | Although a research issue is identified, the statement is too general or the description fails to establish the importance of the 8points | Identifies a relevant research issue. Connections established with the peer-reviewed literature. 8points | Clearly explains the problem significance and connects problem to the peer-reviewed literature. Statement of purpose/rationale 10points |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Criteria</th>
<th>Example</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Research Questions, Definitions and Limitations</td>
<td>No submission or questions are not identified.</td>
<td>The questions are poorly formed, ambiguous, or illogically connected to the problem, purpose or research method used.</td>
<td>6 points</td>
</tr>
<tr>
<td>Literature Review: Inclusive literature throughout the proposal</td>
<td>No submission or literature is missing from proposal.</td>
<td>Key variables are not connected to the research literature. Some literature may be from unreliable sources or from non-research based articles. Literary supports are vague.</td>
<td>6 points</td>
</tr>
<tr>
<td>Methods: Research Design (Qualitative/Quantitative)</td>
<td>No submission or research design has not been identified. No sampling strategy is identified.</td>
<td>The design is confusing or incomplete given the research questions and sampling strategy.</td>
<td>6 points</td>
</tr>
<tr>
<td>Methods: Context, Population, and Sampling (Who, Where and How)</td>
<td>No submission or context, population and sample are not identified.</td>
<td>The description of context, population or sampling strategy is confusing and/or lacked relevance to the purpose. May be incomplete or failed to identify specific quantitative or qualitative details.</td>
<td>6 points</td>
</tr>
</tbody>
</table>

flows logically from introduction. 10 points

Research questions are stated and connected to the research issue. Supported by the literature. Variables have been operationally defined. Limitations are present. 8 points

Key constructs and variables were connected to relevant, reliable theoretical and research literature. 8 points

The design has been identified and described in sufficient details and is logical with the research questions and sampling strategy. 8 points

The description of the context, population and sampling strategy is appropriately identified and described. The size and details of the population, sample and comparison groups are identified. 8 points

Narrative integrates critical and logical details from the peer-reviewed research literature. Attention is given to different perspectives. 10 points

The purpose, questions, and design are mutually supportive and coherent. 10 points

The description of the context and population was meaningful, including both quantitative and qualitative description. The sampling process was reasonable to recruit a representative sample of the population. Attention was given to controlling for extraneous factors and sampling error.
<table>
<thead>
<tr>
<th>Methods: Instruments Used in Procedure</th>
<th>No submission or instruments are not identified.</th>
<th>Description of the instruments are confusing, incomplete or lack relevance to the research.</th>
<th>Instruments are identified by name and described appropriately.</th>
<th>Description of the instruments are clearly identified and described in detail including evidence of validity and reliability.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0points</td>
<td>6points</td>
<td>8points</td>
<td>10points</td>
</tr>
<tr>
<td>Methods: Procedures</td>
<td>No submission or procedures are not identified or omitted.</td>
<td>Procedures (permissions, treatments, and data gathering) were confusing, incomplete or lack relevance to the research.</td>
<td>Procedures for implementing the study are identified and described in a chronological fashion.</td>
<td>Procedures are explained clearly and are chronological and replicable. Clear distinctions exist between researcher and participant actions. Clear and reasonable strategies were presented for seeking permissions and for the ethical treatment of human subjects.</td>
</tr>
<tr>
<td></td>
<td>0points</td>
<td>6points</td>
<td>8points</td>
<td>10points</td>
</tr>
<tr>
<td>Methods: Data Analysis</td>
<td>No submission or data analysis methods are missing.</td>
<td>Qualitative or quantitative methods were confusing, incomplete or lacked relevance to the research.</td>
<td>Qualitative or quantitative methods were identified and appropriate for research.</td>
<td>Qualitative or quantitative methods were clear and specific. Evidence of rigorous research evident. Enhanced the explanation of the research.</td>
</tr>
<tr>
<td></td>
<td>0points</td>
<td>6points</td>
<td>8points</td>
<td>10points</td>
</tr>
<tr>
<td>Manuscript: APA (2006) and English Composition (Grammar/Spelling)</td>
<td>No submission or no evidence of APA used.</td>
<td>Weak, incomplete applications of APA. Writing was delinquent due to errors in grammar or mechanics.</td>
<td>Few errors (1-2) in APA style and few errors in grammar or mechanics (1-2). Delivery was acceptable.</td>
<td>Well-written proposal with no errors in APA, mechanics or grammar.</td>
</tr>
<tr>
<td></td>
<td>0points</td>
<td>6points</td>
<td>8points</td>
<td>10points</td>
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</tbody>
</table>

