TEXAS A&M UNIVERSITY COMMERCE

COUN 621: Psychoeducational Consultation and Program Evaluation

Course Syllabus: *Spring 2020*
Web-based

INSTRUCTOR INFORMATION

Instructor: Erika L. Schmit, PhD, LPC
Office Location: Binnion 219 (Commerce); CHEC (Mckinney)
Office Hours: Wednesday at CHEC 300-430
                Fridays in Commerce 2-4
                Please email me for appointments.
University Email Address: Erika.schmit@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 24-72 hours M-F

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Boston: Pearson/Allyn & Bacon.

**Additional readings as assigned.

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

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

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:
Adlerfer, C. P. (1990). Organizational consultation: The state of the field. *Journal of Applied Behavioral Science, 23,*281-284.

Alpert, J. L., & Taufique, S. R. (2002). Consultation training: A field in need of review, revision, and research. *Journal of Educational and Psychological Consultation, 13*(1&2), 7-11.

American Evaluation Association. (1995). Guiding principles for evaluators. In W. R. Shadish, D. L. Newman, M. A. Scheirer, & C. Wye (Eds.), *Guiding principles for evaluators*. New Directions for Program Evaluation, No. 34, 19-26.

The *syllabus/schedule are subject to change.*

Babcock, N. L., & Pryzwansky, W. b. (1983). Models of consultation: Preferences of educational professionals at five stages of service. *Journal of School Psychology, 21,* 359-366.

Bell, J. B. (1994). Managing evaluation projects step by step. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds.), *Handbook of practical program evaluation*. San Francisco: Jossey-Bass.

Bemack, F., Murphy, S., & Kaffenberger, C. (2005). Community-focused consultation: New directions and practice. IIn C. Sink (Ed.), *Contemporary school counseling* (pp. 327-357). Boston: Houghton Mifflin.

Benshoff, J. M., & Paisley, P. O. (1996). The structured peer consultation model for school counselors. *Journal of Counseling and Development, 74,* 314-318.

Bernard, M. E., & DiGiuseppe, R. (2000). Advances in theory and practice of rational-emoive behavioral consultation. *Journal of Educational and Psychological Consultation, 11*(3&4), 333-335.

Bianco-Mathis, V., & Veazey, N. (1996). Consultant dilemmas: Lessons from the trenches. *Training and Development Journal* (July), 39-42.

Blake, R. R., & Mouton, J. S. (1983). *Consultation: A handbook for individual and organization development* (2nd ed.). Reading, MA: Addison-Wesley.

Brack, G., Jones, E. S., Smith, R. M., White, J., & Brack, C. J. (1993). A primer on consultation theory: Building a flexible world view. *Journal of Counseling and Development, 71,* 619-628.

Brandon, P. R. (1998). Stakeholder participation for the purpose of helping ensure evaluation validity: Bridging the gap between collaborative and non-collaborative evaluations. *American Journal of Evaluation, 19,* 325-337.

Brinkerhoff, R. O., Brethower, d. M., Hluchyj, T., & Nowakowski, J. R. (1983). *Program evaluation: A practitioner's guide for trainers and educators*. Boston: Kluwer-Nijhoff.

Brown, D., Kurpius, D. J., & Morris, J. R. (1988). *Handbook of consultation with individuals and small groups*. Alexandria, VA: American Association for Counseling and Development.

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2006). *Psychological consultation and collaboration: Introduction to theory and practice* (6th ed.). Boston: Pearson/Allyn and Bacon.

Burke, The changing world of organizational change. *Consulting Psychology Journal, 45,* 9-17.

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Chemlimsky, E. (1998). The role of experience in formulatin theries of evaluation practice. *American Journal of Evaluation, 20*, 35-56.

Chemlisky, E., & Shadish, W. R. (Eds.) (1997). E*valuation for the 21st century*. Thousand Oaks, CA: Sage.

Chen, H. (1994). Current trends and future directions in proram evaluation. *Evaluation Practice, 15*, 229-238.

Clark, N. (1952). *The Gantt chart.* London: Pitman & Sons.

Donaldson, S. L., & Scriven, M. (Eds.). (2002). *Evaluating social programs and problems: Visions for the new millennium.* Hillsdale, NJ: Erlbaum.

