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Open Educational Resources Syllabus Review

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2020

## **Design Methodology and Implementation**

North Carolina Agricultural and Technical State University

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**COURSE SYLLABUS**

College Name: College of Education  
Department Name: Department of Counseling  
Course Name: Design Methodology and Implementation

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**COURSE INFORMATION**

- Course Number/Section: COUN 830
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

**INSTRUCTOR CONTACT INFORMATION**

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

**STUDENT HOURS**

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM  / PM  – : AM  / PM

Monday  Tuesday  Wednesday  Thursday  Friday

## **COURSE PREREQUISITES**

COUN 815

## **COURSE DESCRIPTION**

This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level using quantitative, qualitative, and mixed method research designs.

## **CACREP Standards Addressed:**

### **CACREP DOCTORAL STANDARDS: DOCTORAL PROFESSIONAL IDENTITY - Research and Scholarship**

1. 6.B.4.a. research designs appropriate to quantitative and qualitative research questions
2. 6.B.4.b. univariate and multivariate research designs and data analysis methods
3. 6.B.4.c. qualitative designs and approaches to qualitative data analysis
4. 6.B.4.d. emergent research practices and processes
5. 6.B.4.g. research questions appropriate for professional research and publication
6. 6.B.4.h. professional writing for journal and newsletter publication
7. 6.B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review
8. 6.B.4.k. grant proposals and other sources of funding
9. 6.B.4.l. ethical and culturally relevant strategies for conducting research

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

SLO 1: Students will be able to understand research designs appropriate to quantitative and qualitative research questions

SLO 2: Students will be able to describe validity issues and solutions in different research designs

SLO 3: Students will be able to analyze research articles in light of emergent research practices and processes.

SLO 4: Students will be able to perform professional writing for journal and newsletter publication

SLO 5: Students will be able to design and evaluation of research proposals for a human subjects/institutional review board review

## **REQUIRED TEXTBOOKS AND MATERIALS**

*Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.*

### **REQUIRED TEXTS:**

Author. (2020). *Publication manual of the American Psychological Association*, (7th ed.). Washington, DC: American Psychological Association.

Strunk, W., & White, E.B. (1999). *The elements of style (4th ed.)*. New York, NY: Pearson.

### **REQUIRED MATERIALS:**

Required materials are posted on Blackboard

## **SUGGESTED COURSE MATERIALS**

### **SUGGESTED READINGS/TEXTS:**

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (5th ed.)*. Boston, MA: Pearson

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton, Mifflin and Company.

### **SUGGESTED MATERIALS:**

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
CITI Training	1	2%
Discussion Boards	1	3%
Assignment	8	40%
Exams	1	15%
Presentation	2	15%
Project	1	25%
<b>Total</b>	<b>14</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

### MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54  
EXTRA CREDIT**

## LATE WORK

## SPECIAL ASSIGNMENTS

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

## COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/studen\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., Copyright Guidelines, Confidentiality, etc.)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

## **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

## **STUDENT CONDUCT AND DISCIPLINE**

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.



In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of “F” for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**

## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Orientation	<p>ULO 1: Discuss the purpose and expectations of the course. (SLO N/A)</p> <p>ULO 2: Create a work plan for the semester. (SLO 1)</p> <p>ULO 3: Discuss basic components of the research process. (SLO 5)</p>	<p>1. <b>Read:</b> Syllabus</p> <p>2. <b>Complete:</b> Assignment 1 CITI Training Certificate (ULO 3)</p>
	Unit 2: History of Social Sciences	<p>ULO 1: Discuss the history of social science research. (SLO 1,3, 5)</p> <p>ULO 2: Compare and contrast research paradigms. (SLO 1,3, 5)</p>	<p>1. <b>Read:</b> Competing Paradigms in qualitative research</p> <p>2. <b>Read:</b> History of Social Science</p> <p>3. <b>Read</b> the materials and come up with discussion points and questions for class.</p>
	Unit 3: Identifying the Research Problem and Developing Research Questions	<p>ULO 1: Describe the research process. (SLO 1,3, 5)</p> <p>ULO 2: Identify one’s research problem. (SLO 1,3, 5)</p> <p>ULO 3: Develop research</p>	<p>1. <b>Read:</b> Creswell Chapter 1</p> <p>2. <b>Read:</b> Creswell Chapter 2</p> <p>3. <b>Complete:</b> Discussion Board #2 (ULO 1,2)</p>

