



## **COUN 595: Research Literature & Techniques**

Course Syllabus: Spring 2020

Thursdays from 4:30-7:10 in Room 114 at CHEC (McKinney)

### **INSTRUCTOR INFORMATION**

**Instructor:** Michael K. Schmit, PhD, LPC

**Office Location:** Binnion 220A (Commerce); CHEC (McKinney)

**Office Hours:** Tuesdays from 3-4:30pm and Thursdays from 3-4:30pm (CHEC in McKinney),  
by appointment only

**University Email Address:** michael.schmit@tamuc.edu

**Preferred Method of Communication:** Email

**Communication Response Time:** 24-72 hours, Monday-Friday

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbook**

Sheperis, C. J., Young, J. S., Daniels, M. H. (2017). *Counseling Research: Quantitative, Qualitative, and Mixed Methods* (2<sup>nd</sup> ed.). New York, NY: Pearson

Note: This course will use D2L as its Learning Management System

\*\*Other readings as assigned

##### **Required Supplemental Readings**

Granello, D. H., & Hill, L. (2003). Assessing outcomes in practice settings: A primer and example from an eating disorder program. *Journal of Mental Health Counseling, 25*, 218-232.

Fassinger, R., & Morrow, S. L. (2013). Toward best practices in quantitative, qualitative, and mixed method research: A social justice perspective. *Journal for Social Action in Counseling and Psychology, 5*, 69-83.

Sexton, T. L. (1999). *Evidence-based counseling: Implications for counseling practice, preparation, and professionalism*. Retrieved from  
<https://www.counseling.org/resources/library/ERIC%20Digests/99-09.pdf>

Wester, K. L., & Borders, L. D. (2014). Research competencies in counseling: A Delphi study. *Journal of Counseling & Development, 92*, 447-458.

**Spring 2020**

The syllabus/schedule are subject to change.



**Recommended Textbook**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author.

**COURSE DESCRIPTION**

**Catalogue Description of the Course**

*COUN 595. Research Literature and Techniques*

Three semester hours. Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

**General Course Information**

Research Literature and Techniques is required in all master’s degree programs in the Department of Counseling. The course includes studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Although the structure of the course will be that commonly encountered in graduate studies, the teaching philosophy of the instructor is invitational. The pursuit of a degree in counseling means different things to different people. Interests and emphases vary from person to person, but most recognize the importance of a basis in both quantitative and qualitative research methods. In the opinion of the instructor, even those who do not intend to perform research must be educated consumers of research in order to provide competent services. As a graduate of a CACREP accredited program, the professional community and the public will expect you to have basic research competencies. Your work may well lead you to situations where you will be required to perform studies, to accurately interpret the results and meaning of studies for others, or to make policy decisions that are based on the results of research. It would probably be in your best interest, as well as that of the Department, for you to take a very serious approach to development of these competencies. You are invited to discover what research means to you.

**2009 CACREP Student Learning Outcomes**

**2009 CACREP Standards Addressed in COUN 595**

<b>Core Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
2.G.8.a. The importance of research in advancing the counseling profession.	Lecture, Readings, Discussion Chapter 1 (Sheperis, Young, & Daniels, 2017)	Discussion 1, Journal Article Critique Rubric, Research Presentation rubric
2.G.8.b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	Lecture, Readings, Discussion Chapters 6-14 and 16 (Sheperis, Young, & Daniels, 2017)	Journal Article Critique Rubric, Research Presentation rubric



