Research in Education  
EDCI 602  
June 8 – 26, 2009  

Instructor: Valerie L. Schwiebert, Ph.D., LPC, CRC, NCC, NCGC  
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Required Textbooks:  

Topics:  
I. The Scientific Method and Research Terminology  
II. Legal and Ethical Issues  
III. Formulating Research Questions and Hypotheses; Reviewing Related Research  
IV. Experimental Research in Education  
V. Descriptive Statistics and Correlation  
VI. Statistical Significance and Its Use in Research  
VII. Experimental Designs in Counseling Research  
VIII. Descriptive Research – Qualitative  
IX. Descriptive Research – Survey  
X. Causal Comparative/Ex Post Facto Research  

Course Description: This course is designed to provide students a working knowledge of the applications of research and program evaluation methodologies in education. (3 credit hours)  

Today’s educators are called upon to select and justify teaching methods and techniques. This course will prepare students to locate and generate information for input into the educational decision making process. Specifically, the course is an introduction into the methodology of educational research. The content focus is upon problem identification, planning research studies, critically evaluating the research of others, and using research information as input into the education process.  

Course Objectives: As a result of participating in this course, it is expected that students have or can do the following:  

2. have a knowledge of the ethical principles that guide research efforts  
3. read and interpret research studies  
4. use results of research studies in their professional decisions  
5. have an appreciation for the importance of research in the education profession.  

Instructional Objectives: The emphasis in the course is upon students developing the following skills or understandings:
1. Ability to identify and formulate good research questions.
2. Ability to locate research information pertinent to a given question or decision.
3. Ability to evaluate the adequacy of a research design.
4. Ability to use research information in education.
5. Ability to conduct research studies.
6. Develop an understanding of the basic concepts/techniques involved in doing research.

**College of Education and Allied Professions Conceptual Framework Statement:**
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; and (3) the fostering of the responsible use of technology.

**Diversity statement:**
Educators must meet the diverse social, emotional, and academic needs of students in the classroom. As such, multiculturalism as a broad issue is embedded in all COUN 670 course activities. We will specifically address such diversity issues as gender, ethnicity, sexual orientation, educational differences, and disability.

**Technology statement:**
This course will require educators-in-training to:
- Use word-processing complete assignments
- Access course materials through the course WebCT site
- Submit assignments through WebCT electronic bulletin boards and DropBox
- Access appropriate resources through internet
- Send and/or receive e-mail messages as necessary for course purposes

**Accommodations regarding students with disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Methods and Activities:** Lecture, class discussion, reading assigned materials, examinations, development of a research proposal, and homework exercises will be utilized to deliver course information.
Course Requirements:

1. 5 article reviews (format on handout) at 10 points each: 50 points
2. Research Project Proposal: 100 points
4. Homework and class assignments: 150 points
5. Attendance and participation 50 points

Total: 350 points

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
Below 60% failing

Assignments are due at the beginning of class on the dates specified. Late assignments will have one letter grade deducted per day late. Timely submission of assignments is considered a professional responsibility. Assignments are to be completed in APA style and typed. In addition, students are expected to adhere to the guidelines regarding plagiarism and class attendance listed in the Graduate Catalog.