



## A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## SWK 350-21E: Research Methods

COURSE SYLLABUS

Spring 2022

Frisco Campus

Wednesdays, 7:20 - 10:00 PM

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent, and (2) students must be given ample notice of any changes.*

## INSTRUCTOR INFORMATION

**Instructor:** Marta A. Mercado-Sierra, Ph.D.  
**Office Location:** University Hall Bldg. R. 125 - Frisco Campus  
Henderson Bldg. R. 323E - Commerce Campus  
**Office Hours:** 6:00 - 7:15 PM (Frisco Campus) and by appointment  
**Office Phone:** (972) 377-1665 (Frisco Campus)  
**Email Address:** [marta.mercado-sierra@tamuc.edu](mailto:marta.mercado-sierra@tamuc.edu)

**NOTE: Emails** will be answered within 2 business days following the initial post. Emails received Fridays after 5:00 PM will be answered the following Monday. **Voice messages** left at the Commerce Campus office phone will not be accessed; please email the address above.

# COURSE INFORMATION

## Course Materials – Textbooks, Readings, Supplementary Readings

### Required Texts:

Marlow, C.R. (2011). *Research methods for generalist social work* (5th ed.). Brooks/Cole.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

### Required Software:

Microsoft Office 365

Instruction to access free as a TAMUC student:

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

Qualtrics

You can access this program in MyLeo apps.

### Other Required Readings or Digital Materials:

A Laptop, tablet or smart phone with a word processor is highly recommended for every class gathering during the semester. **Note:** If you do not have any of these equipments, please, inform the instructor to make arrangements.

Other required readings or digital materials for each week/unit will be available in the corresponding weekly folder in Brightspace (D2L).

## Course Description

This course develops students' knowledge and skills in the use of research appropriate for the evaluation of practice with all levels of client systems. Students are also taught to critically evaluate the appropriateness of designs used in published research.

*Prerequisites:* Math 1314 or 1324, 175 or 179; 6 s.h. US Science; SWK 322, 328, 329, and 370. Concurrent enrollment in SWK 325, 331, and 348 is required. This course is restricted to social work majors.

### Relationship to Other Courses:

Students will build upon their knowledge from SWK 370, HBSE SWK 275 & 322. Students will also use the knowledge acquired from SWK 325, 328, 329, and 331 to understand how research relates to practice with individuals, families, groups, organizations, and communities.

### Program Goals:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education, and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize students to the profession of social work

### Core Competencies:

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

*Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities

**Student Learning Outcomes (Practice Behaviors):**

Each competency (outlined above) describes the knowledge, values, skills, and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly address each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessments in this course reflect the following practice behaviors:

Practice Behavior 2.1.6.1 Is skilled at using practice experience to inform scientific inquiry

Practice Behaviors 2.1.6.2 Uses research evidence to inform practice

Practice Behaviors 2.1.10[d].1 Critically analyze, monitor, and evaluate interventions

# COURSE REQUIREMENTS

## Minimal Technical Skills Needed

If you are registered in a hybrid or online section, your experience will differ from the traditional "face-to-face classroom" students' experience. Please review the following list of expectations and requirements to ensure that you are fully prepared for your online courses. **Note: If you are registered in this course face-to-face and managed through Brightspace (D2L), the following list applies to you.**

Students should have the following knowledge, skills, and abilities:

- Be familiar with D2L
- Use an internet browser
- Download, save and open files
- Find, copy, move, rename, and delete files
- Use copy, cut, and paste functions
- Send and receive email messages with attachments
- Use a word processing program
- Use presentation software
- Run and switch between multiple programs
- Download and install software plug-ins (Note: this means that you will need to have administrative rights to the computer you are using or contact someone who can install these for you).

## Instructional Methods

### Team-based Learning

Much of what students learn in the classroom is through: the level of effort contributed by the individual (engagement), and the learning community created through shared ownership and contributions of the collective. This means that we **come prepared** to join in the classroom learning experience by completing our readings and other work. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take **shared responsibility** for the growth and professional development of each individual in our learning community.

Grounded on this perspective, this class is facilitated according to several pillars of the Team-based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team and participate in discussions and application activities throughout the semester. (*Note: team meetings might be necessary out of class time*). TBL also encourages mid-term and end-of-term course assessments, self-examination, and peer assessments.

Teams of 3-4 members are formed strategically considering students' assets and liabilities concerning the course content. The number of students assigned to a team in this course will depend on the total of students registered. The team activities are designed to **foster critical thinking and instructional engagement**. The permanent team strategy creates a sense of belongingness and connectedness within team peers. It also offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an **effective learning community**, each team member will assess their peers and complete a self-examination on their performance at mid-term up to date. Each team will also assess the development of the course at this time. The same assessment process will be repeated at the end of the semester. Further details on team-based learning will be shared on the first day of class.

