Course Information

Date Submitted: 3/24/2014

Current Prefix and Number: EDP - Edc. &Counseling Psychology , EDP 656 METHDOLOGY OF EDU RESRCH

Other Course:

Proposed Prefix and Number: EDP 656

What type of change is being proposed?

      Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Educational, School and Counseling Psych

c. Is there a change in 'ownership' of the course?   No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

        Name: Michael Toland

        Email: toland.md@uky.edu

        Phone: 859-257-3395

     Responsible Faculty ID (if different from Contact)

        Name: Michael Toland

        Email: toland.md@uky.edu

        Phone: 859-257-3395

f. Requested Effective Date

   Semester Following Approval: No OR Effective Semester: Spring 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: METHODOLOGY OF EDUCATIONAL RESEARCH

   Proposed Title: Research Methods

c. Current Transcript Title: METHDOLOGY OF EDU RESRCH

   Proposed Transcript Title: Research Methods

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

Proposed to be repeatable for additional credit?   No

If Yes: Maximum number of credit hours: NA

If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: An introduction to research methods applicable to education; the scientific method, research designs, measurement techniques, statistical analysis, and writing the research report.

Proposed Course Description for Bulletin: An introduction to research methods applicable to education, the scientific method, research designs, measurement techniques, statistical analysis, and writing the research report.

2j. Current Prerequisites, if any: Prereq: EDP 557 or equivalent.

Proposed Prerequisites, if any: Prereq: EDP/EPE 557, EPE/EPE 558, or equivalent, but preferred EDP/EPE 558.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus?   No

Proposed to be taught off campus?   Yes

If YES, enter the off campus address: online via Blackboard at elearning.uky.edu

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

If YES, explain and offer brief rational: No

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   Yes

If YES, identify the depts. and/or pgms: This course is taken by students from all departments in the College of Education. Students from other colleges on campus often take it as an elective, but to our knowledge is not required.

5b. Will modifying this course result in a new requirement of ANY program?   No

If YES, list the program(s) here: NA

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Michael Toland

Instructor Email: toland.md@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   EDP 656 - METHODOLOGY OF EDUCATIONAL RESEARCH (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines and University Senate Guidelines. Specifically, it includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure, and procedures for disability accommodations etc. Web-based course delivery methods will be used for 100% of individual student engagement and course interactions. Web based assessments described in the syllabus include will all be done online and submitted online via Blackboard. Discussion questions and asynchronous dialogue with other students in class on the web will enhance critical thinking.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for the classroom-based students.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)?   NA

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Students will have access to services provided by Distance Learning Programs as well as IT.

6.How do course requirements ensure that students make appropriate use of learning resources?   Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   The syllabus provides contact information for obtaining technical help.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   This information will be available in the syllabus and will also be covered during the first class meeting.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   NA

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Michael D. Toland

SIGNATURE|KKMCGH0|Keisha Love|EDP 656 CHANGE Dept Review|20140325

SIGNATURE|MYRT|Martha L Geoghegan|EDP 656 CHANGE College Review|20140512

SIGNATURE|ZNNIKO0|Roshan N Nikou|EDP 656 CHANGE Graduate Council Review|20141222

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	3285	EDP656 SyllabusFF.doc
Delete	3286	EDP656 (DL) Syllabus.doc

[First] 1 [Last]

[Select saved project to retrieve...]   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
('denotes required fields)

Current Prefix and Number:	EDP - Edc. & Counseling Psychology ▼		*Proposed Prefix & Number:* (example: PHY 401G) ☐ Check if **same** as current		**EDP 656**
	EDP 656 METHDOLOGY OF EDU RESRCH ▼				

*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception the same "hundred series" ☐ Minor - editorial change in course title or description which does not in in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or si alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry – Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry – Humanities   ☐ Quantitative Foundations