Dougherty, A. M. (2013)*. Casebook of psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Dougherty, A. M. (2013). *Psychological consultation and collaboration in school and community settings* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Fetterman, D. M. (2000). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage.

Fetterman, D. M., Kaftarian, S., & Wandersman, A. (Eds.). (1996). *Empowerment evaluation: Knowledge and tools for self-assessment and accountability.* Thousand Oaks, CA: Sage.

Greene, J. C. (1987). Stakeholder participation in evaluation design: Is it worth the effort? *Evaluation and Program Planning, 10,* 379-394.

Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation.* Thousand Oaks, CA: Sage.

House, E. R. (1994). The future perfect of evaluation. *Evaluation Practice, 15,* 239-247.

King, J. a., Stevahn, L., Ghere, G., & Minnema, J. (2001). Toward a taxonomy of essential evaluator competencies. *American Journal of Evaluation, 22,* 229-247.

Love, A. J. (2001). The future of evaluation: Catching rocks with cauldrons. *American Journal of Evaluation, 22,* 437-444.

Madaus, G. f., Scriven, M., & Stufflebeam, D. L. (Eds.). 91983). *Evaluation models: Viewpoints on educational and human services evaluation*. Boston: Kluwer-Nijhoff.

Mark, M. M. (2001). Evaluation's future: Furor, futile, or fertile? *American Journal of Evaluation, 22,* 457-480.

Mathison, S. (2001). what's it like when the participatory evaluator is a "genuine" stakeholder? *American Journal of Evaluation, 22,* 29-35.

New Directions for Program Evaluation. San Francisco: Jossey-Bass. (A topical, quarterly publication).

Newman, D. L., & Brown, R. D. (1996). *Applied ethics for program evaluation.* Beverly Hills, CA: Sage.

Patton, M. Q. (1996). *Utilization-focused evaluation* (3rd ed.). Thousand Oaks, CA: Sage.

Pawson, R., & Tilley, N. (1997). *Realistic evaluation.* Thousand Oaks, CA: Sage.

Reichardt, C. s. (1994). Summative evaluation, formative evaluation, and tactical research. *Evaluation Practice, 15,* 275-281.

Reineke, R. A. (1991). Stakeholder involvement in evaluation: Suggestions for practice. *Evaluation Practice, 19* 36-63.

Rossi, P. H., Freeman, H. E., & Lipsey, M. E. 91998). *Evaluation: A systematic approach* (6th ed.). Newbury Park, CA: Sage.

Sanders, J. R. (2002). A vision for evaluation. *American Journal of Evaluation, 25,* 253-259.

Scriven, M. (1973). The methodology of evaluation. In B. R. Worthen & J. R. Sanders (Eds.), *Educational evaluation: Theory and practice.* Belmont, CA: Wadsworth.

Scriven, M. (1986). New frontiers of evaluation. *Evaluation Practice, 7,* 7-44.

Scriven, M. (2002). Key evaluation checklist. [On-line.] available: www.wmich.edu/evalctr/checklists.

Shaddish, W. R., Newman, D. L., Scheirer, M. A., & Wye, C. (Eds.). (1995). Guiding principles for evaluators. *New Directions for Program Evaluation*, No. 34, San-Francisco: Jossey-Bass.

Stevens, C. J., & Dial, M. (Eds.). (1994). Preventing the misuse of evaluation. *New Directions for Program Evaluation*, No. 64. San Francisco: Jossey-Bass.

Stufflebeam, D. L. (1968). *Evaluation as enlightenment for decision making.* Columbus: Ohio State University Evaluation Center.

Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. *Journal of Research and Development in Education, 5,* 19-25.

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Stufflebeam, D. L. (2001). Evaluation checklists: Practical tools for guiding and judging evaluations. *American Journal of Evaluation, 22,* 71-79.

Walberg, H. J., & Haertel, G. D. (Eds.). (1990). *The international encyclopedia of educational evaluation.* New York: Macmillan.

Weiss, C. H. (1998). Have we learned anything new about the use of evaluation? *American Journal of Evaluation, 19,* 21-33.

COURSE DESCRIPTION

Catalogue Description of the Course
COUN 621 (3 semester hours) – Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is directed to applying theory to practice and to differentiating between human and structural problems and interventions.

