



COUN 695: Research Methodology

Course Syllabus: Fall 2024

McKinney Campus

INSTRUCTOR INFORMATION

Instructor: Robyn Flores, Ph.D., LMFT-S, LPC, NCC, ACS

Office Location: Zoom: <https://us02web.zoom.us/j/4289839589>

Office Hours: Mondays 11:00-12:00 PM CT; Thursdays 3:00-4:00 PM CT

University Email Address: TBD

Preferred Form of Communication: Email

Communication Response Time: You can expect a response within 24 hours.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Balkin, R. S. & Kleist, D. M. (2017). *Counseling Research: A Practitioner-Scholar Approach*. American Counseling Association

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Author.

**Other Readings as Assigned

Required Supplemental Readings

Balkin, R.S. & Sheperis, C.J. (2011). Evaluating and Reporting Statistical Power in Counseling Research. *Journal of Counseling and Development*, 89, 268-272.

Granello, D. H. (2007). Publishing quantitative manuscripts in Counselor Education and Supervision: General guidelines and expectations. *Counselor Education and Supervision*, 47, 66-75.

Kline, W. B. (2008). Developing and submitting credible qualitative manuscripts. *Counselor Education and Supervision*, 47, 210-217.

O'Hara, C., Clark, M., Hays, D. G., McDonald, C. P., Chang, C. Y., Crockett, S. A.... Wester, K. L. (2016). AARC standards for multicultural research. *Counseling Outcome Research and Evaluation*, 7, 67-72.

Oberheim, S. T., Swank, J. M., & DePue, M. K. (2017). Building culturally sensitive

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assessments for transgender clients: Best practices for instrument development and the adaptation process. *Journal of LGBT Issues in Counseling*, 11(4), 259-270.

Watts, R. E. (2011). Developing a conceptual article for publication in counseling journals. *Journal of Counseling & Development*, 89, 308-312.

Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development*, 89, 301-307.

Wester, K. L., Borders, D., Boul, S., & Horton, E. (2013). Research quality: Critique of quantitative articles in the *Journal of Counseling & Development*. *Journal of Counseling & Development*, 91, 280-290.

www.balkinresearchmethods.com

Other Helpful Textbooks:

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

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

Heppner, P. P., Wampold, B. E., Owen, J., Thompson, M. N., Wang, K. T. (2016). *Research Design in Counseling* (4th ed.). Cengage.

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

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

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

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

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

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

COURSE DESCRIPTION

Catalogue Description of the Course

695. *Research Methodology*. Three semester hours.

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. Meets requirements for a Level I research tool course. Prerequisites: Doctoral status or consent of the instructor.

General Course Information

This course has three goals: (a) to increase your understanding of research concepts and procedures, (b) to develop your appreciation of the importance of research in education, (c) to develop your skills in preparing a research manuscript.

This is the first course in a doctoral studies research curriculum (research tools). There are several stages in conducting research: planning, piloting, data collecting, data analyzing, and reporting. This class will not cover all of these areas but will provide the blueprint for these areas, which will be elaborated upon in your future course work.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Preparation of a Research Manuscript. Utilizing information from course lectures and readings, students will develop a research manuscript on a topic of their choosing. Students will demonstrate understanding of the material included in each section of a manuscript and how to compose that information.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 695

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.a. research designs appropriate to quantitative and qualitative research questions	<ul style="list-style-type: none"> • Lecture (Weeks 4; 6-8; 10) • Readings (Balkin & Kleist, 2017 [Chapters 5-11]; Balkin & Sheperis, 2011) • Website (http://www.balkinresearchmethods.com) • Class Discussion (Weeks 4; 6-8; 10) • Class Activities (Weeks 4; 6-8; 10) 	<ol style="list-style-type: none"> 1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 3 	<ol style="list-style-type: none"> 1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 3 rubric 	1., 2., &3. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.c. qualitative designs and approaches to qualitative data analysis	<ul style="list-style-type: none"> • Lecture (Week 8) • Readings (Balkin & Kleist, 2017 [Chapters 10-11]; Kline, 2008) • Website (http://www.balkinresearchmethods.com) 	<ol style="list-style-type: none"> 1. Preparation of a research manuscript 2. Methodology presentation 3. Homework 	<ol style="list-style-type: none"> 1. Preparation of a Research Manuscript rubric 2. Methodology Presentation 	1., 2., &3. \geq 80% of average rubric scores will either meet (2) or exceed (3)

