COUN 613.1SW: Advanced Statistical Techniques

Course Syllabus
Spring 2025 (1/13/2025 – 5/9/2025)
Mondays, 4:30pm–7:10pm, Synchronous Online via Zoom at https://tamuc.zoom.us/j/7666822944

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC (TX & MS)
Office Location: Binnion 206 & Virtual Office at https://tamuc.zoom.us/j/7666822944
Office Hours: By appointment only on Mondays from 1:00pm-2:30pm, virtual only; and on Fridays from 2:00pm-3:30pm, both virtual and in-person
University Email Address: Michael.Schmit@tamuc.edu
Preferred Method of Communication: Email
Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00pm Central Time will be answered the following workday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage.

ISBN-10: 1529630002
ISBN-13: 978-1529630008

Casella, G., & Berger, R. (2024). *Statistical Inference* (2nd ed.). CRC Press/Taylor & Francis Group.

ISBN: 978-1-032-59303-6 (hbk)
ISBN: 978-1-032-59794-2 (pbk)
ISBN: 978-1-003-45628-5 (ebk)

Note. This course utilizes D2L as it Learning Management System

**Other readings as assigned (see required supplemental readings below)

Required Computer Software
The Statistical Package for the Social Sciences (SPSS; Version 27 or higher) computer software—PREMIUM GradPack (SPSS Statistics Premium).

Note: SPSS Statistical software (version 27 or higher is recommended [I would opt to purchase version 29]). About the cheapest place you can purchase and download a copy is from

http://www.hearne.software/Home. Other sources include http://www.onthehub.com/spss/ and http://studentdiscounts.com (can be installed on two computers). Be sure that you choose the **PREMIUM GradPack (SPSS Statistics Premium)**. If you do not buy the Premium version, you will not be able to complete the assignments for this class. You can get a 6- or 12-month license. The software is also available on computers located in the student labs at the Metroplex and various labs on the Commerce campus.

Recommended Textbook

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

Required Supplemental Readings

Abdullah, F., Finkelstein, L., Khan, S. H., & Hill, W. J. (1994). Modeling in measurement and instrumentation: An overview. *Measurement, 14*, 41-53.

Balkin, R. S., & Lenz, A. S. (2021). Contemporary issues in reporting statistical, practical, and clinical significance in counseling research. *Journal of Counseling & Development, 99*(2), 227–237. https://doi.org/10.1002/jcad.12370

Balkin, R. S., & Sheperis, C. J. (2011). Evaluating and reporting statistical power in counseling research. *Journal of Counseling & Development, 89*(3), 228-272. https://doi.org/10.1002/j.1556-6678.2011.tb00088.x

Finn, S. E., & Tonsager, M. E. (1997). Information-gathering and therapeutic models of assessment: Complementary paradigms. *Psychological Assessment, 9*, 374-385. https://doi.org/1040-3590/97/S3.00

Giordano, A. L., **Schmit, M. K.**, & Schmit, E. L. (2021). Best practice guidelines for publishing rigorous research in counseling. *Journal of Counseling & Development, 99*(2), 123–133. https://doi.org/10.1002/jcad.12360

Lenz, A. S., & Wester, K. L. (2017). Development and evaluation of assessments for counseling professionals. *Measurement and Evaluation in Counseling and Development, 50*(4), 201-209. https://doi.org/10.1080/07481756.2017.1361303

Lewis, T. F. (2017). Evidence regarding the internal structure: Confirmatory factor analysis. *Measurement and Evaluation in Counseling and Development, 50*(4), 239-247. https://doi.org/10.1080/07481756.2017.1336929

Magno, C. (2009). Demonstrating the difference between classical test theory and item response theory using derived test data. *The Internal Journal of Education and Psychological Assessment, 1*(1), 1-11. https://files.eric.ed.gov/fulltext/ED506058.pdf

Mullen, P. R., Fox, J., Goshorn, J. R., & Khalid Warraich, L. (2021). Crowdsourcing for online samples in counseling research. *Journal of Counseling & Development,*

99(2), 221–226. https://doi.org/10.1002/jcad.12369

Peterson, C. H., Peterson, N. A., & Powell, K. G. (2017). Cognitive interviewing for item development: Validity evidence based on content and response processes. *Measurement and Evaluation in Counseling and Development, 50*(4), 217-223. https://doi.org/10.1080/07481756.2017.1339564

Prosek, E. A., & Gibson, D. M. (2021). Promoting rigorous research by examining lived experiences: A review of four qualitative traditions. *Journal of Counseling & Development, 99*(2), 167–177. https://doi.org/10.1002/jcad.12364

Schmit, M. K., & Giordano, A. L. (2021). Introduction to the special issue: Advancing the counseling profession through research and publication. *Journal of Counseling & Development, 99*(2), 119–122. https://doi.org/10.1002/jcad.12359

Watson, J. C. (2017). Establishing evidence for internal structure using exploratory factor analysis. *Measurement and Evaluation in Counseling and Development, 50*(4), 232-238. https://doi.org/10.1080/07481756.2017.1336931