General Course Information
Required for the Ph.D. in counseling, students will examine theories and models of both mental health consultation and program evaluation. Students will be expected to demonstrate their expertise via practical applications.

Doctoral Learning Outcomes

2009 CACREP Standards Addressed in COUN 621

Doctoral Standard	Learning Activity or Assignment	Assessment
IV.E.4. Knows models and methods of program evaluation.	Lecture and Discussion Readings (Fitzpatrick, Sanders, & Worthen, 2011) **Key Assignment 6: Program Evaluation Project**	Discussion Post rubric, Cases for Practice rubric, **Key Assessment 6: Program Evaluation Project Rubric**
IV.F.6. Demonstrates the ability to create and implement a program evaluation design.	Lecture and Discussion Readings (Fitzpatrick, Sanders, & Worthen, 2011) **Key Assignment 6: Program Evaluation Project**	**Key Assessment 6: Program Evaluation Project Rubric**

Content Areas include, but are not limited to, the following:
Program Evaluation
- Purposes of evaluation
- Evaluation approaches

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- Planning evaluations
- Conducting evaluations
- Reporting on evaluations
- Evaluating evaluations

Consultation
- Consultation as a helping relationship
- Consultant roles
- Consultation stages
- Consultation models
- Working within an organization

COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing any 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 web-based course. As a student in this course, you will be required to actively participate in an online environment. You will be expected to participate and complete all online tasks via D2L. In addition to this, you are to complete an application-based project in 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 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. Begin your readings ASAP. This is a reading heavy course.

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Assignments/Assessments

1. **Key Assignment 6: Program Evaluation Project (40 points total).** In small groups, students will conduct a program evaluation. Students are expected to identify their own site/program where this evaluation/assessment will be conducted. Students will choose their own group members for this project. Variables to consider when choosing group members include program interest (school, community, substance abuse, dual diagnoses, probation/parole, pre/post incarceration, etc.) program purpose (education, intervention, remediation, etc.), personal schedule compatibility, geographic proximity for meetings, labor division preference, etc. ALL final projects and materials (including a video of your presentation to the agency) must be uploaded so that the instructor and other students can view the actual presentation. If your presentation is not video recorded you will not earn credit for the project. You should discuss recording of your presentation with your potential site before starting your work. If your site will not allow you to record your presentation you will need to find another site. Please see the consent form regarding videotaping (in D2L).

Key Assessment 6: Program Evaluation Project Rubric
Doctoral Standards IV.E.4; IV.F.6

	1 – Does Not Meet Expectation (0-3 points)	2 – Meets Expectation (4 points)	3 – Exceeds Expectation (5 points)
Write Up: Basic Introduction Information of Program Evaluation including cover page, table of contents, references, appendices, expertise of evaluators, executive summary (5 points)	Content demonstrates a lack of knowledge on key points. Does not include summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary Not representative of doctoral level work	Content demonstrates knowledge on key points. Includes summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary Representative of doctoral level work	Content demonstrates exceptional knowledge on key points. Includes summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary Representative of doctoral level work
Write Up: Purpose and mission statement, background of organization, and statement of the problem	Content demonstrates a lack of knowledge on key points. Does not include summary of Purpose and mission statement,	Content demonstrates knowledge on key points including a summary of Purpose and mission statement,	Content demonstrates exceptional knowledge on key points including a summary of Purpose and mission

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(5 points)	background of organization, and statement of the problem Not representative of doctoral level work	background of organization, and statement of the problem Representative of doctoral level work	statement, background of organization, and statement of the problem Representative of doctoral level work
Write Up: **Program Evaluation Plan** including summary, goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation, and model(s) utilized (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation, and model(s) utilized; Not representative of doctoral level work	Content demonstrates knowledge on key points. Includes Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation, and model(s) utilized; Representative of doctoral level work	Content demonstrates exceptional knowledge on key points. Includes Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation, and model(s) utilized; Representative of doctoral level work
Write Up: **Methodology** including methods used, data collection, and data analysis (with any graphs/charts necessary) (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Methodology including methods used, data collection, and data analysis (with any graphs/charts necessary); Not representative of doctoral level work	Content demonstrates knowledge on key points; Includes Methodology including methods used, data collection, and data analysis (with any graphs/charts necessary); Representative of doctoral level work	Content demonstrates exceptional knowledge on key points; Includes Methodology including methods used, data collection, and data analysis (with any graphs/charts necessary); Representative of doctoral level work
Write Up: **Results** including Findings, conclusions, and recommendations (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Findings, conclusions, and recommendations; Not representative	Content demonstrates knowledge on key points; Includes Findings, conclusions, and recommendations;	Content demonstrates exceptional knowledge on key points; Includes Findings, conclusions, and recommendations;