☐ Inquiry – Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry – Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	General Information
a.	Submitted by the College of: **EDUCATION** Submission Date: 3/24/2014
b.	Department/Division: Educational, School and Counseling Psych
c.*	Is there a change in "ownership" of the course? ○ Yes ◉ No If YES, what college/department will offer the course instead? Select... ▼
e.*	* Contact Person Name: Michael Toland Email: toland.md@uky.edu Phone: 859-257-3395 * Responsible Faculty ID (if different from Contact) Michael Toland Email: toland.md@uky.edu Phone: 859-257-3395
f.*	Requested Effective Date: ☐ Semester Following Approval OR Specific Term: ² Spring 2015
2.	**Designation and Description of Proposed Course.**
a.	Current Distance Learning(DL) Status: ○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.
b.	Full Title: METHODOLOGY OF EDUCATIONAL RESEARCH Proposed Title: * Research Methods
c.	Current Transcript Title (if full title is more than 40 characters): METHDOLOGY OF EDU RESRCH

c.	Proposed Transcript Title (if full title is more than 40 characters):			Research Methods		

d.	Current Cross-listing:	☑ N/A		OR	Currently[2] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):					
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):					

e.	Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.

Current:	Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
	3				
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
	3				
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	Current Grading System:	Graduate School Grade Scale
	Proposed Grading System:*	○ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ◉ Graduate School Grade Scale

g.	Current number of credit hours:	3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ◉ No
*	Proposed to be repeatable for additional credit?	○ Yes ◉ No
	If YES:	Maximum number of credit hours:	NA
	If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ◉ No

i.	Current Course Description for Bulletin:
	An introduction to research methods applicable to education; the scientific method, research designs, measurement techniques, statistical analysis, and writing the research report.

*	Proposed Course Description for Bulletin:
	An introduction to research methods applicable to education, the scientific method, research designs, measurement techniques, statistical analysis, and writing the research report.

j.	Current Prerequisites, if any:
	Prereq: EDP 557 or equivalent.

*	Proposed Prerequisites, if any:
	Prereq: EDP/EPE 557, EPE/EPE 558, or equivalent, but preferred EDP/EPE 558.
*	

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience

			○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:		○ Community-Based Experience ○ Service Learning ○ Both ◉ No Change
3.	**Currently, is this course taught off campus?**		○ Yes ◉ No
*	*Proposed to be taught off campus?*		◉ Yes ○ No
	If YES, enter the off campus address:	online via Blackboard at elearning.uky.edu	
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**		○ Yes ◉ No
	If YES, explain and offer brief rationale:		
	No		
5.	**Course Relationship to Program(s).**		
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**		◉ Yes ○ No
	If YES, identify the depts. and/or pgms:		
	This course is taken by students from all departments in the College of Education. Students from other colleges on campus often take it as an elective, but to our knowledge is not required		
b.*	**Will modifying this course result in a new requirement[Z] for ANY program?**		○ Yes ◉ No
	If YES[Z], list the program(s) here:		
	NA		
6.	**Information to be Placed on Syllabus.**		
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiatior* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; anc establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)	

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for [fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	EDP 656	Date:	3/24/2014
Instructor Name:	Michael Toland	Instructor Email:	toland.md@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?

EDP 656 – METHODOLOGY OF EDUCATIONAL RESEARCH (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines and University Senate Guidelines. Specifically, it includes information

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course go; assessment of student learning outcomes, etc.

Readings,
course goals, and assessment of student learning outcomes will be the same for distance learning students as for

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad offense policy; etc.

The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

NA

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deli\ six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

Students will have access to services provided by Distance Learning Programs as well as IT.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

The syllabus provides contact information for obtaining technical help.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

This information will be available in the syllabus and will also be covered during the first class meeting.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

NA

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dlservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Michael D. Toland

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7]In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes

SYLLABUS

EDP 656 Methodology of Educational Research

University of Kentucky
College of Education
Spring 2014
Monday & Wednesday 2:00-3:15 pm
Section 001
Dickey Hall 135

Instructor: Michael Toland, PhD
Office: 243 Dickey Hall
Phone: 257-3395
E-mail: (preferred) toland.md@uky.edu
Office hours: by appointment
Appointments can be requested by e-mail or phone

Course Website:
https://elearning.uky.edu or Blackboard
Login using your link blue username and password
Please check our course website (i.e., announcements and discussion boards) and your e-mail account daily for course information. Additional course readings, materials, and/or handouts will be provided by the Instructor as needed. It is the student's responsibility to review and print out upcoming lecture materials and any other needed materials before coming to each class meeting.