Watson, J. C., Lenz, A. S., **Schmit, M. K.**, & Schmit, E. L. (2016). Calculating and reporting estimates of effect size in counseling outcome research. *Counseling Outcome Research & Evaluation,* 7(2), 111-123. https://doi.org/10.1177/2150137816660584

Wester, K. L., Wachter Morris, C. A., Trustey, C. E., Cory, J. S., & Grossman, L. M. (2021). Promoting rigorous research using innovative qualitative approaches. *Journal of Counseling & Development, 99*(2), 189–199. https://doi.org/10.1002/jcad.12366

Wood, A. W., Dorais, S., Gutierrez, D., Moore, C. M., & **Schmit, M. K.** (2021). Advancing the counseling profession through contemporary quantitative approaches. *Journal of Counseling & Development, 99*(2), 156–166. https://doi.org/10.1002/jcad.12363

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 613. Advanced Statistical Techniques

Includes a review of introductory statistics, presentation of basic concepts of analyses of variance, advanced correlational methods, and multiple regression, as well as other advanced statistical methods. Focuses on use of the computer for data. Meets requirements for a Level III research tool course. Prerequisite: Level I and Level II research tools or equivalent or permission of the instructor.

General Course Information

Advanced Statistical Techniques is intended to provide graduate students with advanced training statistical techniques and is approved by the Graduate School as a Level III research tool. The emphasis in this course will be upon understanding statistical concepts and applying and

interpreting tests of statistical inference. Content will include but not be limited to: data and data files, data screening, scaling, visual representations of data, descriptive statistics, correlation and simple and multiple regression, sampling distributions, and the assumptions associated with and the application of selected inferential statistical procedures (e.g., t-test, one-way ANOVA, factorial ANOVA, mixed-ANOVA, MANOVA). Computer software, the Statistical Package for the Social Sciences (SPSS; version 27 or higher) will be employed to assist in the analysis of data for this course. Students should have access to a computer, SPSS software, and the Internet. Access is available at the Metroplex Center and on the Commerce campus in certain computer labs.

Doctoral Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 613

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.a. research designs appropriate to quantitative and qualitative research questions	• Lecture (weeks 1, 10-14) • Reading (Field, 2024 [Chapters 1, 8-10, 12-17]; Giordano et al., 2021; Schmit & Giordano, 2021; Wester et al., 2021) • In-class demonstrations (weeks 1, 5, & 6-18) • Class discussion (weeks 1, 5, & 6-18) •	1. Application Assignment 1 2. In-Class Presentation	1. Application Assignment Rubric 2. In-Class Presentation Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a "2" on a single item; or obtain an average rubric score that either meets or exceeds a rating of a "2."
6.B.4.b. univariate and multivariate research designs and data analysis methods	• Lectures (weeks 10-14) • Readings (Field, 2024 [Chapters 8-10 &12-17]; Giordano et al., 2021; Schmit & Giordano, 2021; Wood et al., 2021) • In-class demonstrations (weeks 5-6 & 8-14) • Class discussion (weeks 5-6 & 8-14)	1. Application Assignment 2-4 (univariate) and 5 (multivariate) 2. In-Class Presentation	1. Application Assignment Rubric 2. In-Class Presentation Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a "2" on a single item; or obtain an average rubric score that either meets or exceeds a rating of a "2."
6.B.4.e. models and methods of instrument design	• Lectures • Readings (Chapter 18 [Field, 2018 • Articles by Abdullah et al. (1994), Finn & Tonsager, 1997; Lenz & Wester, 2017; Lewis (2017); Magno (2009); Watson (2017) • In-class demonstrations (week 7) • Class discussion (week 7)	EFA Article Critique	EFA Article Critique Rubric	≥ 80% of students will score ≥ 80% on quiz, exam, or assignment; meet or exceed a rating of a "2" on a single item; or obtain an average rubric score that either meets or exceeds a rating of a "2."

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

I. Data screening procedures as appropriate for each experimental and correlational statistical model
   A. Numerical
   B. Visual
   C. Statistical methods

II. Correlational designs as appropriate to the research questions and hypotheses, using:
   A. Bivariate
   B. Part and partial correlation
   C. Simple, standard, stepwise, and hierarchical multiple regression models

III. Experimental designs as they are appropriate to the research questions and hypotheses
   A. One-way ANOVA with univariate post hoc testing
   B. Factorial ANOVA with univariate post hoc testing
   C. Repeated measures ANOVA with univariate post hoc testing
   D. MANOVA with univariate and multivariate post hoc testing

IV. Critically evaluate statistical outcomes (in the context of Type I and II errors)
   A. Sample size
   B. Robustness
   C. Effect size
   D. Threats to internal and external validity

V. Assessments and instruments
   A. Method
   B. Models
   C. Design
   D. Use of data
   E. Analysis: EFA

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 SPSS, Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, demonstrations using SPSS, coupled with experiential learning and practical application. Be aware that a significant part of this class requires you to learn and become proficient with using SPSS. When we are not meeting face to face, you will be expected to

participate and complete all online tasks via D2L In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition standards.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

ASSIGNMENTS/ASSESSMENTS

1. **Application Assignment (100 points total; 20 points each assignment):** Five application assignments with be distributed in D2L throughout the semester. Each assignment will be pertinent to the information covered in class. Feel free to use your classmates as a resource, but your work is your own and must be submitted independently. Submission of homework will include an APA write up for both method and results sections and SPSS output (when applicable). Note that application assignments must be submitted before class on the week it is due. The purpose of these assignments is to demonstrate your knowledge and understanding of various research designs and corresponding statistical analyses as well as develop skills in professional writing suitable for publication.