2.G.8.c. Statistical methods used in conducting research and program evaluation.	Lecture, Readings, Discussion Chapters 4-14 and 17 (Sheperis, Young, & Daniels, 2017)	Journal Article Critique Rubric, Research Presentation rubric
2.G.8.d. Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications.	Lecture, Readings, Discussion Chapter 16 (Sheperis, Young, & Daniels, 2017)	Discussion 5, Journal Article Critique Rubric
2.G.8.e. The use of research to inform evidence-based practice.	Lecture, Readings, Discussion Chapters 1 & 17 (Sheperis, Young, & Daniels, 2017) Articles (Granello & Hill, 2003; Fassinger & Morrow, 2013; Sexton, 1999; Wester & Borders, 2014)	Discussion 3, Journal Article Critique Rubric, Research Presentation rubric
2.G.8.f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	Lecture, Readings, Discussion Chapter 2 (Sheperis, Young, & Daniels, 2017) 2014 ACA Code of Ethics	Discussion 2, Journal Article Critique Rubric, Research Presentation rubric
<b>CMHC Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
II. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Lecture, Readings, Discussion Chapter 1 & 4 (Sheperis, Young, & Daniels, 2017) Articles (Granello & Hill, 2003; Fassinger & Morrow, 2013; Sexton, 1999; Wester & Borders, 2014); Key Assignment 5: Journal Article Critique	Discussion 5, Research Presentation rubric, <b>Key Assessment 5: Journal Article Critique Rubric</b>
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	Lecture, Readings, Discussion Chapters 3 (Sheperis, Young, & Daniels, 2017); Key Assignment 5: Journal Article Critique	Discussion 5, Research Presentation rubric, <b>Key Assessment 5: Journal Article Critique Rubric</b>
<b>SC Standards</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
II. Understands how to critically evaluate research relevant to the practice of school counseling.	Lecture, Readings, Discussion Chapters 1 & 4 (Sheperis, Young, & Daniels, 2017) Articles (Granello & Hill, 2003; Fassinger & Morrow, 2013; Sexton, 1999; Wester & Borders, 2014); Key Assignment 5: Journal Article Critique	Discussion 5, Research Presentation rubric, <b>Key Assessment 5: Journal Article Critique Rubric</b>
I5. Understands the outcome research data and best practices	Lecture, Readings, Discussion Chapters 1 & 3 (Sheperis, Young, & Daniels, 2017)	Discussion 5, Research Presentation rubric,



identified in the school counseling research literature.	Article (Wester & Borders, 2014); Key Assignment 5: Journal Article Critique	<b>Key Assessment 5: Journal Article Critique Rubric</b>
J1. Applies relevant research findings to inform the practice of school counseling.	Lecture, Readings, Discussion Chapters 3 (Sheperis, Young, & Daniels, 2017) Article (Wester & Borders, 2014); Key Assignment 5: Journal Article Critique	Discussion 5, Research Presentation rubric, <b>Key Assessment 5: Journal Article Critique Rubric</b>

**Content Areas include, but are not limited to, the following:**

- I. Importance of research
- II. Research in the Counseling Profession
  - A. Opportunities
  - B. Difficulties
- III. Research methods
  - A. Qualitative
  - B. Quantitative
  - C. Single-case designs
  - D. Action research
  - E. Outcome-based research
- IV. Technological competence and computer literacy
  - A. General computer literacy
  - B. Use in conducting research
  - C. Use in program evaluation
- V. Program modification
  - A. Needs assessment
  - B. Program Evaluation
  - C. Using research results to effect program modifications
- VI. Using research results to improve counseling effectiveness
- V. Ethical and legal considerations related to research and program evaluation.

**TEXES Competencies Related to this Course (TEXES is the state examination required for school counselor certification.)**

**Competency 004 (Program Management)**

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

**Competency 006 (Counseling)**

The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.



## 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 consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. 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 6<sup>th</sup> 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. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

### Assignments/Assessments

1. **Discussion Boards (6 points for initial post and 6 points for response post; 60 points total) in D2L.** You will have a total of 5 discussion boards (5 initial postings and 10 response postings) throughout the semester. You are expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. The goal of discussion post is to

stimulate conversation surrounding research, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors' role in research. The rubrics for both discussion and response posts are below. For the weeks with discussion posts, posts are released the day of class (Thursday) and are due in the following order: (a) **initial post is due by the following Tuesday at 11:59pm** and (b) **the response posts are due the following Thursday by 4:29pm (Just Before Class)**. **Thus, you have an entire week to complete a discussion post (initial and response)**. Please note that no late postings will be accepted.

**Discussion Post Rubric**

	1 – Does Not Meet Expectation (0-4.7 points)	2 – Meets Expectation (4.8-5.3 points)	3 – Exceeds Expectations (5.4-6 points)
Discussion Post Qualities	Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors.

**Response Post Rubric**

	1 – Does Not Meet Expectation (0-4.7 points)	2 – Meets Expectation (4.8-5.3 points)	3 – Exceeds Expectations (5.4-6 points)
Response Post Qualities	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA

			errors.
--	--	--	---------

2. **Statement of Research Interest (60 points):** You will develop a statement of research interest. This statement will need to include areas of interest, methods of research, and future direction (i.e., goals for research in your field). Your statement needs to be 2-3 pages, double-spaced and adhere to APA 7<sup>th</sup> edition standards, and yes, a title page and a reference page are included but does not count towards your page count total. A minimum of three empirical sources (research articles, not textbooks or websites) must be used, but you may include additional non-empirical sources in addition to the required three. An example will be available in D2L to serve as a guide. Please recognize the example provided does not exactly align with all the expectations of the assignment. Hence, that is why it is just an example. See rubric and guideline directly below.