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	hmethods.com <ul style="list-style-type: none"> • Class Discussion (Week 8) • Class Activities (Week 8) 	Assignment 3	rubric 3.Homework Assignment 3 rubric	expectation
6.B.4.d. emergent research practices and processes	<ul style="list-style-type: none"> • Lecture (Week 5) • Readings (Balkin & Kleist, 2017 [Chapters 3]; Oberheim et al, 2017; O’Hara et al, 2016; Wester, 2011) • Class Discussion (Week 5) • Class Activities (Week 5) 	1. Methodology presentation	1. Methodology presentation rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.g. research questions appropriate for professional research and publication	<ul style="list-style-type: none"> • Lecture (Weeks 2-4) • Readings (Balkin & Kleist, 2017 [Chapters 1-2; 4]; Hunt, 2011; Watts, 2011; Wester, 2011; Wester et al, 2013) • Class Discussion (Weeks 2-4) • Class Activities (Weeks 2-4) 	1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 2	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 2 rubric	1., 2., &3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.h. professional writing for journal and newsletter publication	<ul style="list-style-type: none"> • Lecture (Week 3) • Readings (Balkin & Kleist, 2017 [Chapters 1-2]; Hunt, 2011; Watts, 2011; Wester, 2011; Wester et al, 2013) • Class Discussion (Week 3) • Class Activities (Week 3) 	1. Preparation of a research manuscript	1. Preparation of a Research Manuscript rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review	<ul style="list-style-type: none"> • Lecture (Week 5) • Readings (Balkin & Kleist, 2017 [Chapter 3]; Wester, 2011) (O’Hara et al, 2016; Oberheim et al, 2017) • Website (TAMUC IRB) • Class Discussion (Week 5) • Class Activities (Week 5) 	1. IRB Training	1. IRB Training Rubric	1. 100% of rubric scores to exceed (3) expectations via pass training assignment
6.B.4.k. grant proposals and other sources of funding	<ul style="list-style-type: none"> • Lecture (Week 9) • Readings (Balkin & Kleist, 2017 [Chapters 12-13]) • Class Discussion (Week 9) • Class Activities (Week 9) 	1. Grant funding discussion	1. Grant funding discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.l. ethical and culturally relevant strategies for conducting research	<ul style="list-style-type: none"> • Lecture (Week 5) • Readings (Balkin & Kleist, 2017 [Chapter 3]; Wester, 2011) (O’Hara et al, 2016; Oberheim et al, 2017) • Class Discussion (Week 5) 	1. Methodology presentation	1. Methodology presentation rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

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	• Class Activities (Week 5)			
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CONTENT AREAS include, but are not limited to, the following:

- I. The nature, purpose, and types of educational research
- II. The procedures for reviewing research literature
- III. Sampling procedures in quantitative and qualitative research
- IV. Procedures for selecting and administering tests and other measurement devices
- V. Concepts and procedures relating to quantitative research design
 - A. Univariate
 - B. Multivariate
 - C. Single subject
- VI. Concepts and procedures relating to qualitative research design
 - A. Grounded theory
 - B. Ethnographic
 - C. Phenomenological
- VII. Statistical concepts appropriate for analyzing data from different research designs

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

Face to face instruction, experiential activities, discussion, small group activities, and seminar-based learning

In this course, we will be utilizing peer review teams. I will assign you a writing/research consultation to serve as your reviewer and editor for assignments. During this time, you will have one hour to utilize in class. Your peer will provide this service for homework assignments and the final paper. More information will be provided below in assignments.