Course Overview:
The primary goal of this course is to provide students with an introduction to variety of designs, methods, concepts, statistical and measurement tools, and reports used in education. This is not a course in statistics or psychometrics. Rather, this course focuses on the *use* and application of research methods used in educational research. The course is structured so concepts, sample methods, analyses, and reports are overviewed, and then students will be given opportunities to gain hands-on experience with research designs with an emphasis placed on quantitative research designs.

Research methods play a pivotal role in advancing the field of education. Understanding the various methods used in educational studies is essential in becoming a more a critical consumer of research and a better researcher. It is my job, and my goal, to help you understand research methods used in education and I will do my best to make it fun and interesting for you. I expect you to do your best to learn what we are covering in this course and eventually apply what you have learned to your life and research. It is assumed that you will participate in each class session, complete assessments, ask for help if you have questions, and stay on task. The easiest way to stay on task is to keep up with readings, assessments, participate in class discussions, and bring with you your electronic devices (e.g., smart phone, laptop, tablet).

Learning outcomes:
- Understand various research methods used in education
- Develop an understanding of the terms, concepts, and symbols used to describe different research methods
- Understand the advantages and disadvantages of various research methods
- Identify, critique, and implement research designs used to answer different research questions and hypotheses
- Be able to identify appropriate research methods used to answer various research questions and hypotheses
- Become more insightful and critical of research presentations at professional conferences, in academic journals, and in the general media
- Gain the requisite knowledge needed to apply more complex research designs
- Understand how to use and apply APA style
- Complete a research project

Prerequisites:

        EDP/EPE 557 (Introductory statistics I), its equivalent (Basic Statistics), or EDP/EPE 558 (Introductory statistics II, preferred). Although not required, students are strongly encouraged to have taken additional statistics courses before enrolling in this course or concurrently enroll in a statistics course while taking this course.

Integration of Syllabus with UK College of Education Conceptual Framework:

        This course addresses the four themes within the conceptual framework of the UK College of Education: *research, reflection, learning,* and *leading*. Throughout the course students have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as educators or future educators as they study, observe, and work in education. *Reflection* is integrated regularly through written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and/or profession. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Expectations and How to Succeed in This Course:

        In a regular course, you meet for about three hours of class time and are expected to devote two to three hours per week per credit outside of class time. Thus, a typical course consumes about 9 to 12 hours of your time per week over a 15 week semester. This course is constructed to meet these expectations! It is usually helpful to schedule blocks of time during each week to prepare for class. **It is not true that coming to class is enough for learning. Be ready to learn by coming prepared to discuss course material!**

Required Texts:
*Johnson, R. B., & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: Sage.
Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference.* Boston, MA: Houghton-Mifflin.
**American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

* Or, 4th edition.
**Need second printing (October 2009 or later) because first printing had errors.

Suggested Texts:
Basically, you should read widely. If you want to understand these techniques and know how to use them correctly, you need to read a number of sources and examples.

Supplemental:
Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson.
Green, J. L., Camilli, G., & Elmore, P. B. (Eds.). (2006). *Handbook of complementary methods in education research.* Routledge, London, published for the American Educational Research Association, Lawrence Erlbaum Associates, Mahwah, NJ.
McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson.
Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2nd ed.). Thousand Oaks, CA: Sage.
Pyrczak, F., & Bruce, R. R. (2007). *Writing empirical research reports* (6th ed.). Los Angeles, CA: Pyrczak.
Suter, W. N. (2012). *Introduction to educational research: A critical thinking approach* (2nd ed.). Los Angeles, CA: Sage.