### **Student Responsibilities or Tips for Success in the Course**

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- maintain communication with the instructor throughout the semester
- identify alternative computer and internet access in case my primary computer crashes, or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course;
- understand that my instructor is not responsible for my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to:

- getting "kicked off" of the system during tests or quizzes;
- having trouble submitting assignments;
- dealing with an issue or emergency that can impact your engagement with or performance in the course.

As a student, I understand that it is my responsibility to understand course material and requirements and keep up with the course calendar. While my instructor is available for help and clarification, I will:

- ask questions if I don't understand;
- seek out help from my instructor or tutors;
- access my course several times during the week to keep up with course announcements, calendar, assignments, examinations, and activities.

The course materials, assigned readings, PowerPoints on lectures, and this syllabus are all you require to be successful in this course. Read and listen to all these materials carefully. This document provides the course calendar/outline with due dates. You can find the same information in the course shell.

Also, you will find the guidelines and grading rubrics for the major assignments in D2L. These documents will help you guide your work and understand the instructor's expectations. It is essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from peers, tutors, or the Writing Center.

The instructor welcomes questions and discussions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, and view the class PowerPoints.
- Second, if you cannot find the answer in those sources, email the instructor the question regarding the course content.

Remember, it is much better to ask your question about course materials before you turn in your assignment rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.."

## **GRADING**

### **Assessments**

#### **Worksheets**

Students will complete worksheets corresponding to the chapter assigned for the week. These worksheets are to be submitted in hardcopy at the beginning of class. The worksheets template will be available in the corresponding weekly folder in D2L. The worksheets are part of the engagement grade.

#### **Application Activities**

Students will participate in-class activities in teams after content lecture/discussion. Students will not be able to make up these activities if absent. These activities are part of the engagement grade.

#### **Quizzes**

Students will take 9 team quizzes in-class throughout the semester, consisting of 10 - 20 short answers, multiple-choice, and true/false questions. ***The lowest 3 quizzes will be dropped at the end of the semester.***

#### **Literature Review**

This paper will provide an opportunity for each student to demonstrate an understanding of writing a Literature Review for the Research Proposal. The guideline and rubric will be provided in D2L.

#### **Research Proposal**

Students will develop a research project. Each student will be responsible for submitting a journal/log of their time and activities. The guideline and rubric will be provided in D2L.

#### **Comprehensive Final Exam**

A comprehensive final exam will include information for the quizzes and content discussed throughout the course. The online final exam will consist of multiple-choice, true/false, and short answer questions.

#### **Peer Assessments**

Complete a Peer Assessment form for each team member at the end of the semester. You may receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments, you will not receive the corresponding points. You may also complete an assessment form as the self-examination of your performance; however, it will not be averaged to the peer assessment points.



Categories	Course Grade Value (%)
<b>Assignments &amp; Examinations (80%)</b>	
Quizzes	20
Literature Review	20
Research Proposal	20
Comprehensive Final Exam	15
Team Peer Assessments	5
<b>Engagement Activities (20%)</b>	
Application Activities	
Worksheets	
And others determined at the beginning of the semester	
<b>TOTAL</b>	100%

**Final grades will be calculated on the following scale:**

- A= 90 - 100%
- B= 80 - 89%
- C= 70 - 79%
- D= 60 - 69%
- F= 50 - 59%

**Policy On Due Dates**

No Late worksheets will be accepted. If you are not in class the day it is due; the student will need to submit it electronically before the scheduled class time. You will also need to bring a hard copy to class with you the next time you are in class. If assignments are to be submitted online, you will need to submit these within the designated timeframe.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of the examination. If exams are offered online, you will need to take those within the designated timeframe.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### 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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

Instructor will respond to email queries within 2 business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Each week, you should:**

1. Check the course shell at least twice a week to read announcements, take quizzes, submit assignments and download course materials posted by the instructor.
2. View the PowerPoint available in the weekly folders to expand upon and explain the information. The content in the powerpoints usually supersedes content in the required and recommended course textbooks.
3. Read the textbook, supplemental readings, and worksheets in the corresponding weekly folder before class.
4. Complete the assignments for each unit. These are designated in the course outline in this document. Examinations and assignments will be taken or submitted via D2L unless instructed otherwise. Major assignment links are available under Table of Contents, and solo quizzes and team activities are located in the corresponding weekly folder.
5. Evaluate whether you understand the course materials. If you have questions about the course materials, please email your questions or request a meeting with the instructor.

### **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:

<https://www.britannica.com/topic/netiquette>

### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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, 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.

### **Department or Accrediting Agency Required Content**

#### **Engagement Policy**

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both

mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let them know.