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

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- and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
 3. Complete all assignments by the deadline.
 4. Adhere to the university student code of conduct.
 5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
 6. All writing assignments must be done according to APA 6th edition.
 7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
 8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with readings. Keep in mind you have the whole week to prepare (for online courses only).
 9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.
 10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

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

1. IRB Training (Pass/Fail)

“Texas A&M University-Commerce is committed to the protection of human subjects involved in research and other scholarly activities conducted by our faculty, staff or students” (<http://www.tamuc.edu/Research/ComplianceOverview/ProtectionofHumanSubjects/default.aspx>). Due to this and the nature of this course, students will complete the Responsible Conduct in Research & Scholarship (RCR) modules and the Protection of Human Subjects modules, which can be found at <http://www.tamuc.edu/research/compliance/trainingCompliance.aspx>. This is an online training and is due by the end of the semester. You will need to save and email me the completion documentation.

IRB Training Rubric

3 – *Exceeds
Expectations* (Pass)

Student completes CITI training.

2 – *Meets
Expectations* (not
possible)

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1 – *Does Not Meet Expectations* (Fail)

Student does not complete CITI training.

2. Homework Assignments (20 points)

You will have a total of 4 homework assignments throughout the semester, each worth 5 points. These assignments are meant to help you prepare for your research study. The assignments are described in e-college.

In this course, we will be utilizing peer review teams. I will assign you a writing/research consultant to serve as your reviewer and editor for assignments. During this time, you will have 30 minutes to one hour to utilize in class (on the day the draft is due). Your peer will provide this service for homework assignments and the final paper.

1) Homework Assignment 1: Literature Review

Develop a way to organize literature on your proposed topic. Organize at least 10 peer-reviewed articles on your topic. Create an outline for your review.

The following are examples of how to do this:

- Annotated bibliography
- Excel spreadsheet
- Brainstorm (i.e., bubble) Map

For the draft, you will need to have the above, for the final assignment, please have 3-5 pages of your literature review for me to provide feedback. Please refer to chapter 2.

Criteria needed for a strong literature review includes the following: summary of previous literature, synthesis of previous literature, define the parameters of your topic, identify gaps in the literature, have a viewpoint in your writing, appropriate flow of content, sentences, and paragraphs (i.e., provide appropriate transitions and/or headings/subheadings when appropriate), writing is clear and concise, have good writing structure that includes literature by topics and not studies (i.e., linear), provide a summary and closure, and followed APA style.

2) Homework Assignment 2: Purpose of the Study and Research Questions

Develop your purpose statement and at least one research question for your final paper. Please refer to chapter 2.

Criteria needed for a purpose of the study and research questions include the following: purpose of the study and research questions fit together (i.e., qualitative language vs. quantitative language), purpose of the study includes what you intend to accomplish, the language of purpose and research questions fit methods (e.g., experiences = qualitative; effectiveness = quantitative), purpose statement has a clear and concise purpose, research question(s) are appropriate for methods, and research Questions include what researcher intends to study (i.e., methods,

participants, population, area, etc).

3) Homework Assignment 3: Methodology

Complete at least 4 pages describing your methodology (i.e. research design, variables, participants, data collection).

Criteria needed for methodology include the following: provide a basic guideline of methods (i.e., roadmap for reader of what you will do), research Design (e.g. correlational, experimental, phenomenology), variables or phenomenon (e.g., independent, dependent, predictors, descriptions), participants (e.g., Sample size and rationale, description, power), data collection (i.e., procedures to conduct the study from beginning to end)-Can study be replicated?

4) Homework Assignment 4: Data Analysis

Complete at least 2 pages describing your data analysis.

Criteria needed for data analysis include the following: description of data analysis used, does data analysis match research questions?, details of data analysis, steps to complete data analysis, and limitations of data analysis.

A complete draft of each of the above homework assignments is due on the class date in syllabus. That is, you must complete the assignment for editor feedback; however, the final copy of the homework assignment (with any edits) is not due until the date specified in the syllabus (i.e. not a class date). You will need to come to class on the draft date with your homework assignment draft (either on computer or paper) and talking points (i.e. what you want in terms feedback, anything you struggled with, etc.).