Additional Course Readings
Additional readings related to course content will be assigned throughout the course via e-mail, course announcements, or as listed in the course schedule. These additional course readings may include articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. Additional readings may be assigned throughout the course duration. Most required materials for this course are available on the blackboard site (https://elearning.uky.edu).

Required Statistical Software:
Microsoft EXCEL and the most CURRENT VERSION of SPSS will be the primary software used to demonstrate analyses in this course unless otherwise specified. To find out lab hours and which labs have SPSS go to: http://www.uky.edu/SCS/
Current students can download SPSS for their home computer or laptop by going to: http://download.uky.edu, entering their link blue id and username, search for SPSS, click on the link labeled "click here" for SPSS CURRENT VERSION Windows to obtain the license information, and then once license codes come via e-mail you can download SPSS.

Additional software may be used to demonstrate techniques as needed such as EXCEL.

In general, it is your responsibility to gain access to software. Any student needing assistance or encountering problems should contact the instructor as soon as possible.

Required Instructional Technology:

This course requires use of information technology. Students are expected to have regular access to a personal computer with audio capabilities, the internet to complete their learning activities, Microsoft Word, PowerPoint, Excel, Adobe Reader, and a high quality headset to complete their learning activities.

All materials (Notes, Assessments, etc.) for this course will be posted on blackboard (https://elearning.uky.edu). Additional course readings, materials, and/or handouts will be provided by the instructor as needed.

Teaching and Academic Support:

Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.phpr or 859-257-8772

Procedures to Resolve Technical Problems:

Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300

Student Menu of Blackboard Support:
- http://wiki.uky.edu/blackboard/
- Local phone number: (859) 257-1300
- Email: helpdesk@uky.edu

Other Technical Assistance or Complaints:

College of Education Instructional Technology Center
- 859-257-7967

Information Technology Customer Service Center
- http://www.uky.edu/UKIT/Help/
- 859-218-HELP

Distance Learning programs for assistance
- http://www.uky.edu/DistanceLearning

Grading:

Grades will be calculated based on the following criteria. Note that this is subject to change at the instructor's discretion.

Assessment	Percentage
Tasks (i.e., Σall Tasks/Total)	25%
Article critiques (10% each)	20%
Annotated bibliography	10%
Research proposal	35%
Research proposal presentation	10%

Course grades will be earned as follows. This is subject to change at the instructor's discretion.

A: 90% ≤ Final Course % ≤ 100%
B: 80% ≤ Final Course % < 90%
C: 70% ≤ Final Course % < 80%
E: Final Course % < 70%

Audit Credit
Graduate students who enrolled for "audit" do not have to give a final presentation, but they must attend **at least 80%** of the classes for the term, participate in class discussions, and complete all other assessments. Failure to do so will result in a denial of audit credit and be awarded a grade of W.

Course Assessments:
Detailed instructions will be provided prior to each assessment. Note that this is subject to change at the instructor's discretion. Also, in the spirit of helping you master the material **some assessments have drafts built into the learning process.** You are to work alone on assessments, however, most work in this course is done in pairs. Do not discuss your answers with other students as this will be considered cheating. Direct all questions to the instructor.

1. **Tasks:** Complete the following tasks with your research proposal partner in preparation for the course research proposal and presentation:
   a. Meeting with Librarian
   b. One-page summary of research topic
   c. Draft of annotated bibliography for only one article
   d. Draft of Title Page, Abstract, and Introduction (i.e., problem, conceptual framework, background, purpose, questions)
   e. Draft of informed consent form
   f. Draft of Method section only
   g. Draft of Discussion section only (i.e., impact, future research, limitations, timeframe, references, tables, figures)
   h. Conduct peer review of research proposals (Dropbox)
   i. Final copy of informed consent form
   j. Lead discussion on APA topic
Complete the following miscellaneous homework alone:
   a. Research paradigm
   b. CITI Training Certificate

2. **Article critiques:** Complete two article critiques with a person other than the person you are working with on your research proposal.

