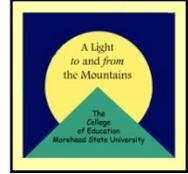




Morehead State University
Professional Education Unit
Department of Foundational and Graduate Studies in Education



Counseling Program
Applied Project in School Counseling
EDGC 699A

Instructor: Beverly M. Klecker, Ph.D., LPCC
Office: 503 Ginger Hall
Phone: (606) 783-2536
Office Hours: Summer 2010: Online and E-mail: b.klecker@moreheadstate.edu

Course Description: The applied project constitutes a study in which the results would be applicable to the student's realm of responsibility, either actual or projected. With this in mind, the student should be able to rationalize the chosen topic to his committee in such a manner as to gain its approval before the study is undertaken. *Prerequisites: admission to the Specialist in Education Program and consent of student's committee chairperson.*

Required Field Experience Hours: N/A

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

The Applied Project provides candidates with opportunities be involved in extensive research in a field of learning related to their professional education goals. The topic to be research is presented and approved by the candidate’s committee and should result relate to improve student learning. By the end of this course the candidate will be able to:

- 1) Identify appropriate research topics of interest to the candidate that related to improved student learning.
- 2) Develop questions related to research topics questions and design a research proposal that will help answer identified questions.
- 3) Implement research design that focuses on research questions.
- 4) Analyze data and synthesize results of research.
- 5) Provide recommendations for further study related to research.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFO’s and SLO’s:

Program:	Ed.S. – School Counseling		EDGC 699A		Applied Project
Course → Assessments Aligned with Course Assessment (Percent Values) ▼	Kentucky Teacher Standards (KYS) http://kyepsb.net/teacherprep/standards.asp	Kentucky Education Reform Act (KERA) http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/	National Council for the Accreditation of Teacher Education (NCATE) www.ncate.org	Education Professional Standards Board (EPSB) http://kyepsb.net/	Kentucky Standards for Guidance Counseling Programs approved by the 2005 EPSB and derived from CACREP Standards
<i>EDGC 699A</i> Applied Project CFO: 1-5 SLO: 1-5	1,1;1,2;1,4;1,5;2,2; 2,3;2,5;3,3;3,4;3,5; 4,5;5,2;5,3;5,4;5,5; 5,6;6.1;6.2;6.3;6.4; 6.5;7.1;7.2;8.3;8.4 Additional alignment varies with content of applied project.	1,2,4,5	1d,1e,1f,1g,4a, Additional alignment varies with content of applied project.	Literacy/Reading Diversity Assessment Additional alignment varies with content of applied project.	A6,A10,B2,C1a,D1c,D 1h,D2a,D2f,D4f,D7a,D 7b,D7c,D7d,D7e,D7f, D7g,D7h,D7i Additional alignment varies with content of applied project.

Program:	Ed. S. – Instructional Leadership	Applied Project
Assessment	Description	
<i>EDGC 699A</i> Applied Project	The Applied Project provides candidates with opportunities be involved in extensive research in a field of learning related to their professional education goals. The topic to be research is presented and approved by the candidate’s committee and should result relate to improve student learning.	

Methods of Evaluation

Grades for this course include A or IP. Students who successfully defend their Applied Project will be assigned an “A”. An “IP” will be assigned to all other candidates until the Applied Project is successfully defended.

Method of Instruction

This is an independent study course in which the candidate meets with his/her committee to discuss professional goals and research interest. The candidate submits a proposal for the Applied Project for approval by the committee. Research is conducted to address the identified topic and is presented to the committee for evaluation.

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Advisement Time: The instructor will be available for advising by appointment, or by email at d.barnett@moreheadstate.edu. Due to Internet foibles, students who do not receive a response to an email request within 48 hours should repeat the inquiry.

Academic Honesty

As noted in MSU’s Academic Honesty policy, cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Academic honesty includes:

- Doing one's own work without extensive assistance from others
- Giving credit for the work of others, especially when words of another person are drawn from electronic sources such as the Internet, or from written documents.
- Using all information resources without plagiarism

Electronic media (e.g. e-mail, internet, etc.) provides students opportunity to research and read a wide variety of reference material. Additionally, this media makes it easy to copy and paste

from one document to another. Including direct quotes or paraphrases of information without giving the original author credit is called plagiarism. Other examples of plagiarism include using definitions of terms or key phrases from a source as if the definitions are your own or copying information from websites as a part of a summary without crediting the original author.

In the past a few students have submitted work as their own that was completed and submitted by other students from earlier semesters. Obviously, this is a form of plagiarism. Students should be aware that a data base of previously submitted work will be used in combating plagiarism. Students submitting previously submitted work (either in part or in whole) will be cited for plagiarism. Students sharing their work with others may be cited for complicity to plagiarism.

Students who are suspected of plagiarism will be provided written evidence (either hard copy or electronic copy) of the suspected plagiarism. Upon receiving the evidence of the suspected plagiarism, students have ten (10) calendar days to provide proof that the work submitted is not plagiarized. Students who are not successful in responding to the charge of plagiarism will be cited for plagiarism. Notice will be sent to the Chair of the Professional Program in Education, the Dean of the College of Education, and the Dean of Graduate Programs. The notice will become a part of the student's record. **Students with plagiarism notations as a part of their record will NOT be recommended for program completion.**

It is the student's responsibility to understand what constitutes plagiarism. There are a variety of online resources that provide assistance in understanding and examples of plagiarism. Some of these online resources include:

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
http://turnitin.com/research_site/e_what_is_plagiarism.html
<http://www.dartmouth.edu/~sources/about/what.html>

Lack of knowledge of what constitutes plagiarism is NOT an acceptable defense when cited for suspected plagiarism.