**State of Research Interest Rubric**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Area(s) of Interest (30 points)	Description of interests were vague and incomplete; no empirical evidence provided; not representative of graduate level work (0-23.9 points)	Description of interests were fairly clear and missing one or two key points; empirical evidence provided; representative of graduate level work (24-26.9 points)	Description of interests were clear and complete with no missing information; empirical evidence provided; representative of graduate level work (27-30 points)
Method of Research (15 points)	Method of how you would investigate your interest was incomplete or missing; no evidence of using previous literature to investigate others' methods of inquiry; not representative of graduate level work (0-11.9 points)	Method of how you would investigate your interest was fairly complete or missing only one or two key points; evidence of using previous literature to investigate others' methods of inquiry; representative of graduate level work (12-13.4 points)	Method of how you would investigate your interest was complete with no missing information; evidence of using previous literature to investigate others' methods of inquiry; representative of graduate level work (13.5-15 points)
Future Direction (10 points)	Future direction was not addressed or addressed vaguely; no mention of how to	Future direction was addressed but missing one or two key points; mentioning of how	Future direction was thoroughly addressed without any missing information;

	disseminate research findings (0-7.9 points)	to disseminate research findings (8-8.9 points)	mentioning of how to disseminate research findings (9-10 points)
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work. (0-4.3 points)	Some APA errors (3-4 errors). Good quality indicative of graduate level work. (4-4.4 points)	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work. (4.5-5 points)

State of Research Interest Outline/Guidelines:

- a. Area(s) of Interest
  - a. A detail description of interests (what are you passionate about as it related to counseling)
  - b. Current available research on area(s) of interest (present the research)
  - c. What areas of your research interest do perceive are missing (what needs to be further researched)
- b. Method of Research
  - a. How would you investigate your areas of interest? I recognize the limitations involved in completing this portion, but use what you known. Dive into the literature and see what other researchers have done to explore your or similar interests.
- c. Future Direction
  - a. What would type of answers would you like to find in regard to your areas of interest?
  - b. How will you let others (e.g., counselors, educators, policy-makers, etc.) known that your research interests matter?

3. **Key Assignment 5: Journal Article Critique (100 points):** You will choose an empirical journal article (quantitative or qualitative research article) from an ACA journal (see list below), one that aligns with your track (e.g., CMHC, school counseling, student affairs), and provide an article critique (3-5 pages) based on material learned from your text and from this class. The goal of this article critique is to enhance your ability to identity, interpret, and evaluate empirical research relevant to counseling and your area of focus, as well as be able to apply research findings to counselor practice. See Rubric and Thought Provoking Questions directly below. The thought provoking question should be used to spark thought and exploration, only.

**American Counseling Association Journal List:**

*Journal of Counseling & Development (JCD)*

*Adultspan Journal*

*The Career Development Quarterly (CDQ)*



- Counseling and Values (CVJ)*  
*Counselor Education and Supervision (CES)*  
*Journal of Addictions & Offender Counseling (JAOC)*  
*Journal of College Counseling (JCC)*  
*Journal of Employment Counseling (JEC)*  
*Journal of Humanistic Counseling (JHC)*  
*Journal of Multicultural Counseling and Development (JMCD)*  
*Counseling Outcome Research and Evaluation (CORE)*  
*Measurement and Evaluation in Counseling and Development (MECD)*  
*The Family Journal (IAMFC)*  
*Journal of Child and Adolescent Counseling (ACAC)*  
*Journal of Creativity in Mental Health (ACC)*  
*Journal of LGBT Issues in Counseling (ALGBTIC)*  
*Journal of Mental Health Counseling (AMHCA)*  
*Journal of Military and Government Counseling (MGCA)*  
*Journal for Social Action in Counseling and Psychology (CSJ)*  
*Journal for Specialists in Group Work (ASGW)*  
*Rehabilitation Counseling Bulletin (ARCA)*

**Key Assessment 5: Journal Article Critique Rubric  
(CMHC Standards I.1 & J.1; SC Standards I.1, I.5, & J.1)**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Summary of basic article information (25 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of graduate level work (0-19.9 points)	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work (20-22.4 points)	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work (22.5-25 points)



