



COUN 625: Research Applications

Course Syllabus: *Fall 2019*

W 7:20-10:00

CHEC

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC

Office Location: BIN 219

Office Hours: Wednesdays before class; Fridays in Commerce

University Email Address: Erika.Schmit@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. S. (2017). *A counselor's guide to the dissertation process: Where to start & how to finish*. Alexandria, VA: American Counseling Association.

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

I highly recommend that you buy other research textbooks as needed. These will help you throughout dissertation and your career.

Other Helpful Textbooks:

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

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.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, &*

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research: A guide for students in the helping professions. (4th 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.

***Note: This course uses D2L as it Learning Management System

COURSE DESCRIPTION

Catalogue Description of the 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.

Doctoral Student Learning Outcomes:

2009 CACREP Standards Addressed in COUN 625

Doctoral Standard	Learning Activity or Assignment	Assessment
IV.E.1. Understands univariate and multivariate research designs and data analysis methods.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 7, 8	Dissertation Review rubric, Dissertation Prospectus rubric, Dissertation Proposal (Chapters and Presentation) rubric, IRB Protocol Draft rubric

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IV.E.2. Understands qualitative designs and approaches to qualitative data analysis.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 7, 8	Dissertation Review rubric, Dissertation Prospectus rubric, Dissertation Proposal (Chapters and Presentation) rubric, IRB Protocol Draft rubric
IV.F.1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 6, 7, 8, 9, 10, 11	Dissertation Review rubric, Dissertation Prospectus rubric, Dissertation Proposal (Chapters and Presentation) rubric, IRB Protocol Draft rubric
IV.F.2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.	Lecture, Readings, Class Activities, and Discussions Flamez, Lenz, Balkin, & Smith (2017) Chapters 4, 6, 7, 8, 9, 10, 11	Dissertation Review rubric, Dissertation Prospectus rubric, Dissertation Proposal (Chapters and Presentation) rubric, IRB Protocol Draft rubric
IV.F.5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.	Key Assignment 7: Grant Funding Discussion; Lecture, Readings, Class Activities, and Discussions	Key Assessment 7: Grant Funding Discussion Rubric

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course is considered a seminar-based course. As a student in this course, you will be required to actively participate in discussion on your research. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

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. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
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. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due

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dates are just that...due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. This degree takes time, work, effort, and growth.

In addition to these, responsibilities specific for this course include the following:

1. You are expected to take responsibility for writing the first 3 chapters of your dissertation.
2. Provide constructive feedback to your peers on their research topics and dissertation chapters as well as open and responsive to feedback your peers provide you.
3. You are expected to work on your chapters outside of class.
4. You are expected to participate in class discussions.

Assignments/Assessments

**Note. All assignments are to be submitted in D2L

1. **Dissertation Review (10 pages; 25 points).** 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 your text (5-9) will provide guidelines for your review.

Dissertation Review Rubric

3 – *Exceeds Expectations* (23-25)

Dissertation review includes a thorough summary and evaluation (i.e. strengths, limitations, and reactions) of major sections in each dissertation chapter. Review is written in APA format with little to no errors (2 or less). Review is indicative of doctoral level work.

2 – *Meets Expectations* (20-22 points)

Dissertation review includes a summary and evaluation (i.e. strengths, limitations, and reactions) of major sections in each dissertation chapter; however may lack some crucial details and/or sections. Review is written in APA format with less than 5 errors. Review is indicative of doctoral level work.

1 – *Does Not Meet Expectations* (0-19 points)

Dissertation review does not include summary and/or evaluation (i.e. strengths, limitations, and reactions) of major sections in each dissertation chapter. Review is not written in APA format and/or has several (more than 5) errors. Review is not indicative of doctoral level work.

2. **Dissertation Prospectus (15 points).** You will write a 2-3 page prospectus at the beginning of the semester 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.

Dissertation Prospectus Rubric

3 – *Exceeds Expectations* (14-15)

Dissertation prospectus includes a 2-3 page document with thorough summary of criteria. Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is written in APA format with little to no errors (2 or less). Prospectus is indicative of doctoral level work.

2 – *Meets Expectations* (12-13 points)

Dissertation prospectus includes a 2-3 page document with summary of criteria; however, may lack some details and/or some criteria missing (less than 2). Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is written in APA format with less than 5 errors. Prospectus is indicative of doctoral level work.

1 – *Does Not Meet Expectations* (0-11 points)

Dissertation prospectus includes less than 2 pages of document and/or is missing significant criteria missing (more than 2). Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is not written in APA format or has more than than 5 errors. Prospectus is not indicative of doctoral level work.

3. **Dissertation Proposal Draft (20 points each; final draft pass/fail).** 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 week. 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 pass/fail grade. If you do not complete the final paper, you will not pass this class. A passing grade consists of a completed (first 3 chapters) dissertation in the graduate school template with addressed feedback of the instructor.