**Program Evaluation Rubric**

<table>
<thead>
<tr>
<th>Item evaluated</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
<th>No submission.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear introduction</strong> (20 possible points)</td>
<td>Clearly identifies the program, mission, vision, values and goals.</td>
<td>Gives a good description of the program, it’s mission, vision, values and goals.</td>
<td>Provides a description that is not clear or lacks in mission, vision, values and/or goals.</td>
<td>No submission.</td>
</tr>
<tr>
<td><strong>SWOT Analysis</strong> (20 possible)</td>
<td>Identifies exhaustive list of Strengths, Weaknesses, Opportunities and Threats for</td>
<td>Identifies most Strengths, Weaknesses,</td>
<td>Identifies some Strengths, Weaknesses, Opportunities and Threats for</td>
<td>No submission.</td>
</tr>
<tr>
<td>Needs Assessment (20 possible points)</td>
<td>Program evaluated.</td>
<td>Opportunities and Threats for Program evaluated.</td>
<td>for Program evaluated. Missing areas are evident. Missing 1-2 pieces of SWOT analysis.</td>
<td></td>
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<td>--------------------------------------</td>
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<td></td>
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<tr>
<td>Includes clear, concise information from Needs assessment. The use of research is evident.</td>
<td>Assessment contains information from the Needs assessment. Some research was used to conduct the assessment.</td>
<td>Assessment contains minimal information from the Needs assessment. Minimal or no research is evident in the plan.</td>
<td>No submission.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan: Effective Strategies (20 possible points)</th>
<th>The plan of action includes operationally defined, effective strategies that will increase the program effectiveness. Strategies have a subset of actionable (tasks). Ease of implementation is considered and strategies are appropriate and innovative.</th>
<th>The plan of action includes effective strategies (some not operationally defined). Most strategies have a subset of smaller tasks leading to overall strategies. Ease of task is obviously considered in overall plan.</th>
<th>Strategies are limited and/or may be inappropriate for the program evaluated. Ease of task is not considered in overall effectiveness.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing Quality (20 possible points)</th>
<th>The assessment plan is well developed, clear and flows well from Introduction, SWOT analysis, needs assessment and an effective plan of action. There are fewer than three spelling and grammar errors.</th>
<th>The assessment plan is clear and flows well with minimal errors in transition or flow. There are some spelling and/or grammar errors.</th>
<th>The assessment plan is unclear and/or does not flow well from Introduction, SWOT analysis, needs assessment and an effective plan of action. There are extensive spelling and/or grammar errors.</th>
</tr>
</thead>
</table>

### Instructional and Outside Work Estimate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class reading (textbook and research articles)</td>
<td>57 hrs.</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>Article Exercises</td>
<td>12 hrs.</td>
</tr>
<tr>
<td>Exams (x4) (PDF/2 attempts)</td>
<td>16 hrs.</td>
</tr>
<tr>
<td>IRB Workshop</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>20 hrs.</td>
</tr>
<tr>
<td>Program/Practice Evaluation</td>
<td>15 hrs.</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Total time spent</strong></td>
<td><strong>146 hrs.</strong></td>
</tr>
</tbody>
</table>
### Tentative Schedule and/or Due Dates

**Online schedule**

<table>
<thead>
<tr>
<th>Course Date</th>
<th>Topics/Assignments</th>
<th>CACREP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jan. 8</strong></td>
<td>Review&lt;br&gt;• Syllabus&lt;br&gt;• Helpful Tips for Reading Scientific Literature</td>
<td>2.F.8.a. 2.F.8.g. 2.F.8.j.</td>
</tr>
<tr>
<td></td>
<td><strong>Classtime:</strong> Review Syllabus, Chapter 1 and How to read a research report</td>
<td>5.C.2.i.</td>
</tr>
<tr>
<td></td>
<td><strong>Assessments</strong>&lt;br&gt;• Due: IRB Workshop</td>
<td>5.C.2.i.</td>
</tr>
<tr>
<td></td>
<td><strong>Classtime:</strong> Review IRB Workshop, Complete Lomand’s article evaluation, Begin choosing topics and researching articles</td>
<td>5.C.2.i.</td>
</tr>
</tbody>
</table>

COU 5320 Syllabus_Spring 2018, revised 7-30-2012, BRB
**Media**
- Video: *Qualitative Sampling* (5:34) at [http://youtu.be/-Dn4u9DPmDs?list=UUqLGJ823jxTnJZ3V7MXTvQ](http://youtu.be/-Dn4u9DPmDs?list=UUqLGJ823jxTnJZ3V7MXTvQ)

**Assessments**
- Due: Article Exercise 1
- Exam 1: Chapters 1-5
**Classtime:** Review Chapters 4 and 5, Complete Lomand’s article evaluation, Define topics and write up literature reiews

<table>
<thead>
<tr>
<th>Jan. 29</th>
<th><strong>Textbook Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Chapter 17: Writing Research Proposals and Reports</td>
</tr>
<tr>
<td></td>
<td>• Chapter 6: Action Research</td>
</tr>
<tr>
<td></td>
<td>• Observational Research</td>
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</tbody>
</table>

**Media**
- Video: *Action Research in Education* (4:01) at [http://youtu.be/TOrQ-sVTuE0](http://youtu.be/TOrQ-sVTuE0)

**Assessments**
- Due: Article Exercise 2
**Classtime:** Review Chapters 6 and 17, Complete Lomand’s article evaluation, Develop research projects/IRB needs (complete IRB if needed by tonight)

<table>
<thead>
<tr>
<th>Feb. 5</th>
<th><strong>Textbook Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Chapter 7: Nature of Variables and Data</td>
</tr>
<tr>
<td></td>
<td>• Chapter 8: Concordance and Correlation</td>
</tr>
<tr>
<td></td>
<td>• Correlational Research</td>
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</tbody>
</table>

**Media**
- Video: *Introduction to Statistics..What are they? And, How Do I Know Which One to Choose?* (39:56) at [http://youtu.be/HpyRybBEDQ0](http://youtu.be/HpyRybBEDQ0)

**Assessments**
- Exam 2: Chapters 6-8 and 17
**Classtime:** Review Chapters 7 and 8, Complete Lomand’s article evaluation, continue developing research project needs (surveys, testing needs, questionnaires, etc.)