Questions about plagiarism and its impact on program completion should be directed to the instructor.

Students should follow APA style when citing sources.

REGULATIONS CONCERNING THE APPLIED PROJECT (ED.S. DEGREE)

I. The Applied Project Study

Inherent in the title, Applied Project, is the idea that this is to be a study in which the results would be applicable to the student's realm of responsibility, either actual or projected. With this in mind, the student should be able to rationalize the chosen topic to his committee in such a manner as to gain its approval before the study is undertaken. The chair of the committee becomes the director of the applied project unless otherwise agreed upon by the committee.

Once the topic is approved, the student, under the guidance of the applied project director, writes a detailed proposal for accomplishing the study. The proposal is presented to the committee for its approval. The committee has the option of asking for clarification and suggesting any changes it deems appropriate.

The study is conducted under the guidance of the applied project director. When completed, a rough draft of the report is submitted to each member of the committee at least **one week** prior to the scheduled defense of the study and at least **four weeks** before the degree is to be conferred. During the scheduled defense, the committee may ask any necessary questions and ask for any needed changes or corrections.

If the committee accepts the report, it may do so with the understanding that all suggested changes or corrections are made. It is then the responsibility of the applied project director to see that all specified changes and corrections are made and to so indicate to the remaining members of the committee. With all the foregoing accomplished, the applied project is to be prepared in final form. Again, it is the responsibility of the applied project director to see that the report is as letter perfect as possible and to assist in securing the signatures of the committee members.

II. Submitting the Applied Project to the Graduate Office

1. At least **two weeks** before the degree is to be conferred, the student should submit the final approved copy of the project, signed by all committee members, to the Graduate Office.
2. The project is reviewed for spelling, style, and format. Once approved, the student needs to determine how many copies of the project to have printed. The minimum number is two (one for the

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department and one for the library), although the student may have as many copies printed as desired.

3. The final original copy of the applied project **must** be printed on 100 percent rag bond paper. Additional copies **may** be printed on 100 percent rag bond paper.

4. **Each copy** of the project must be in a box with a lid. The box must be proportional to the dimensions of the project. When all copies are ready the student should bring them to the Graduate Office. The binding fee (currently \$15.00 per copy) is to be paid at the cashier's window.
5. The student brings the receipt for the binding fee to the Graduate Office. The copies of the applied project are sent to the University Library for binding. In approximately four to six weeks the bound copies will be returned and distributed. If the student requested a personal copy it will be mailed to them.

II. The Applied Project Report

The typographical style for the applied project should be that presented in the most current edition of the Publication Manual of the American Psychological Association or the publication manual specified by your department. **Throughout the body of the paper, the margins must be 1½ inches at the left and top of the paper; 1¼ inches at the right and bottom.** The first three pages of the applied project must be in the format of attached section. The sequence of the total study should be as follows:

Abstract title page (attached)
Abstract (not more than 600 words – double spaced)
Applied project cover page (attached)
Applied project title page (attached)
Applied project acceptance page (attached)
Preface and/or acknowledgements (if desired)
Table of Contents
List of Tables
List of Figures
Applied Project
References
Appendixes

(Abstract Title Page)

A DISCRIMINATIVE STUDY OF METHODS OF INDIVIDUALIZING INSTRUCTION IN
THE SOCIAL STUDIES PROGRAM

ABSTRACT OF APPLIED PROJECT

An applied project submitted in partial fulfillment
of the requirements for the degree of
Education Specialist at Morehead State University

by

Joe Smith

Committee Chairman: Dr. Mortimer Lincoln

Professor of Education

Morehead, Kentucky

20XX

(Applied Project Abstract)

TITLE

Director of Applied Project: _____

(Double space. Include statement of the problem, source(s) of data, methods and procedures, major findings, and conclusions. Must not exceed 600 words. Examples may be found in Dissertation Abstracts in the Library)

(Provide for signatures of committee at the end of the abstract.)

Accepted by: _____, Chair

(Applied Project Cover Page)

APPLIED PROJECT

Penelope Williams, M.A. in Education

Graduate School

Morehead State University

20XX

(Applied Project Title Page)

A DISCRIMINATIVE STUDY OF METHODS OF INDIVIDUALIZING INSTRUCTION IN
THE SOCIAL STUDIES PROGRAM

APPLIED PROJECT

An applied project submitted in partial fulfillment of
the requirements for the degree of
Education Specialist at Morehead State University

by

Penelope Williams

Committee Chair: Dr. Mortimer Lincoln

Professor of Education

Morehead, Kentucky

20XX

(Applied Project Acceptance Page)

Accepted by the graduate faculty of the College of Education,
Morehead State University, in
partial fulfillment of the requirements for the
Education Specialist Degree in Counseling

Director of Applied Project

Applied Project Committee:

_____, Chair

DATE