Homework Assignment Rubric (for each assignment)

	1 – Does Not Meet Expectations (0-1 points)	2 – Meets Expectations (2 points)	3 – Exceeds Expectations (2.5 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 (2.5 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, subheadings, and transitions; correct grammar, spelling,	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); Does not adhere to APA style;	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); Mostly adhere to APA style; sufficient grammar and	Structure well organized with headings, subheadings, and transitions and no errors; Completely adhere to APA style; sufficient grammar and

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consistent style (2.5 points)	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	sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework	sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework
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3. Preparation of a Research Manuscript (100 points)

Throughout this course you will be preparing a manuscript of professional quality demonstrating research knowledge in a specific area or original topic and scholarly APA writing style. This course is meant to be an overview of the development of research. We will follow this development to build a research study. Your research paper should be 15-20 pages and include the following topics:

- Introduction to your topic which includes a condensed literature review and rationale for the study
- Research Question(s)
- Research variables
- Participants
- Data Collection
- Overview of Data Analysis including research design
- Potential limitations
- Potential future research
- Potential implications for the counseling field

Preparation of a Research Manuscript Rubric

	1 – Does not meet Expectation (0 – 7 points)	2 – Meets Expectation (8 points)	3 – Exceeds Expectation (9-10 points)
Introduction (10 points)	Paper does not include crucial components (missing more than 2). Paper does not discuss components thoroughly. Paper does not include peer reviewed literature.	Paper includes areas mentioned however does not discuss them thoroughly OR paper is missing 1-2 crucial components	Paper includes clear introduction to the research topic. Contains appropriate literature from counseling related journal articles (at least 10-15). Clear rationale for the need of the study. Review of the literature follows a logical, non-linear format.
Research Questions (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper includes appropriate and clear research question(s) for the design of the study. Questions follow standards included in the text.

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Variables/Phenomenon (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper contains variables/phenomenon under investigation. These variables should be introduced and operationalized. If quantitative, constructs should be correctly labeled.
Participants (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper includes a description of the intended population, sample size and rationale, and appropriate sampling methods.
Data Collection (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper includes appropriate steps of data collection. This may include (for example) IRB, recruitment, gathering data, instrumentation (quantitative), trustworthiness (qualitative), etc.
Data Analysis (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper contains an overview of the intended analysis utilized. The analysis should be appropriate to answer your research question(s).
Limitations (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper presents limitations of your study. This may include (for example) data collection procedures, data analysis, sampling, etc
Future Research (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper includes a brief section on the direction of future research with your topic.
Implications (10 points)	Paper does not include criteria OR is missing more than 2 crucial components	Paper includes criteria however is missing 1-2 crucial components	Paper presents the potential contribution to the field of counseling. This may include contribution for practice and/or research.
APA/ Grammar/ Writing Style (10 points)	Paper does not clearly follow APA (6 th edition) standards. Paper is not written at doctoral level standards but Paper has significant errors	Paper clearly follows APA (6 th edition) standards. Paper is written at doctoral level standards but has more than 4 errors.	Paper clearly follows APA (6 th edition) standards. Paper is written at doctoral level standards. Paper has few to no errors. Paper is organized and flows well.

	(more than 5). Paper is disorganized and does not flows well.	Paper is somewhat organized and somewhat flows well.	
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In this course, we will be utilizing peer review teams. I will assign you a writing/research consultant to serve as your reviewer and editor for assignments. During this time, you will have 30 minutes to one hour to utilize in class (on the day the draft is due). Your peer will provide this service for homework assignments and the final paper.

4. Methodology Presentation (50 points)

Alone or in groups of 2-3, you will create a 40-minute professional presentation regarding an approved research methodology. This will require you to become familiar enough with the research method to teach it to your peers. There will be no duplication of topics; however, you can collaborate. This presentation will aid participants with a working knowledge of methods utilized in the counseling field. This presentation should be practical and well referenced (with citations where needed). See Appendix B for more information on the specifications needed for this presentation.