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	of doctoral level work	Representative of doctoral level work	Representative of doctoral level work
Presentation Content (5 points)	Presentation content does not include an introduction, body, and/or conclusion but may lack some details; Presenters do not provide a clear and concise summary and synthesis of program evaluation write-up and/or have significant error; presentation is not indicative of doctoral level work	Presentation content includes an introduction, body, and conclusion but may lack some details; Presenters provide a clear and concise summary and synthesis of program evaluation write-up with some error; presentation indicative of doctoral level work	Presentation content includes an introduction, body, and conclusion; Presenters provide a clear and concise summary and synthesis of program evaluation write-up; presentation indicative of doctoral level work
Presentation Delivery (5 points)	Presentation appeared unrehearsed; presenter appeared unprofessional; Presentation seemed unorganized; sequencing was off; presenters seem unprepared and was not enthusiastic about the topic/presentation; not representative of doctoral level work	Presentation appeared rehearsed; presenter appeared professional most of the time; 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 doctoral level work	Presentation appeared rehearsed; presenter appeared professional throughout; Presentation was clearly organized; sequencing was appropriate; presenters were prepared and enthusiastic about the topic/presentation representative of doctoral level work
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

2. **Homework Assignments (3 at 10 points each; 30 points).** Each student will complete a total of three homework assignments during the course of the semester. The homework assignments are listed below and you will find the due dates in the course schedule. The

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assignments align with your final program evaluation project so you can get feedback. Please note that while all homework assignments are 'rough drafts' they will be graded for completeness. I do not expect perfection and they will certainly need edits/changes/additions; but, I do expect your best effort to complete the assignment for grading. Also note that your homework assignments DO NOT include everything needed for your final project. Please review the final project rubric and several examples in D2L.

Homework Assignment 1: Evaluation Approach
In 2-4 pages, provide an overview of the evaluation approach to be used for your final project including major concepts and characteristics, purpose/rationale for choosing this approach, strengths and limitations for using the approach, and cultural considerations when utilizing this approach.

Homework Assignment 2: Evaluation Plan (beginning phase)
For this assignment, you will begin to develop your evaluation plan. This plan will include the purpose of evaluation, stakeholders/participants involved, problem to be addressed (statement of the problem), goals and objectives, and design to be implemented (qualitative, quantitative, mixed methods).

Homework Assignment 3: Methods
Describe in detail your methods used for the program evaluation. This will include data collection procedures (including data sources and procedures) and data analysis (how did you or will you analyze your data).

Homework Assignment Rubric (for each assignment)

	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
Content and Completeness: a demonstrated awareness of the of the knowledge base in the area of study; criteria that should be included in the assignment are addressed (5 points)	Knowledge of content was not identified/addressed or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral level coursework
Structure and Mechanics: topics are well organized with headings,	Structure disorganized and lacks any headings, subheadings, and/or	Structure organized but may lack headings, subheadings, and/or	Structure well organized with headings, subheadings, and

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subheadings, and transitions; correct grammar, spelling, consistent style (5 points)	transitions with significant errors (more than 2); Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate); does not meet standards of doctoral level coursework	transitions and some errors (1-2); Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework	transitions and no errors; Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework

3. **Active Online Presence & Discussion Boards (Attendance; 5 discussions 30 points total).** Active attendance and online presence is defined as the exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of doctoral graduate-level learning and is a required activity in this course. During the weeks where there is an online discussion prompt each student is expected to participate at least two separate days a week in the weekly Discussion area. Discussion topics/questions are provided in the "Discussion" section of the learning week.