3. **Annotated bibliography:** Create an annotated bibliography for 5 peer-reviewed primarily quantitative journal articles that are connected to your pre-approved research topic. This is to be completed with your research partner.

4. **Research proposal:** Each student will write a research proposal of their choosing that has been instructor approved and primarily emphasizes a quantitative research design (e.g., experiment, clinical trial, quasi-experiment, correlation study, longitudinal design). The aim of the research proposal is to have each student gain experience in designing a research proposal based on designs learned in this course. **The topic and design you choose must be approved by the instructor.** The research proposal will be due two weeks prior to the final research proposal presentation. The final paper is due in electronic form using appropriate APA style. Any paper turned in after the due date and time will be reduced by 10%. Papers turned in 24 hours after the due date will not be accepted and receive zero credit. It is the expectation that this paper be written in a professional manner so that it may one day be submitted to a conference and/or expanded upon for publication. **For this paper you are required to work with one other person.** If you need help coming up with a topic or need consultation during the paper, please stop by and consult with me.

5. **Research proposal presentation**: Give a 6-minute presentation based on your research proposal on the final exam date. Each presenter will contribute and present equally. Each presentation is to not exceed 11 PowerPoint slides (Title page, 5 slides per presenter). Any paper that exceeds 6 minutes will be reduced by 25% for each 1 minutes increment over the time limit (e.g., a 6:05 presentation would be reduced by 25%, while a 7:01 presentation would be reduced by 50%). Each presentation will be rated by two students and the presentation score will be the average of the two raters. *Note, any student that does not conduct all necessary ratings will have their own final research proposal presentation grade reduced by 50%.

Research proposal options
1. Randomized experiment
2. Correlational designs
3. Quasi-experiments
4. Non-experimental comparative designs
5. Instrument development, evaluation, or refinement studies
6. Other options will be considered at the instructor's discretion

Evaluation Criteria for Papers (adapted from AERA Division D In-progress Research Gala) Each paper will be evaluated by criteria used to judge papers submitted to peer-reviewed conferences. Any paper turned in that exceeds the specifications below will be reduced by 10%. Papers should not exceed 8 pages double-spaced (1-inch margins, 12-point font, Times New Roman). This is inclusive of all text, figures, tables, references, and appendices. Papers should include:

- **Title page**: APA style title page
- **Abstract**: 250 words or less
- **Title**: Include a title that is 15 words or less
- **Problem**: What problem is being addressed? A clear and thorough statement of the problem is presented with important concepts and relevant concepts defined.
- **Conceptual Framework**: What theoretical bases are being used? A clear, thorough, and sufficient description of relevant theory is provided.
- **Background**: Briefly discuss relevant research. A clear, thorough, and sufficient review of relevant literature is provided. That is, a clear link is established between what is known (existing literature) and what needs to be known, exhibiting an adequate grounding in theory.

- **Purpose**: What is the purpose of the research study? Clearly state the intended purpose of the study which clearly matches with background and methodology being used.
- **Research Questions**: What are the research questions that you plan to answer during this study? The research question(s) are clear and answerable.
- **Method**: Provide clear, complete, and adequate specifications of the research (i.e., **sample, instrumentation, procedure, analyses**). The research design is described in detail, with particular attention to variables/concepts addressed. The sample and sampling plan are described and are appropriate. Procedures for data collection are described in detail and are appropriate to the questions posed. Data collection tools (e.g., instruments) are described in detail and are appropriate. Data analysis plans are appropriate and are described in detail, with particular reference to the research question(s) posed.
- **Impact**: What is the study's strengths/importance and potential impact of the project on the field? The study's argued importance and impact are clear, appropriate, and convincing.
- **Future Research**: Briefly discuss the need for future research or plans for future development of the research program.
- **Limitations**: Briefly discuss potential limitations of the research. The limitations of the study are acknowledged and discussed in the context of interpreting findings (e.g., generalizability, transferability).
- **Timeline**: What is the expected timeline for accomplishing the activities for the research proposal? Be sure to clearly delineate how long each part (and specific parts) of the research study will take and any other pertinent details and steps. You should describe this in great detail either in text or with a graphical/table display. The timeline should also be reasonable of the tasks to be conducted for the proposed research study.
- **References**: All citations are referenced and all references are cited appropriately.
- **APA style**: The paper follows a structure and organization consistent with current APA guidelines. Proper credit is given when the work of others is used or cited. Essentially, all aspects of the paper are written in appropriate APA style (i.e., title page, spacing, margins, headings, text, references, tables, figures, and appendices (if applicable).
- **Writing**: The paper is free of grammatical, spelling, typographical errors, and subjective terms are defined or justified.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assessments after established due dates and reserve the right to lower grades on assessments submitted late.