Methodology Presentation Rubric

	1 – Does Not Meet Expectations (0-7 points)	2 – Meets Expectations (8 points)	3 – Exceeds Expectations (9-10 points)
Basic Knowledge of the Research Method	Knowledge of the basic content was not identified/addressed or information provided was underdeveloped; Presenters inadequately discuss content areas 1-3 and 9 or miss content areas entirely; does not meet standards of doctoral level coursework	Knowledge of the basic content was identified/addressed but missing one or two key considerations; Presenters adequately discuss content areas 1-3 and 9; meets standards of doctoral level coursework	Knowledge of the basic content areas clearly identified/addressed with no missing detail; Presenters thoroughly discuss content areas 1-3 and 9; meets standards of doctoral level coursework
Application of the Research Method- Research Questions and Use	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; Presenters inadequately discuss content areas 4-5 or miss content areas entirely; does not meet standards of doctoral level coursework	Knowledge of the content area was identified/addressed but missing one or two key considerations; Presenters adequately discuss content areas 4-5; meets standards of doctoral level coursework	Knowledge of the content area clearly identified/addressed with no missing detail; Presenters thoroughly discuss content areas 4-5; meets standards of doctoral level coursework
Application of the Research Method-	Knowledge of the content area was not	Knowledge of the content area was	Knowledge of the content area clearly

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Knowledge of Data Collection and Analysis; Validity; Ethical/Cultural/Emergent Considerations	identified/addressed or information provided was underdeveloped; Presenters inadequately discuss content areas 6-8 or miss content areas entirely; does not meet standards of doctoral level coursework	identified/addressed but missing one or two key considerations; Presenters adequately discuss content areas 6-8; meets standards of doctoral level coursework	identified/addressed with no missing detail; Presenters thoroughly discuss content areas 6-8; meets standards of doctoral level coursework
Handout	Handouts are not provided or are missing critical components according to content area 9	Handouts include appropriate information according to content area 9 but may lack details	Handouts are thorough and include appropriate information according to content area 9
Presentation Style	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; quality was inappropriate for doctoral level work; scholarly sources not utilized	Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; quality was appropriate for doctoral level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; quality was appropriate for doctoral level work; scholarly sources utilized

5. Grant Funding Discussion (20 points)

For this discussion assignment you will locate a funding agency call for proposals that you would consider developing for a project appropriate for research, program enhancement, and/or program development related to your research manuscript study. Please see due on calendar. You must reply to your peer reviewer with feedback. The purpose of this assignment is to locate available funding sources and develop a written grant proposal suitable for research, program enhancement, and/or program development. See rubric below for evaluation criteria.

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

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

Grant Funding Discussion Rubric

Assessing the ability to write a grant proposal appropriate for research, program enhancement, and/or	1 – Does Not Meet Expectations (0-2 points)	2 – Meets Expectations (3 points)	3 – Exceeds Expectations (4 points)
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program development (20 points)			
Name of grant/agency and budget (4 points)	Knowledge of content was not identified/addressed or information provided was underdeveloped; no budget justification; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing one or two key considerations; budget justification provided; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; budget justification provided; meets standards of doctoral level coursework
Purpose and Need for Project (4 points)	Knowledge of purpose and need for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of purpose and need for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of purpose and need for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Methods (4 points)	Knowledge of methods for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of methods for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of methods for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Proposed Outcome and proposed timeline (4 points)	Knowledge of proposed outcome and timeline for project was not identified/addressed or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of proposed outcome and timeline for project was identified/addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of proposed outcome and timeline for project clearly identified/addressed with no missing detail; meets standards of doctoral level coursework
Completion and Response (4 points)	Does not complete assignment on time. Does not complete initial posting and/or response postings. Components not addressed.	Completes assignment on time. Completes response posting. Components not addressed thoroughly and need more detail.	Completes assignment on time. Completes response posting. Components addressed thoroughly.

6. Participation (10 points).

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

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Class Participation Rubric

3 – *Exceeds Expectations* (9-10 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (8 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-7 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

Final Grading

IRB Training	Pass/Fail
Homework Assignments (4 total)	20 points
Preparation of a Research Manuscript	100 points
Methodology Presentation	50 points
Participation	10 points
Grant Funding Discussion	20 points
Total	200 points

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

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

****Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score. After a week late, you will receive a 0.**

TECHNOLOGY REQUIREMENTS

Browser support

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

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

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

Note the following:

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

Desktop Support

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

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The



most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

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

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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.