Discussion Post Rubric

	1 – Does Not Meet Expectation (0-2 point)	2 – Meets Expectation (2.5 points)	3 – Exceeds Expectations (3 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	2 – Meets	3 – Exceeds

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	Expectation (0-2 points)	Expectation (2.5 points)	Expectations (3 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.

It is your responsibility to check our online classroom on a weekly basis for discussion questions, not knowing is not an acceptable reason for failure to participate. In addition, you are expected to respond to the postings of your peers. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in other class members' postings. Where appropriate, you should use references to support your position (with a complete citation at the end of your response). The discussion questions require a response to a minimum of one other student's posting; it should be no more than two paragraphs long.

If there is a Discussion question for the week, initial postings/responses are due by Thursday at midnight, and responses to your peers are due by Sunday at 11:59 p.m. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. There will be a total of 5 graded discussion boards for this course. Late postings are not accepted and no points will be earned.

Recommendation: It is recommended that you type your discussion post responses in a word processing program such as Microsoft Word in case your D2L window times out or in case of technical malfunction. This is also helpful with formatting, grammatical issues and spelling as well.

All graded assignments (including discussion boards) are due on Sunday at 11:59 p.m. (excluding first posts which are due on Thursdays) unless otherwise specified by the instructor.

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due by 11:59pm. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

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GRADING

Itemized Grading Procedure

KA6: Program Evaluation Project   40 points

Homework Assignments   30 points

Discussion Boards/Attendance   30 points

Total: 100 points

A (90-100) - Defined as consistently excellent performance, which distinguishes the individual as being hard-working and highly motivated to succeed.

B (80-89) - Defined as above average performance, occasionally submitting work of superior quality distinguishing the individual as being of high caliber.

C (70-79) - Defined as average performance with little or no distinction. In doctoral studies at A&M-Commerce, no credit is awarded for courses in which a grade of "C" is earned. Any student who earns a third grade of "C" or lower will be disenrolled and not be permitted to pursue further doctoral study at A&M-Commerce.

D (60-69) - Defined as below average performance. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "D" is earned. The course must be repeated and a higher grade earned in order to receive credit.

F (0-59) - Defined as unacceptable performance in relation to standards. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "F" is earned. Students are immediately placed on academic probation. The course must be repeated and a higher grade earned in order to receive credit.

This course is online. I do not keep any paper record (including a grade book) on this class. This means that your work has to be uploaded within D2L in order for you to receive credit. Please do not email assignments to me. Please make sure that you are familiar with D2L. Forward all your technology questions to support services in D2L.

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

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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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that

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Device	Operating System	Browser	Supported Browser Version(s)
			major version). For example, as of June 7, 2017, D2Lsupports 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

- 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.

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- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader https://get.adobe.com/reader/
  o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player https://get.adobe.com/shockwave/
  o 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.

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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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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

Date	Chapter/Topic	Assignments
1/30 Week 1	Course Introduction	Introductions to Course *Begin forming final project teams
2/3 Week 2	Chapter 1-3	*Send team members by end of the week
2/10 Week 3	Chapters 4-6	**Discussion Board One** *Send project program choice (site) by end of the week
2/17 Week 4	Chapters 7-9	
2/24 Week 5	Project Work Week	Project Work Week *Send progress report to professor and each team member contribution **Homework 1**
3/2 Week 6	Chapters 11 & 12	**Discussion Board Two**

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3/9 Week 7	SPRING BREAK	SPRING BREAK
3/16 Week 8	Chapters 13 & 14	*Begin data gathering (if you have not yet) *Send progress report to professor **Homework 2**
3/23 Week 9	Chapter 15	**Discussion Board Three**
3/30 Week 10	Chapter 16	
4/6 Week 11	Chapter 17	**Homework 3**
4/13 Week 12	Project Work Week	Project Work Week **Discussion Board Four**
4/20 Week 13	Project Work Week	Project Work Week
4/27 Week 14	Final Presentations	*Final Consultation/Evaluation Project Completed- End data gathering and termination **Key Assignment 6: Program Evaluation Project (Including Presentation) Due by 4/29**
5/4 Week 15	Final Presentations	**Discussion Board Five Due by 5/6**

**Subject to Change

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