Critique of research (50 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of graduate level work (0-39.9 points)	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of graduate level work (40-44.9 points)	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Representative of graduate level work (45-50 points)
Application to practice (20 points)	Application to practice was not addressed or insufficiently addressed; application was not relevant to SC or CMHC counseling; Not representative of graduate level work (0-15.9 points)	Application to practice was addressed but missing one or two key points; application was relevant to SC or CMHC counseling; representative of graduate level work (16-17.9 points)	Application to practice was thoroughly addressed without any missing information; application was relevant to SC or CMHC counseling; representative of graduate level work (18-20 points)
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work. (0-3.9 points)	Some APA errors (3-4 errors). Good quality indicative of graduate level work. (4-4.4 points)	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work. (4.5-5 points)

Here are some questions that may help you all in your critiques:

1. Are the title and/or abstract of the article appropriate and clear?
2. Is the purpose of the study/article clear?
3. Is the discussion of the findings/content relevant to the study purpose?
4. Have the authors cited essential and necessary literature related to the study topic?
5. Are there any sections of the article that need to be expanded or omitted?
6. Are the authors' ideas and/or statements clear or ambiguous?
7. Is the research important for the field (counseling)?
8. Are the research methods described in detail and are they understandable? Are they



- correct?
9. How did the authors incorporate research implications? Did they do so appropriately?
  10. How would you use the research findings from your article (both clients served and the profession of counseling)?
  11. **What is your overall impression of the article? This is the most important question to answer in your critique. Based on your responses to items 1-10, what is your impression of the research/article (in your own words—that is—what is your opinion of the article)**
4. **In-Class Presentation (100 points):** Along with a partner, you will present on a content area related to this course for a period of no more than 20 minutes. You may choose a specific research design, an area of research that interests you, or a section from the textbook that you find challenging. The main objective of this presentation is to demonstrate your knowledge and competence in research methodology. ***Once you have identified a partner and discussed potential areas, please consult with the course instructor to ensure the topic/content area is appropriate. Without prior consultation and approval from the course instructor, the presentation may not be considered for grading.*** It is expected that you will reach beyond the content from the textbook and utilize additional resources (e.g., other books, web resources, journal articles, etc.). Presentations will be conducted on PowerPoint or other platforms and graded in real time. **A one-page handout that summarizes the content of the presentation is required.** Please print enough copies to distribute to classmates and the course instructor. See Rubric below.

**In-Class Presentation Rubric**

	1 – Does Not Meet Expectation (0-15.9 points)	2 – Meets Expectation (16-17.9 points)	3 – Exceeds Expectation (18-20 points)
Topic (20 points)	No prior discussion with course instructor concerning topic; topic is not significant or relevant to counseling; no evidence of possessing knowledge about topic; Not representative of graduate level work	A prior discussion with course instructor concerning topic occurred; topic is significant or relevant to counseling; evidence of possessing knowledge about topic but missing one or two key points; representative of graduate level work	A prior discussion with course instructor concerning topic occurred; topic is significant or relevant to counseling; evidence of possessing knowledge about topic without missing key information; representative of graduate level work
Professional Etiquette (20 points)	Presentation appeared unrehearsed; presenter appeared	Presentation appeared rehearsed; presenter appeared professional	Presentation appeared rehearsed; presenter appeared professional

	unprofessional; did not start and or stop on time; not representative of graduate level work	most of the time; start and stopped on time; representative of graduate level work	throughout; start and stopped on time; representative of graduate level work
Accuracy of Information (20 points)	Information presented was not factual and/or grounded in the literature; it seems the information came from a single source; no evidence of synthetization across multiple sources; not representative of graduate level work	Information presented was mostly factual and/or grounded in the literature; evidence of synthetization across multiple sources; representative of graduate level work	Information presented was factual and/or grounded in the literature with no key points missing; evidence of synthetization across multiple sources; representative of graduate level work
Presentation and Presenter Qualities (20 points)	Presentation seemed unorganized; sequencing was off; presenters seem unprepared and was not enthusiastic about the topic/presentation; not representative of graduate level work	Presentation seemed organized; sequencing may have been slightly off; presenters seem prepared for the most part and was enthusiastic about the topic/presentation; representative of graduate level work	Presentation was clearly organized; sequencing was appropriate; presenters were both prepared and enthusiastic about the topic/presentation; representative of graduate level work
Presentation and Presenter Characteristics (20 points)	Did not respond well to questions, nor open to feedback; handout was missing or done poorly; not representative of graduate level work	Responded fairly well to questions and was open to feedback; handout provided and appeared complete; representative of graduate level work	Responded well to questions and was open to feedback; handout provided and appeared complete; representative of graduate level work