The syllabus/schedule are subject to change



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

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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/)
<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.

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COURSE OUTLINE / CALENDAR

Course Calendar

Week & Date	Topic	CACREP Standards	Readings	Assignments
Week 1 8/26 Class on 8/27	Introductions; Course Overview and Expectations; Review of Syllabus; Introduction to the course; Writing and APA		Re-familiarize yourself with the APA Manual and codes of ethics (ACA, 2014; NBCC, 2023).	Review Syllabus IRB Training due by the end of the semester
Week 3 9/9 Class on 9/10	Research in Counseling; The Counselor as a Researcher; The Research Process	6.B.4.g.	Balkin & Kleist (2017) Chapters 1 & 2 https://ct.counseling.org/2017/04/behind-book-counseling-research-practitioner-scholar-approach/	Homework Assignment 1 due Draft 9/14 Final 9/21
Week 5 9/23 Class on 9/24	Writing for Publication	6.B.4.g. 6.B.4.h.	Balkin & Kleist (2017) Chapters 1 & 2 Articles: (Hunt, 2011; Watts, 2011; Wester, 2011; Wester et al, 2013)	Homework Assignment 2 due Draft 9/28 Final 10/5
Week 7 10/7 Class on 10/8	Types of Research	6.B.4.a. 6.B.4.g.	Balkin & Kleist (2017) Chapter 4 www.balkinresearchmethods.com	
Week 9 10/21 Class on 10/22	Ethical and Culturally Relevant Research IRB Emergent Practices	6.B.4.d. 6.B.4.j. 6.B.4.l.	Balkin & Kleist (2017) Chapter 3 Articles: (Wester, 2011) (O'Hara et al, 2016) (Oberheim et al, 2017)	Homework Assignment 3 due Draft 10/26 Final 11/2
Week 11 11/4 Class on 11/5	Quantitative Research	6.B.4.a.	Balkin & Kleist (2017) Balkin, R.S. & Sheperis, C.J. (2011). Evaluating and Reporting Statistical Power in Counseling Research. <i>Journal of Counseling</i>	Homework Assignment 4 Draft 11/9 Final 11/16

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			<i>and Development, 89, 268-272.</i> www.balkinresearchmethods.com	
Week 13 11/18 Class on 11/19	Quantitative Research Practice Based Research Grant Proposal Writing	6.B.4.a.	Balkin & Kleist (2017) Chapters 7, 8, 9, 12, &13 Journal Article: Granello, D. H. (2007). Publishing quantitative manuscripts in Counselor Education and Supervision: General guidelines and expectations. <i>Counselor Education and Supervision, 47, 66-75.</i> www.balkinresearchmethods.com	Preparing a Research Manuscript Due Draft 11/23 Final 11/30 Grant Funding Discussion Due 12/1
Week 15 12/2 Class on 12/3	Qualitative Research	6.B.4.a. 6.B.4.c.	Balkin & Kleist (2017) Chapters 10 & 11 Journal Article: Kline, W. B. (2008). Developing and submitting credible qualitative manuscripts. <i>Counselor Education and Supervision, 47, 210-217.</i> www.balkinresearchmethods.com	Methodology Presentations

**Syllabus subject to change by instructor.

Appendix A

Homework Assignment 1: Literature Review

Please provide ratings and comments/suggestions of each criterion based on the following scale:

3=Exceptional

Demonstrates exceptional knowledge of what is needed to write a strong literature review. Criteria is clear, well-thought out, and explained well. Strong potential for publication quality.

2=Good

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

1=Average but needs improvement

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

0=Unacceptable

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

Summarize previous literature

Synthesize previous literature

Define the parameters of your topic

Identify gaps in the literature

Have a viewpoint in your writing

Appropriate flow of content, sentences, and paragraphs (i.e., provide appropriate transitions and/or headings/subheadings when appropriate)

Writing is clear and concise

Have good writing structure that includes literature by topics and not studies (i.e., linear)

The syllabus/schedule are subject to change

Provide a summary and closure

Followed APA style

Other Comments

Homework Assignment 2: Research Questions and Purpose Statement

Please provide ratings and comments/suggestions of each criteria based on the following scale:

3=Exceptional

Demonstrates exceptional knowledge of what is needed to write strong research questions and a strong purpose statement. Writing is clear, well thought out, and explained well. Strong potential for publication quality.