Chapter 1

- Introduction of the study
- Statement of the problem
- Purpose of the study
- Ask the research questions or state the hypotheses
- Make the case that the study is important and needs to be conducted (significance of the study)
- Include assumptions, delimitations, limitations, 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
- Include your research questions (yes, again)
- 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 one
- Have this chapter edited by one of your classmates

Dissertation Proposal Draft Rubric (for each chapter)

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	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
Content: a demonstrated awareness of the of the knowledge base in the area of study (5 points)	Knowledge of content was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Completeness: topics that should be included in the chapter or review are addressed (5 points)	Completeness of chapter was underdeveloped; does not meet standards of doctoral level coursework	Completeness of chapter but missing one or two key considerations; meets standards of doctoral level coursework	Completeness of chapter with no missing detail; meets standards of doctoral level coursework
Structure: topics are well organized with headings, subheadings, and transitions (5 points)	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors; meets standards of doctoral level coursework
Mechanics: correct grammar, spelling, consistent style (e.g. APA; 5 points)	Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

4. **Presentation of Mock Dissertation Proposal (Satisfactory/Unsatisfactory).** 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, brief literature review, and methods. This is a mock proposal (practice for your real proposal defense).

Presentation of Mock Dissertation Proposal Rubric

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3 – *Exceeds Expectations*
(Satisfactory)

Presentation includes all criteria listed. Presentation is 20 minutes long. Presenter appears knowledgeable on their dissertation topic with little to no errors (i.e., not just reading from slides). Presenter able to answer questions related to dissertation topic. Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Presentation is indicative of doctoral level work.

2 – *Meets Expectations*
(Satisfactory)

Presentation includes all criteria listed. Presentation is 20 minutes long. Presenter appears knowledgeable on their dissertation topic with little to no errors (i.e., not just reading from slides). Presenter able to answer questions related to dissertation topic. Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Presentation is indicative of doctoral level work.

1 – *Does Not Meet Expectations*
(Unsatisfactory)

Presentation does not include all criteria listed. Presentation is more than 20 minutes long. Presenter does not appear knowledgeable on their dissertation topic with significant errors (i.e., reading from slides). Presenter not able to answer questions related to dissertation topic. Criteria does not include (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Presentation is not indicative of doctoral level work.

- 5. IRB Protocol Draft and CITI Training (15 points).** You will complete CITI Training. “Texas A&M University-Commerce is committed to the protection of human subjects involved in research and other scholarly activities conducted by our faculty, staff or students” (<http://www.tamuc.edu/Research/compliance/training/default.aspx>). Due to this and the nature of this course, students will complete the Responsible Conduct in Research & Scholarship (RCR) modules and the Protection of Human Subjects modules, which can be found at <http://www.tamuc.edu/research/compliance/trainingCompliance.aspx>. This is an online training and is due by the end of the semester. You will need to save and email me the completion documentation. If you have completed this in a prior semester, please send me the documentation. Next, you will download the IRB protocol from our website

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(http://www.tamuc.edu/Research/compliance/IRB-Protection_of_Human_Subjects/default.aspx) and complete a draft of the protocol to be submitted after proposal defense.

IRB Protocol Draft and CITI Training Rubric

3 – <i>Exceeds Expectations</i> (Satisfactory)	Student completes CITI training. Student completes full IRB protocol. Protocol is indicative of doctoral level work.
2 – <i>Meets Expectations</i> (Satisfactory)	Student completes CITI training. Student completes IRB protocol but is missing some sections. Protocol is indicative of doctoral level work.
1 – <i>Does Not Meet Expectations</i> (Unsatisfactory)	Student does not complete CITI training. Student does not complete IRB protocol OR is missing many sections. Protocol is not indicative of doctoral level work.

6. Key Assignment 7: Grant Funding Discussion (25 points)

For this discussion assignment you will locate a funding agency call for proposals that you would consider developing for a project appropriate for research, program enhancement, and/or program development. Your initial posting is due by Thursday and at least two response postings due by Sunday (see week due on calendar). The purpose of this assignment is located available funding sources and develop a written grant proposal suitable for research, program enhancement, and/or program development. See rubric below for evaluation criteria.

Initial posting: The following criteria needs to be discussed in detail: name of grant/agency, amount and budget (with justification), purpose statement, need for project, methods section, proposed outcome, and proposed timeline.

Response posting: Respond to at least two of your peers. Provide them with feedback on their grant proposal. Response post should be thoughtful, insightful, and thought provoking. Avoid statements of “good job,” “nice proposal,” and “great idea” without providing further depth as to why.