Commitment to Diversity:

Given the diverse world that we live in, students are asked to demonstrate a personal commitment to being knowledgeable, aware, and respectful of cultural diversity, culturally appropriate research, and how experiences (their own and others) of privilege and oppression

impact interpersonal communication and social justice. Students are encouraged to challenge themselves to grow and change in ways that make themselves more culturally- and socially-competent learners. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Learning Accommodations:

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Absences and Late Submittals:

Required readings and assessments are provided in the course calendar/schedule. You are expected to complete all readings and participate in all activities and discussions in class. The instructor understands that some absences are unpreventable. The following are non-penalized acceptable reasons for missing course work and contributions to class discussions: (a) serious illness, (b) illness or death of family member, (c) university-related trips, (d) major religious holidays, and (e) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the course does not have specific meeting times, regular participation is essential. If students must miss a scheduled If students must miss a scheduled assessment (e.g., task, critique, proposal draft), they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify the instructor as soon as possible, **preferably through e-mail communication.** Additional assessments may be required for missed tasks.

Incomplete Grade:

Incomplete grades for this course are issued reluctantly and sparingly. The university permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor—**to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to the course instructor before an "I" grade can be issued. Incomplete work and missing assessments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the time the course ends.

Quality of Student Work:

Unless specified otherwise, all work submitted to the instructor must be presented in the writing style and format described in the most recent edition of the *Publication Manual of the American Psychological Association*. All papers must be word-processed in **Times New Roman 12-point font and doubled-spaced.** Students are expected to follow rules of usage and the academic writing guidelines in the most recent edition of the APA *Manual.*

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Ethics:

Students are allowed and strongly encouraged to discuss in pairs or groups the projects, but not the Exams. Work on an Exam is expected to be your own independent work. Also, you are not to share your completed assessment answers with other students as assesment work is allowed to be reworked. When in doubt, as the instructor for clarification.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assessment (e.g., homework, exam, project) on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructor or other academic supervisor is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructor on the matter before submission.

Students are expected to be familiar with the University of Kentucky Code of Student Rights & Responsibilities which can be found at:
http://www.uky.edu/StudentAffairs/Code/part1.html
http://www.uky.edu/StudentAffairs/Code/part2.html

Submission of Work:

Unless otherwise noted all assessments are due via Blackboard by 9 pm Eastern Standard Time (EST) on the due date specified in the course schedule. **LATE ASSESSMENTS WILL BE ACCEPTED AT THE SOLE DISCRETION OF THE INSTRUCTOR.** Exceptions will be made ONLY in extreme circumstances, such as (but not limited to) an incapacitating illness or injury, or a death in the family. Since the course materials are posted on Blackboard, events such as (but not limited to) vacation/travel plans, social obligations, or family gatherings do not constitute exceptions. Turn in all work using the last 4 digits of your UK student identification number. **DO NOT WRITE YOUR NAME ON ANY ASSESSMENT IN THIS COURSE.**

Course Format/Structure:

Students are expected to participate in class discussions, complete assessments, ask for help if they have questions, and stay on task. The easiest way to stay on task is to:

(1) complete required readings,

      (2) review (lecture) notes,

      (3) complete assessments on-time.

