



COUN 625: RESEARCH APPLICATIONS
Fall 2016
Thursday 4:30-7:10

INSTRUCTOR

Erika Schmit, Ph.D., LPC
Assistant Professor

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OFFICE HOURS

Monday 3:00-4:30; by appointment (CHEC)
Wednesday 6:00-7:00; by appointment (MPLX)
Thursday 3:00- 4:30; by appointment (CHEC)

COURSE INFORMATION

TEXTBOOK(S)

Required:

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. (4th ed.). Thousand Oaks, CA: Sage.

Heppner, P. P. & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, & research: A guide for students in the helping professions*. (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Any supplemental articles will be placed online.

Recommended:

American Psychological Association. (2011). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D. C.: American Psychological Association.

Software Required

The syllabus/schedule are subject to change.

University E-College system

Other Helpful Textbooks:

Dimitrov, D. M. (2010). *Quantitative research in education: Intermediate & advanced methods*. Oceanside, NY: Whittier Publications, Inc.

Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling*. (3rd ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Lipsey, M. W., & Wilson, D. B. (2001). *Practical meta-analysis*. In L. Bickman & D. J. Rog (Eds.). Thousand Oaks, CA: Sage.

Meyers, L. S., Gamst, G., & Guarino, A. J. (2013). *Applied multivariate research: Design and interpretation*. (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed.)*. Thousand Oaks, CA: Sage Publications.

Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics*. (6th ed.). Boston, MA: Pearson Education.

CATALOG DESCRIPTION OF COURSE

625. *Research Application*. Three semester hours.

A doctoral course, which focuses on the development of research skills and inquiry methods.

The student is exposed to various quantitative and qualitative approaches. In addition, the course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and legal issues, and sampling procedures. Prerequisite: Doctoral status.

GENERAL COURSE INFORMATION

As a requirement in the doctoral program, this course surveys a variety of research tools and techniques pertinent to conducting research in general, and the dissertation in particular.

Emphasis will be placed on dissertation research. Conceptual knowledge of research design, statistics, and APA writing style will be covered in depth.

CACREP STANDARDS

1. Demonstrate the ability to formulate research questions appropriate for professional research and publication in counseling (F1)
2. Demonstrate the ability to create research designs appropriate to quantitative and qualitative research questions (F2)
3. Demonstrates professional writing skills necessary for journal and newsletter publication (F3).

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COURSE OBJECTIVES include, but are not limited to, the following.

Beyond entry-level requirements, the student will demonstrate understanding of:

1. Design and implementation of quantitative research and methodology
2. Design and implementation of qualitative research
3. Ethical and legal considerations related to research
 4. Purpose and benefits of research
 5. Study and application of scientific writing skills
 6. APA style
 7. Evaluation of research, research methods, and literature pertinent to the counseling field and profession
 8. Familiarity with dissertation and research process
 9. Identification of differences in dissertation writing and counseling research

CONTENT AREAS include, but are not limited to, the following:

- I. Preparing to conduct research
 - A. Selecting and narrowing a topic
 - B. Writing research questions, research hypotheses, and null hypotheses
 - C. Preparing proposals
 1. For IRB
 2. For dissertation
 3. Proofreading and editing proposals
 - D. Writing literature reviews
 - E. Identifying and discussing assumptions, limitations, and delimitations
- II. Quantitative designs
 - A. Sampling
 - B. Experimental design
 - C. Instrumentation
- III. Qualitative designs
 - A. Sampling
 - B. Theory
 - C. Interviews, Observations, Document collection
- IV. Ethical and legal considerations
 - A. Responsible conduct in research and scholarship
 - B. Protection of human subjects
 - C. IRB protocols
 - D. Common IRB mistakes
 - E. ACA Code of Ethics
- V. Dissertation Process

STUDENT LEARNING OUTCOMES

1. Students will formulate research questions specific to counseling research as evidenced by performance on dissertation prospectus, dissertation proposal, and dissertation presentation (F1).

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2. Students will formulate research designs specific to counseling research as evidenced by performance on dissertation prospectus, dissertation proposal, and dissertation presentation (F2).
3. Students will conduct a research project (dissertation proposal) consistent with guidelines for publication relevant to the counseling profession in the dissertation proposal component of this course (F3)
4. Students will review research designs including quantitative, qualitative, and mixed methods designs (F2)
5. Students will complete drafts of chapters 1-3 for their dissertation including introduction, literature review, and methods.