		questions. (SLO 1,3, 5)	
	Unit 4: Cause and Effect	<p>ULO 1: Explain the necessary conditions to establish causality. (SLO 1,3, 5)</p> <p>ULO 2: Describe the difference between causal and correlational relationships. (SLO 3, 4)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Shadish et al. Chapter 12.</li> <li>2. <b>Complete</b> Assignment #2: Short Essay 1 (ULO 2)</li> </ol>
	Unit 5: Internal Validity and Statistical Conclusion Validity	<p>ULO 1: Describe the validity typology. (SLO 1,3, 5)</p> <p>ULO 2: Explain the common threats to construct validity and research design approaches to deal with them. (SLO 3, 4)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Shadish Chapter 2 Statistical Conclusion</li> <li>2. <b>Complete:</b> Assignment #3 Short Essay 2 (ULO 2)</li> </ol>
	Unit 6: Construct Validity and External Validity	<p>ULO 1: Explain the common threats to construct validity and research design approaches to deal with them. (SLO 1,3, 5)</p> <p>ULO 2: Explain the trade-off among the four types of validity. (SLO 3, 4)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Shadish Chapter 3: Construct Validity and External Validity</li> <li>2. <b>Complete:</b> Assignment #4 Short Essay 3 (ULO 2)</li> </ol>
	Unit 7: Experimental Design: Main Effects, Mediations, Moderations	<p>ULO 1: Describe key features of experimental designs. (SLO 1,3, 5)</p> <p>ULO 2: Differentiate main effects, mediations, and moderations. (SLO 1,3, 5)</p>	<ol style="list-style-type: none"> <li>1. <b>Read:</b> Experimental Design Lecture 7 Click for more options</li> <li>2. <b>Read:</b> The Moderator-Mediator Variable Distinction in Social Psychological Research Variable Distinction in Social Psychological Research Click for more options</li> <li>3. <b>Read:</b> Toward Terminological,</li> </ol>

			Conceptual, and Statistical Clarity in the Study of Mediators and Moderators  4. <b>Complete:</b> Assignment #5: Short Essay 4 (ULO 2)
	Unit 8: Sampling	ULO 1: Explain the features, advantages, and disadvantages of different sampling methods. (SLO 1-5)	1. <b>Read:</b> Monette, Chapter 6: Part A 2. <b>Read:</b> Monette, Chapter 6: Part B 3. <b>Complete:</b> Exam #1: Midterm (ULO N/A)
	Unit 9: Quasi-experimental Design Part 1	ULO 1: Describe validity issues for quasi-experimental designs in social sciences. (SLO 1,3, 5)  ULO 2: Explain common design approaches to deal with threats to validity. (SLO 3, 4)	1. <b>Read:</b> Shadish Cook and Campbell Chapter 4 2. <b>Complete:</b> Presentation #1 (ULO 2)
	Unit 10: Quasi-experimental Design Part 2	ULO 1: Describe validity issues for quasi-experimental designs in social sciences. (SLO 1,3, 5)  ULO 2: Explain common design approaches to deal with threats to validity. (SLO 3, 4)	1. <b>Read:</b> Shadish Cook and Campbell Chapter 5 2. <b>Read:</b> a) A National Survey on Multicultural Competence for Professional Counselors b) Mindfulness and Counseling Self-Efficacy c) Counselors' Social Class and Socioeconomic Status d) An Exploration of Counselors' Professional Leadership Development 3. <b>Complete:</b> Assignment #6: Short Essay 5 (ULO 2)
	Unit 11: Survey Research	ULO 1: Describe elements and procedures in survey research. (SLO	1. <b>Read:</b> a) Monette et al. Chapter 7 PART A b) Monette et al. Chapter_8

		<p>1,3, 5)</p> <p>ULO 2: Describe types of sampling methods. (SLO 1,3, 5)</p> <p>ULO 3: Discuss common pitfalls and solutions to survey design. (SLO 1,3, 5)</p>	<p>PART B</p> <p>2. <b>Complete:</b> Assignment #7: Short Essay 6 (ULO 2)</p>
	Unit 12: Evaluation Research	<p>ULO 1: Describe elements and procedures in evaluation research. (SLO 1,3, 5)</p> <p>ULO 2: Critique the research design in the evaluation studies read this week for the short essay assignment. (SLO 3, 4)</p>	<p>1. <b>Read:</b> Monette et al. Chapter 12</p> <p>2. <b>Complete:</b> Assignment #8: Short Essay 7 (ULO 2)</p>
	Unit 13: Qualitative Designs	<p>ULO 1: Discuss the advantages, disadvantages, and setting of application for different qualitative designs. (SLO 1,3, 5)</p> <p>ULO 2: Describe techniques in qualitative interviews. (SLO 3, 4)</p> <p>ULO 3: Discuss validity and reliability issues in qualitative field research. (SLO 3, 4)</p>	<p>1. <b>Read:</b></p> <p>a) Babbie_Chapter_10_Part_A</p> <p>b) Babbie_Chapter_10_Part_B</p> <p>2. <b>Complete:</b> Assignment #9: Short Essay 8 (ULO 2)</p>
	Unit 14: Mixed Methods Designs	<p>ULO 1: Discuss the advantages, disadvantages, and setting of application</p>	<p>1. <b>Read:</b> Hanson, Creswell, Clark, Petska, Creswell, 2005</p> <p>2. <b>Read:</b> McLatterty, Slate &amp; Onwuegbuzie, 2010</p>

		<p>for different qualitative designs. (SLO 1,3, 5)</p> <p>ULO 2: Discuss progress of final project and design of choice. (SLO 3, 4)</p>	<p>3. <b>Read:</b> Leech &amp; Onwuegbuzie, 201</p> <p>4. <b>Read:</b> Levitt et al., (2018)</p>
	Unit 15: Student Presentations and Peer Review for APA	<p>ULO 1: Conduct a formal presentation of research proposal. (SLO 1,3, 5)</p> <p>ULO 2: Review each other's select paragraphs for APA style. (SLO 3, 4)</p>	<p>1. <b>Complete:</b> Presentation #2 (ULO 1)</p> <p>2. <b>Complete:</b> Final Project (ULO N/A)</p>

*\* These descriptions and timelines are subject to change at the discretion of the instructor.*