Class Sessions: The amount of time spent in class will differ by topic; class may or may not last the entire time allotted. However, the Instructor may decide to start the next topic on the course schedule pending class time. The Instructor is available before, during, and after the scheduled time for this course, and by appointment, to address student questions or concerns. Each class session will generally consist of lecture, class discussions, and in-class activities.

Group Forums:

If you would like, the instructor can create a form for those wanting to form study groups to learn together. Just e-mail the instructor with each student's name within the group. Just let me know how I can help. I want you to learn and not just get a grade, and forming learning groups is the best way to learn some of the topics in this course.

Posting of Grades:

All assessments will be graded and returned to students. All assessment scores will be posted on Blackboard in a timely manner so that students are aware of their progress in the course.

Communication:

The instructor will communicate on a regular basis via e-mail and blackboard announcements. You will be expected to check your e-mail (and blackboard) daily for course related updates and information. If you need to communicate with the instructor, please use the title **656** in the subject line of your e-mail.

Maximum Timeframe for Responding to Student Communication:

Students may expect the instructor to have responses to email, phone, and blackboard inquiries within 48 hours excluding weekends.

Changes to the Syllabus:

I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to the syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

TENTATIVE COURSE SCHEDULE

Date	Pre-Class Reading Assignment Due			Topic	Due
	Johnson & Christensen (2014)	APA (6th ed.)	Shadish et al. (2002)		
1/15	Ch. 1			Syllabus	
1/20	**Academic Holiday – MLK day (NO CLASS)**				
1/22	Ch. 1			Introduction to Educational Research	
1/27	Ch. 2	Ch. 7		Research Paradigms	
1/29	Ch. 2		Ch. 1 (12-18)	Overview of Research Methods	Research Paradigm
2/3	Ch. 4	Ch. 7		Reviewing the Literature	
2/5	Ch. 4			Research Topic, Problem, Purpose, Questions, and Hypotheses	Meeting with Librarian
2/10	Chs. 5 & 22	Ch. 6		Reporting About Research	
2/12	Ch. 6			Research Ethics	Research Topic Summary
2/17	Ch. 7	Ch. 2		Measurement in Research	
2/19	Ch. 7			Measurement in Research	Draft of Annotated Bibliography for 1 Article
2/24	Ch. 8	Ch. 6		Questionnaire Development	
2/26	Ch. 8			Questionnaire Development	Draft of Title Page, Abstract, & Intro.
3/3	Ch. 9	Ch. 2		Methods of Data Collection	
3/5	Ch. 10			Sampling Methods	Draft of Method & Informed Consent Form
3/10	Ch. 11	Ch. 5	Chs. 1-3	Research Validity	
3/12	Ch. 11		Chs. 1-3	Research Validity	Draft of Discussion; Final Annotated Bibliography
3/17	**SPRING BREAK (NO CLASS)**				
3/19	**SPRING BREAK (NO CLASS)**				
3/24	Ch. 12	Ch. 3	Ch. 8	Experimental Research	
3/26	Ch. 12		Ch. 8	Experimental Research	Submit Proposal Draft for Peer Review; Informed Consent

					Form
3/31	Ch. 13	Ch. 3	Chs. 4-5	Quasi-Experimental Research	
4/2	Ch. 13		Chs. 4-5	Quasi-Experimental Research	Return Proposals with Peer Feedback; Article Critique #1
4/7	Ch. 14			Non-Experimental Quantitative Research	
4/9	Ch. 14	Ch. 4		Non-Experimental Quantitative Research	CITI Training Certificate
4/14	Chs. 19& 20			Quantitative Data Analysis	
4/16	Chs. 19 & 20	Ch. 4		Quantitative Data Analysis	Article Critique #2
4/21	Chs. 19 & 20			Quantitative Data Analysis	
4/23	Ch. 13	Ch. 5		Single-Case Research	Final Research Proposal
4/28	Chs. 10, 11, 15, 16, 18, & 22			Qualitative and Mixed Research	
4/30	Chs. 10, 11, 15, 16, 18, & 22			Qualitative and Mixed Research	
5/5				Presentations (1 – 3 pm)	Presentations