In-class presentation topical areas to be evaluated:

1. Topic

- Topic was discussed with course instructor prior to presentation
- Is important, significant, or relevant to counseling or counselor practice
- Presenters were knowledgeable about the topic

2. Professional Etiquette

- Evidence that presentation was rehearsed

- Professional demeanor was evident throughout
  - Started and stopped on time (20-minute max allotted)
  - Start time: \_\_\_\_\_
  - Stop time: \_\_\_\_\_
3. Accuracy of Information
- Information presented was factual
  - Information presented was grounded in the literature
  - Information was synthesized across multiple sources
4. Presentation and Presenter Qualities
- Presentation was aesthetically pleasing
  - Presentation was organized
  - Presentation followed a logical sequence
  - Presenters seem prepared
  - Presenters seem enthusiastic about the topic/presentation
5. Presentation and Presenter Characteristics
- Responds well to questions
  - Openness to feedback
  - Handout provided

## 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

<b>Assignment/Assessment</b>	<b>Point Value</b>
Discussions	60
Statement of Research Interest	60
Journal Article Critique	100
In-class Presentation	100

Total points possible = 320. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 320. The resulting value is multiplied by 100 to yield a percentage. For example:  $(260 \text{ [points earned]} / 320) \times 100 = 81.25\%$

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 4:29pm). Late assignments will have 10%

deduction per day late from the final score. **I will not accept late discussion/response postings.**

## 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.

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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.  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/>
  - 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](mailto: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>

<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](mailto:studentdisabilityservices@tamuc.edu)

**Spring 2020**

*The syllabus/schedule are subject to change.*



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 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.



TEXAS A&M UNIVERSITY  
**COMMERCE**  
 COURSE OUTLINE / CALENDAR

**Course Calendar**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
1/30 Week 1	Introductions, Course Overview and Expectations		-Review Syllabus
2/6 Week 2	-Contemporary Issues in Counseling Research -Apply and evaluate research for practice (CMHC & School)	-Chapter 1 -Article (Wester & Borders, 2014) -Discussion Post 1 releases	
2/13 Week 3	-Ethical Considerations of Research -ACA Code of Ethics	-Chapter 2	-Initial discussion post 1 due 2/11 at 11:59pm -Response post due 2/13 at 4:29pm
2/20 Week 4	-Reviewing the Literature	-Chapter 3	
<b>Online Class</b> 2/27 Week 5  TACES Conference (2/27 – 2/28)	-Methodological Issues -Apply and evaluate research for practice (CMHC & School)	-Chapter 4 -Articles (Granello & Hill, 2003; Fassinger & Morrow, 2013; Wester & Borders, 2014) -Discussion Post 2 releases	-Statement of Research Interest Due
3/5 Week 6	-Brief review of methodological issues -Brief review of applying and evaluating research for practice -Basic Statistics	-Chapter 5	-Initial discussion post 2 due 3/3 at 11:59pm -Response post due 3/5 at 4:29pm -Bring a copy of the ACA (2014) <i>Code of Ethics</i>
3/12 Week 7	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/19 Week 8	-Quantitative Research: Experimental Designs -Quantitative Research: Predictive Designs <b>-Guest Lecture by doctoral student</b>	-Chapter 6 -Chapter 7 -Discussion Post 3 releases	
3/26 Week 9	Quantitative Research: Single-Case Designs	-Chapter 8	-Initial discussion post 3 due 3/24 at 11:59pm -Response post due 3/26 at 4:29pm
4/2	-Qualitative Research	-Chapter 11	

**Spring 2020**

*The syllabus/schedule are subject to change.*



Week 10	Design: Phenomenological Designs	-Discussion Post 4 releases	
4/9 Week 11	- Survey Research <b>-Guest Lecture by Doctoral Student</b>	-Chapter 13	-Initial discussion post 4 due 4/7 at 11:59pm -Response post due 4/9 at 4:29pm
<b>Online Class</b> 4/16 Week 12  ACA Conference (4/16 – 4/19)	Qualitative Research Design: Case Study	-Chapter 9 -Discussion post 5 releases	
4/23 Week 13	Mixed Methods Designs, & Program Evaluation	-Chapter 14 -Chapter 16	-Initial discussion post 5 due 4/21 at 11:59pm -Response post due 4/23 at 4:29pm -Journal Article Critique Due
4/30 Week 14	In-Class Presentations	In-Class Presentations	In-Class Presentations
5/7 Week 15	Open Class	Open Class	Open Class