Key Assessment 7: Grant Funding Discussion Rubric Doctoral Standard IV.F.5

Assessing the ability to write a grant proposal appropriate for research,	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
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program enhancement, and/or program development (25 points)			
Name of grant/agency and budget (5 points)	Knowledge of content was not identified/addressed or information provided was underdeveloped; no budget justification; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; budget justification provided; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; budget justification provided; meets standards of doctoral level coursework
Purpose and Need for Project (5 points)	Knowledge of purpose and need for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of purpose and need for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of purpose and need for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Methods (5 points)	Knowledge of methods for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of methods for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of methods for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Proposed Outcome and proposed timeline (5 points)	Knowledge of proposed outcome and timeline for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of proposed outcome and timeline for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of proposed outcome and timeline for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Completion (5 points)	Does not complete assignment on time. Does not complete initial posting and/or response postings.	Completes assignment on time. Completes original posting by Thursday of week due and at least two	Completes assignment on time. Completes original posting by Thursday of week due and at

	Components not addressed.	response postings by Sunday of week due. Components not addressed thoroughly.	least two response postings by Sunday of week due. Components addressed thoroughly.
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7. **Attendance and Participation (10 points).** 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.

Attendance and Participation Rubric

3 – <i>Exceeds Expectations</i> (9-10 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – <i>Meets Expectations</i> (8 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
1 – <i>Does Not Meet Expectations</i> (0-7 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

Workshops: During workshop weeks, you will be meeting with your partner to discuss your dissertation chapters. You have an entire week to do this. You will discuss your topic, chapter, progress, and any issues you are having with said chapter. You will then complete the form (see Appendix A at the end of syllabus) and turn in to me with your chapter. Any student not participating in workshops will not pass this course.

GRADING

Final grades in this course will be based on the following scale:

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

Final Grading

Dissertation Prospectus:	15 points
Dissertation Review:	25 points
Chapter 1:	20 points
Chapter 2:	20 points
Chapter 3:	20 points
IRB Protocol Draft:	15 points
KA7: Grant Funding Discussion	25 points
Attendance and Participation:	10 points
Presentation:	Satisfactory/Unsatisfactory
Final Chapters:	Pass/Fail

Total points possible = 150

****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. After a week late, you will receive a 0.**

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

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Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.

Device	Operating System	Browser	Supported Browser Version(s)
			Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
- For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.

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/)
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/)
 - [Apple Quick Time](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, 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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.





System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

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, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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.

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

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

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@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,

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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 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.

COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	Readings	Assignments
8/28 Week 1	Introductions Overview and Expectations; Introduction to Dissertation	Chapters 1 & 2 Review Dissertation website http://www.tamuc.edu/academics/graduate-school/Thesis%20and%20Dissertation%20Services/dissertations.aspx	Review Syllabus
9/4 Week 2	Identifying your research topic and overview of research approaches; Writing a Dissertation;	Chapters 3 & 4 Documents on Prospectus	Work on prospectus

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	Prospectus		
9/11 Week 3 AARC- Class Online	IRB and Ethics	Review IRB website http://www.tamuc.edu/Research/compliance/IRB-Protection_of_Human_Subjects/default.aspx	Prospectus Due
9/18 Week 4	Chapter Two: Literature Review	Chapter 5	Dissertation Review Due Begin working on Chapter 2
9/25 Week 5	Workshop One	Workshop One	Workshop One
10/2 Week 6	Chapter One: Introduction, Purpose, Problem, and Research Questions	Chapter 6	Chapter Two Due Begin working on Chapter One
10/9 Week 7 ACES- Online Class	Writing a grant proposal	Readings online	Key Assignment 7: Grant Proposal Discussion Due
10/16 Week 8	Workshop Two	Workshop Two	Workshop Two
10/23 Week 9	Chapter Three: Research Methods; Data Collection; Data Analysis	Chapters 7 & 8	Chapter One Due
10/30 Week 10	Chapter Three: Research Methods; Data Collection; Data Analysis	Chapters 7 & 8	
11/6 Week 11	Workshop Three	Workshop Three	Workshop Three
11/13 Week 12 TCA-Online	Chapters Four & Five Overview	Chapter 9	Chapter Three Due

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Class			
11/20 Week 13	Preparing for your defense; Publication in counseling journals	Chapters 10 & 11	
11/27 Week 14	Counselor Education- Professional Development	Counselor Education- Professional Development	IRB Draft Due
12/4 Week 15	Dissertation Proposals		Final Chapters Due Dissertation Proposals
12/11 Week 16	Dissertation Proposals		Dissertation Proposals



Appendix A

Dissertation Workshops

Name:

Partners Name:

Workshop Date:

Workshop Start and End Time:

Briefly in 250 words or less discuss what you and your partner talked about during workshop.

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