<table>
<thead>
<tr>
<th>Feb. 12</th>
<th><strong>Textbook Readings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Chapter 9: Sampling and Sampling Error</td>
</tr>
<tr>
<td></td>
<td>• Chapter 10: Scientific Method and Hypothesis Testing</td>
</tr>
<tr>
<td></td>
<td>• Experimental Research</td>
</tr>
</tbody>
</table>

**Media**
- 2.F.8.a.
- 2.F.8.b.
- 2.F.8.e.
- 2.F.8.f.
- 2.F.8.g.
- 2.F.8.h.
- 2.F.8.i.
- 2.F.8.j.
### Video
- Video: *Quantitative Sampling* (8:20) at [http://youtu.be/WKUaop1Pre0](http://youtu.be/WKUaop1Pre0?list=UUqLjG823ixTnJZ3V7MXTvM9Q)
- Video: Simple Hypothesis testing (6:24) at [http://youtu.be/5D1eV37bKXY](http://youtu.be/5D1eV37bKXY)

### Assessments
- Due: Article Exercise 3

### Class Time
- Review Chapters 9 and 10, Complete Lomand’s article evaluation,

### Feb. 19
**Textbook Readings**
- Chapter 11: Inferences Using Categorical and Nominal Information
- Chapter 12: Understanding and Evaluating Tests and Scores

- Causal-Comparative Research

**Media**
- Video: Quantitative Sampling (8:20) at [http://youtu.be/WKUaop1Pre0](http://youtu.be/WKUaop1Pre0)

**Assessments**
- Exam 3: Chapters 9-12
- Due: Literature Review

**Class Time**: Review Chapters 11 and 12, Complete Lomand’s article evaluation,

### Feb. 26
**Textbook Readings**
- Chapter 13: Instrument Development and Survey Research
- Chapter 13: Instrument Development and Survey Research
- Chapter 14: Organizing Valid Research
- Writing up my abstract

- Survey Research
- Video: Survey Research Methods iEVP (7:13) at [http://youtu.be/6hDqgUUzvDE](http://youtu.be/6hDqgUUzvDE)

**Media**
- Video: Simple Explanation of Chi Square (5:11) at [http://youtu.be/VsknMgXmkMQ](http://youtu.be/VsknMgXmkMQ)

**Class Time**: Review Chapters 13 and 14, Complete Lomand’s article evaluation,

### March 5
**Textbook Readings**
- Chapter 15: Mixed Methods Research

- Combined Qualitative/Quantitative Research

Review Chapter 17: Writing up Research

**Media**

**Class Time**: Review Chapters 15 and 17, Complete Lomand’s article evaluation,

### March 12
Spring Break
<table>
<thead>
<tr>
<th>Date</th>
<th>Events and Assignments</th>
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| March 19| - Due: Research Project Paper  
- Research Project Presentations                                                          |
| March 26| Textbook Readings  
- Chapter 16: Approaches for Evaluation  
- Program Evaluation  
- Begin Program Evaluation Project  
- Develop Outline  
**Classtime:** Review Chapters 16, Complete Lomand’s article evaluation, |
|         | 2.F.8.a.  
2.F.8.b.  
2.F.8.c.  
2.F.8.d.  
2.F.8.e.  
2.F.8.f.  
2.F.8.g.  
2.F.8.h.  
2.F.8.i.  
2.F.8.j. |
| April 2 | Textbook Readings  
- Chapter 16: Approaches for Evaluation  
- Program Evaluation  
- Due: Article Exercise 4  
- **Classtime:** Establish plan of action for program evaluation, develop outline and assign tasks |
|         | 2.F.8.a.  
2.F.8.b.  
2.F.8.c.  
2.F.8.d.  
2.F.8.e.  
2.F.8.f.  
2.F.8.g.  
2.F.8.h.  
2.F.8.i.  
2.F.8.j. |
| April 9 | Textbook Readings  
- Chapter 16: Approaches for Evaluation  
- Program Evaluation  
**Classtime:** Review Program Evaluation report writing, begin writing up results and developing presentation for stakeholders |
|         | 2.F.8.a.  
2.F.8.b.  
2.F.8.c.  
2.F.8.d.  
2.F.8.e.  
2.F.8.f.  
2.F.8.g.  
2.F.8.h.  
2.F.8.i.  
2.F.8.j. |
| April 16| - Due: Program Evaluation  
- Due: Program Evaluation Presentations |
| April 24| Final Exam |