2=Good

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

1=Average but needs improvement

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

0=Unacceptable

Demonstrates a limited understanding of concepts. Content missing. Disorganized. Some content inappropriate (Example: RQ inappropriate for method). Weak arguments.

Purpose of the Study and Research Questions fit together (i.e., qualitative language vs. quantitative language)

Purpose of the study includes what you intend to accomplish

The language of purpose and research questions fit methods (e.g., experiences = qualitative; effectiveness = quantitative)

Purpose statement has a clear and concise purpose

Research question(s) are appropriate for methods

Research Questions include what researcher intends to study (i.e., methods, participants, population, area, etc.)

Other Comments



Homework Assignment 3: Methodology

Please provide ratings and comments/suggestions of each criterion based on the following scale:

3=Exceptional

Demonstrates exceptional knowledge of what is needed to write strong research questions and a strong purpose statement. Writing is clear, well thought out, and explained well. Strong potential for publication quality.

2=Good

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

1=Average but needs improvement

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

0=Unacceptable

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

Provide a basic guideline of methods (i.e., roadmap for reader of what you will do)

Research Design (e.g. correlational, experimental, phenomenology)

Variables (e.g., independent, dependent, predictors, descriptions)

Participants (e.g., Sample size and rationale, description, power)

Data Collection (i.e., procedures to conduct the study from beginning to end)-Can study be replicated?

Other Comments

The syllabus/schedule are subject to change



Homework Assignment 4: Data Analysis

Please provide ratings and comments/suggestions of each criterion based on the following scale:

3=Exceptional

Demonstrates exceptional knowledge of what is needed to write strong research questions and a strong purpose statement. Writing is clear, well thought out, and explained well. Strong potential for publication quality.

2=Good

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

1=Average but needs improvement

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

0=Unacceptable

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

Description of data analysis used

Does data analysis match research questions?

Details of data analysis

Steps to complete data analysis

Limitations of data analysis

Other Comments

The syllabus/schedule are subject to change

Appendix B
Methodology Presentation (50 points)

Alone or in groups of 2-3, you will create a 40-minute professional presentation regarding an approved research methodology. This will require you to become familiar enough with the research method to teach it to your peers. There will be no duplication of topics; however, you can collaborate. This presentation will aid participants with a working knowledge of methods utilized in the counseling field. This presentation should be practical and well referenced (with citations where needed). The following criteria needs to be included:

1. Title: _____ Design in Counseling: A Practical Guide
2. Philosophical Assumptions
 - Describe the philosophical assumptions to the method (each paradigm has its own assumptions).
3. Key Characteristics
 - Describe the main characteristics to the method
4. Key Questions
 - Identify questions that might lead a researcher to choose this method
 - Provide examples of at least three questions
5. Using the method
 - Describe how the researcher would use this method.
6. Data collection and data analysis
 - Identify data collection procedures.
 - Identify data analysis considerations.
 - Provide examples for each
7. Validity considerations
 - Describe any considerations a researcher should be concerned with according to this method.
8. Ethical, cultural, and emergent practices
 - Describe ethical and cultural considerations for this method
 - Identify any emergent practices
9. Advantages and disadvantages
 - Identify three main advantages for this method.
 - Identify three main disadvantages for this method
10. Handout
 - Print handouts (1-2 pages) for your peers that include: (a) a summary of the information, (b) appropriate references to learn your method, and (c) appropriate references for studies utilizing your method.
11. Examples of methodologies include randomized controlled trials, quasi-experimental, meta-analysis, single-case research design, instrument construction, phenomenology, grounded theory, narrative, mixed methods, case study, between-groups methodology, within-groups methodology, content analysis, outcome research, correlational research, etc. If there is a method not listed here, you must get it approved by the instructor.