COURSE REQUIREMENTS

Course Format

This course is considered seminar based. As a student in this course, you will be required to actively participate in discussion on your research. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Minimal Technical Skills Needed

You will need to utilize such technology as e-college, Microsoft Word, PowerPoint, etc.

Attendance, participation, assignments, and classroom activities

All students are required to attend and actively participate in class. University guidelines regarding attendance policy will be followed. You should attend ALL classes but I do understand that unforeseeable circumstances may happen. More than two absences will result in a letter grade reduction. Being excessively late to class and/or leaving early counts as an absence and will result in a possibility of a letter grade reduction as well. Students are expected to arrive to class on time and contribute to all discussions, activities, presentations, etc. Participation is a critical component to your learning outcome. Participation includes actively and respectfully interacting with the professor and your peers. This includes reading all course material before the class date in order to contribute to class discussions. Any student that noticeably does not participate in class will lose significant participation points.

Activities outside of the classroom

In addition to participation in classroom discussions and activities, students are required to complete any homework assignments or preparations. All assignments must be completed by class time on the due date. Failure to do so will result in a 10% deduction per day late. In addition to this, students should become familiar with APA guidelines. Students must adhere to APA guidelines on all assignments. Please turn in all assignments in a word document format in Dropbox.

Workshops

There will be 3 workshops in this course, each on the week before your chapter is due. You will

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be assigned a partner who will serve as your editor to review your work. You will be working closely with this person to provide as well as receive constructive feedback. Remember, your role is two-fold. First, as the editor you will provide critical feedback to your peer. As the peer, your responsibility is to receive feedback well. This will be discussed further if need be. On these days, you will meet with your partner and discuss your chapters, further develop ideas, provide alternative suggestions, and review APA style. These meetings are important in order to develop a strong chapter, and will serve you well when constructing your dissertation study.

Other requirements

Students need to have access to and be proficient in navigating the Internet. Furthermore, students should check their Leo email often, and ensure that they have access to their e-college account. This is crucial, as myself and other members of the department periodically update these platforms on any changes or issues. Also, please frequent the department website as updates are posted here as well.

Communication with Professor

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, calls will be returned at my earliest convenience. Therefore, email is the best way to reach me. I will attempt to answer all emails within 24 hours Monday-Friday. When emailing, please use your university email and address me with courtesy and respect. Reminder: I am the professor of this course and not necessarily your dissertation chair. Because of this, I cannot approve any dissertation topic. You should be in close contact with your dissertation chair on a regular basis.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate in open discussions. This will help with your growth in research knowledge.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Attend class and be on time. Learning cannot fully happen if you are not present.
9. Please begin writing. Waiting until the last minute is not an excuse for unfinished chapters.

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Overview of Assignments

1. **Dissertation Review (CACREP F1).** (10 pages). Locate a dissertation relevant to your research area of interest and in a paragraph describe why you selected it. Summarize the contents of each chapter, including major subsections. I should know what the dissertation is about after reading your review. React to strengths and weaknesses of the dissertation. The checklists at the end of the following chapters in the Heppner and Heppner text (3,6,7,12,14) will provide guidelines for your review.
2. **Dissertation Prospectus (CACREP F1, F2, F3).** You will write a 2-3 page prospectus in which you briefly describe your proposed dissertation study. The prospectus answers the questions: Why, what and how? It includes: 1) a working title, 2) introductory paragraphs that refer to the literature and identify the gap the dissertation will address (*why?*), 3) a brief methodology section (*What* are the questions, and *how* will you answer them?), and contributions to the profession. Samples will be provided as a guide.
3. **Dissertation Proposal Draft (CACREP F1, F2, F3).** During this semester you will write and revise the first draft of your dissertation proposal. Samples will be provided as a guide.

Prior to turning in each chapter for a grade, you will have a classmate (editor) work with you to edit your chapters. I will assign your editor during the first class period. Once your revision is complete, you will turn an electronic copy of each chapter (along with an electronic copy of your classmate's editorial suggestions) on the due date listed in the syllabus (below for chapters inclusions). In addition, you will be receiving edits/suggestions from me after completion of each chapter. You will take these into consideration and prepare a FINAL paper with your three chapters included and turned in by the end of the semester for a final grade.