### **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

**University Code of Conduct** located in the *Student Guide Book* at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may*

*refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p. 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) ) on the NASW website: [www.socialworkers.org](http://www.socialworkers.org)

## COURSE OUTLINE & SCHEDULE

Weeks	Topics & Required Readings	In-class Activities	Assignments/ Examinations
1 1/12	<p><b>Introduction and course overview:</b> discussion of syllabus; review of major assignments and grading policy; description of class structure and outline</p> <p><b>Required reading:</b> Syllabus</p>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course overview presentation</li> <li>• Course expectations activity</li> <li>• Complete Self-ID Form</li> <li>• Assign Teams</li> </ul>	
2 1/19	<p><b>Topic:</b> Science and Social Work &amp; Research and SW Generalist Practice</p> <p><b>Required reading:</b> Chapters 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• <b>Team Quiz (Ch. 1 &amp; 2)</b></li> <li>• Lecture and Discussion</li> </ul>	Worksheets Ch. 1 & 2
3 1/26	<p><b>Topic:</b> Research Writing and APA Style and Format</p> <p><b>Required readings:</b> Chapter 13 and APA Review</p>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• <b>Team Application Activity</b></li> </ul>	
4 2/2	<p><b>Topic:</b> Deciding on a Research Question &amp; Strategy</p> <p><b>Required reading:</b> Chapter 3</p>	<ul style="list-style-type: none"> <li>• <b>Team Quiz (Ch. 3)</b></li> <li>• Lecture and Discussion</li> </ul>	Worksheet Ch. 3
5 2/9	<p><b>Topic:</b> Literature Review</p> <p><b>Required reading:</b> Chapter 4, pp.51-58</p>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• <b>Team Application Activity</b></li> </ul>	Worksheet Ch. 4, pp.51-58
6 2/16	<p><b>Topic:</b> Determining Unit of Analysis and Identifying Variables</p> <p><b>Required reading:</b> Chapter 4, pp.58-71</p>	<ul style="list-style-type: none"> <li>• <b>Team Quiz (Ch. 4, pp.58-71)</b></li> <li>• Lecture and Discussion</li> </ul>	Worksheet Ch. 4, pp.58-71
7 2/23	<p><b>Topic:</b> Selection of Participants</p>	<ul style="list-style-type: none"> <li>• <b>Team Quiz</b></li> </ul>	Worksheet Ch. 8



Weeks	Topics & Required Readings	In-class Activities	Assignments/ Examinations
	<b>Required reading:</b> Chapter 8	(Ch. 8) • Lecture and Discussion	
<b>8</b> 3/2	<b>Topic:</b> Data Collecting <b>Required reading:</b> Chapter 9	• <b>Team Quiz (Ch. 9, pp.177-196)</b> • Lecture and Discussion	Worksheet Ch. 9
<b>9</b> 3/9	<b>Topic:</b> Data Organization <b>Required reading:</b> Chapter 10	• <b>Team Quiz (Ch. 10)</b> • Lecture and Discussion	Worksheet Ch.10  <b>Literature Review 3/13, 11:59pm</b>
<b>10</b> 3/14-18	<b>SPRING BREAK</b>		
	<b>Topic:</b> Qualitative Analysis <b>Required reading:</b> Chapter 11	• Lecture and Discussion • <b>Team Application Activity</b>	Worksheet Ch. 11
<b>11</b> 3/23	<b>Topic:</b> Quantitative Analysis <b>Required reading:</b> Chapter 12	• Lecture and Discussion • <b>Team Application Activity</b>	Worksheet Ch. 12
<b>12</b> 3/30	<b>Topic:</b> Needs Assessments <b>Required reading:</b> Chapter 5	• <b>Team Quiz (Ch. 5)</b> • Lecture and Discussion	Worksheet Ch. 5
<b>13</b> 4/6	<b>Topic:</b> Program Evaluations <b>Required reading:</b> Chapter 6	• <b>Team Quiz (Ch.6)</b> • Lecture and Discussion	Worksheet Ch. 6  <b>Team Peer Assessments 4/12, 11:59pm</b>
<b>14</b> 4/13	<b>Topic:</b> Practice Evaluation <b>Required reading:</b> Chapter 7	• <b>Team Quiz (Ch.7)</b> • Lecture and Discussion	Worksheet Ch. 7

<b>Weeks</b>	<b>Topics &amp; Required Readings</b>	<b>In-class Activities</b>	<b>Assignments/ Examinations</b>
<b>15</b> 4/20	<b>Research Proposal</b>	<ul style="list-style-type: none"> <li>• Work on Research Proposal</li> </ul>	
<b>16</b> 4/27	<b>Research Proposal Presentations</b>	<ul style="list-style-type: none"> <li>• Research Proposal Presentations</li> <li>• Review of Comprehensive Final Exam</li> </ul>	<b>Research Proposal</b> <b>5/8, 11:59pm</b>
<b>17</b> <b>5/2-6</b>	<b>NO CLASS</b>		<b>Online Comprehensive Exam</b> <b>5/13, 11:59pm</b>
<b>17</b> <b>5/9-13</b>	<p><b><i>Finals Week &amp; Field Orientation</i></b></p> <p><b><i>Note: Mr. Brumley will let us know the schedule for Field Orientation</i></b></p>		

**Note:** Worksheets are due in hardcopy at the beginning of each class. Upload **major assignments/examinations** on Brightspace; these are due no later than 11:59pm of the due date.