Chapter 1

- State the problem, introduce the study
- Ask the research questions or state the hypotheses
- Make the case that the study is important and needs to be conducted
- Include assumptions, delimitations, and definitions
- Have this chapter edited by one of your classmates

Chapter 2

- Write a preliminary review of the literature for your study
- Include headings, subheadings, and assertions—statements with a supporting reference
- Use at least 20 references
- Address relevant theory and previous studies
- Link your study with theory and past research
- Have this chapter edited by one of your classmates

Chapter 3

- Describe your methods in enough detail that the study could be replicated

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- Include sample, measures, procedures, and analysis plan where appropriate
 - Address issues of reliability, validity, and trustworthiness as appropriate
 - Be sure that the data you collect will answer the research questions from chapter 1
 - Have this chapter edited by one of your classmates
4. **Presentation (CACREP F1).** At the end of the semester you will give a 20-minute professional presentation to the class describing your proposed study: statement of the problem and purpose of the study, literature review, and methods. This will be a PowerPoint presentation that will be critiqued by your instructor and peers.
5. **Attendance and Participation.** This is an advanced doctoral class that requires a high level of contribution and feedback to fellow students. In addition, regular attendance is expected. Your participation in the class involves preparation for and involvement in class discussions, and feedback for colleagues. You are expected to give thoughtful and respectful feedback to others. You will edit chapters for a classmate and return your editorial comments in a timely manner. You will have a classmate edit your chapters (assigned by professor). Be sure to get a copy to your editor early enough that you can turn in the revised chapter on the due date listed in the syllabus. As a class, we will be working together to help you develop your study. In some ways this course will be similar to a lab because we will all be growing and developing ideas into meaningful projects in a supportive and constructive environment.

GRADING

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Dissertation review:	10 points
Dissertation Prospectus:	10 points
Chapter 1:	20 points
Chapter 2:	20 points
Chapter 3:	20 points
Final Chapters:	100 points
Presentation:	10 points
Attendance and Participation:	10 points

Total points possible = 200

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Each written assignment is graded on the following four components, weighted equally:

1. **mechanics:** correct grammar, spelling, consistent style (e.g. APA)
2. **structure:** topics are well organized with headings, subheadings, and transitions

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3. **completeness:** topics that should be included in the chapter or review are addressed
4. **content:** a demonstrated awareness of the of the knowledge base in the area of study

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures).

Students are expected to maintain integrity at all times. Plagiarism is presenting others' work as your own and will not be tolerated in this course. Please remember to always cite authors' work and never directly copy from any source. When in doubt please do not be afraid to ask.

Any act of academic dishonesty may result in a grade of "0" on the assignment and/or course and will be reported to the department chair.

As a courtesy to your professor and peers please refrain from using your cell phone in this class. If you have a family emergency, please step outside of class to address it. You are allowed to use laptops for professional use only (i.e., taking notes). You are not allowed to utilize your laptop for checking personal emails, Facebook, Twitter, etc. This is disrespectful to your professor and those around you.

APA Style and Formatting

All assignments submitted should follow APA 6th edition guidelines. I strongly suggest students to buy the APA manual. There are also many Internet sites that can be utilized if you are not familiar with APA style.

DISCRIMINATION FREE ENVIRONMENT

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

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Texas A&M University-Commerce
 Gee Library, Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamuc.edu>/<http://www.tamuc.edu>/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Course Calendar

Date	Topic	Readings	Assignments
9/1/16	Introductions; Course Overview and Expectations; Review of Syllabus; Guidelines for Writing and APA; Introduction to Dissertation Writing		Review Syllabus
9/8/16	Ethics in research	Creswell Chapter 4 Heppner & Heppner Chapter 11 ACA Code of Ethics, Section G Belmont Report IRB on TAMUC Website (rules and forms for human subjects)	
9/15/16	Identifying your research topic and overview of research approaches	Creswell Chapter 1 Heppner & Heppner Chapters 1, 2, & 3 Fernando & Hulse-Killacky (2006) article	Prospectus Due Review of classmates' prospectus to give feedback.
9/22/16	Chapter 2: Literature Review Writing a literature review	Creswell Chapter 2 Heppner & Heppner Chapter 4 & 6	Dissertation Review Due

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9/29/16	Workshop 1	Workshop 1	Workshop 1
10/6/16	Chapter 1: Introduction Purpose, significance, problem statement, and research questions	Creswell Chapters 5, 6, & 7 Heppner & Heppner Chapters 3 & 5	Chapter 2 Due
10/13/16	Research Questions continued		
10/20/16	Workshop 2	Workshop 2	Workshop 2
10/27/16	Chapter 3: Methods Quantitative Methods Qualitative Methods Mixed Methods	Creswell Chapter 8, 9 & 10 Heppner & Heppner Chapter 7 & 8	Chapter 1 Due
11/3/16 TCA	Workshop 3	Workshop 3	Workshop 3
11/10/16	Methods continued Data Collection Data Analysis		Chapter 3 Due
11/24/16	THANKSGIVING	No Class	No Class
12/1/16	Grant Funding		
12/8/16	Presentations		Final Chapters Due
12/15/16	Presentations		

Syllabus may be amended by the professor throughout the semester as necessary.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Council for Accreditation of Counseling and Related Educational Programs. (2009). *CACREP 2009 Standards*
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *Handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York: Guilford.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). *Research design in counseling* (3rd ed.). Belmont, CA: Thompson.
- Kirk, R.E. (2013). *Experimental design: Procedures for the behavioral sciences* (4th ed.). Thousand Oaks CA: Sage.
- Pyrzczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7th ed.). Glendale, CA: Pyrczak Publishing.
- Strunk, W., & White, E. B. (2000). *Elements of style* (4th ed.). Boston: Allyn & Bacon/Longman.
- Winston, R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, 63, 515-518.

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Proposal Outline Rubric

0=Unacceptable (Not Met)

Demonstrates a limited understanding of concepts. Content missing. Disorganized. Some content inappropriate (Example: wrong methodology). Weak arguments.

1=Needs improvement (Partially Met)

Demonstrates a need for further understanding. Content is vague and not well thought out. Somewhat disorganized.

2= Good (Met)

Demonstrates adequate competence in each section. Most content is clearly stated, however, presentation needs a little work.

3=Excellent (Fully Met)

Demonstrates exceptional knowledge of research. Section is well thought-out. Presenter explained content well. Audience understands clearly what presenter plans to do. Concise yet thoughtful. All concepts are well-defined. A strong potential for publication quality.

Introduction

0 1 2 3

Clearly presented an overview of the study. Knowledgeable on the topic. Includes appropriate literature (citations) indicating importance of the topic. Creates interest in the topic and lays a foundation for the larger study.

Comments:

Statement of the Problem

0 1 2 3

Clearly discusses the issue that exists in the literature and/or practice.

Comments:

Purpose of the Study

0 1 2 3

Clearly presented the purpose identifying variables under investigation. Tells the reader the intent behind the study

Comments:

Significance of the Study

0 1 2 3

Makes a compelling argument and rationale for the study. Demonstrates a foundation of how study findings may affect the counseling field.

Comments:

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Literature

0 1 2 3

Presents critical components of the literature.

Comments:

Research Questions

0 1 2 3

Presented an understanding of the research questions directing the study. Identifies and understands the variables under investigation. Questions are appropriate for the research design.

Comments:

Participants

0 1 2 3

Describes the sample. Justification for sample size.

Comments:

Data Collection

0 1 2 3

Describes clear methods for collecting data. Discusses any procedures, surveys, interviews, etc.

Comments:

Data Analysis

0 1 2 3

Identifies appropriate methodology for research questions. Explains methodology.

Comments:

Presentation

0 1 2 3

Presentation is 20 minutes long. Presenter is clear on all of the above. Ideas are well-developed and explained. Speaks clearly. Knowledgeable on dissertation topic. Actual presentation is well-organized and focused with minimal to no errors. Able to answer questions when necessary.

Comments:

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TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset) http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission,

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will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

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Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The syllabus/schedule are subject to change.

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

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By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

I answer my emails fairly quickly as this is the quickest way to reach me. Additionally, I will attempt to grade all assignments within a week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please see above.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have

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been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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