Application Assignment Rubric
(Doctoral Standards 6.B.4.a., 6.B.4.b.)

	1 – Does not meet Expectation (0 – 3.9 points)	2 – Meets Expectation (4 – 4.4 points)	3 – Exceeds Expectation (4.5 – 5 points)
Accuracy of Information	Responses to homework items were	Responses to homework items were	Responses to homework all items

(5 points)	not accurate or correct; less 3 items were correct; not representative of doctoral level work	mostly accurate and/or correct but omitted 1-2 key points; less than 2 items were incorrect; representative of doctoral level work	were accurate and/or correct; representative of doctoral level work
Completeness (5 points)	Homework questions where not addressed, or severely lacked suitable responses; less 3 items were complete; not representative of doctoral level work	Homework questions where addressed but omitted 1-2 key points; less than 2 items were incomplete; representative of doctoral level work	Homework questions where addressed with no missing key points; representative of doctoral level work
SPSS Output/Evidence (5 points)	SPSS Output/Evidence was not provided; evidence provided to support responses were unrelated to the item or assignment; not representative of doctoral level work	SPSS Output/Evidence was provided but omitted 1-2 key points; evidence provided to support responses were related to the item or assignment; representative of doctoral level work	SPSS Output/Evidence was provided with no missing key points; evidence provided to support responses were directly related to the item or assignment; representative of doctoral level work
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of doctoral level work.	Some APA errors (3-4 errors). Good quality indicative of doctoral level work.	Little to no errors (1-2 errors). Exceptional quality indicative of doctoral level work.

2. **EFA Journal Article Critique (50 points):** You will ***compare and contrast*** two empirical journal articles, one that uses *exploratory factor analysis* (EFA) – a quantitative method – and the other that uses a *phenomenological approach* – a qualitative method – from any ACA or ACA-Affiliated journal listed below (Appendix A). The article critique ***must address research methodology specifically (e.g., design, analysis, instruments [when applicable], trustworthiness [when applicable]/internal validity, presentation of results, and procedures/data collection)***. In addition, you will provide a brief summary of the article, describe its purpose, and give your overall impression on the quality of the research conducted. The critique (3-5 pages) must adhere to the APA 7th edition standards, include references and in-text citations, and be written in a professional manner suitable for publication. Hint: when discussing the various components of the critique and assessing the quality of research conducted, utilize empirical and textbook resources to support your assertions. The goal of the article critique is to demonstrate knowledge in differentiating between qualitative and quantitative research and facilitate an exploration of instrument design and methods of assessment. See Appendix A for list of journals and Appendix B for questions to help facilitate your article critique. See rubric below.

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EFA Journal Article Critique Rubric
(Doctoral Standard 6.B.4.e.)

	1 – Does not meet Expectation (0 – 6.9 points)	2 – Meets Expectation (7 – 8.9 points)	3 – Exceeds Expectation (9 – 10 points)
Summary of basic article information (10 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of doctoral level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of doctoral level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of doctoral level work
Critique of research (10 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of doctoral level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of doctoral level work	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Representative of doctoral level work
Appropriate research article selected (10 points)	Articles selected do not fit the purpose of this assignment. Unable to distinguished between EFA and phenomenological research.	N/A	Articles selected fit the purpose of this assignment (EFA and Phenomenology). Able to distinguished between EFA and phenomenological research.
Exploration of instrument design/model (10 points)	Little to no exploration of instrument(s) used (design/model). Omitted information related to level of	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming practices, reliability and	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming

	measurement, instrument construction, norming practices, reliability and validity, etc. Not representative of doctoral level work	validity, etc. but missing one or two key exploration of instrument(s) used. Representative of doctoral level work	practices, reliability and validity, etc. but missing one or two key exploration of instrument(s) used. Representative of doctoral level work
APA Style/Grammar (10 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of doctoral level work.	Some APA errors (3-4 errors). Good quality indicative of doctoral level work.	Little to no errors (1-2 errors). Exceptional quality indicative of doctoral level work.

3. **In-Class Presentation (100 points):** Either in pairs or individually, students will choose a statistical analysis covered in class and apply it to a research project they create. The project must include a scenario of the study, description of instrument/measure used, identification of the research design, description of the sample, and step-by-step analysis of data in SPSS (i.e., model assumptions, statistical analysis, and interpretation of results). Please note that students will have to develop their own dataset and instrument/measure [dependent variable(s)] for this project. More information will be provided throughout the semester. The goal of this presentation is to demonstrate your knowledge and skill in research methods and statistics, as well as test your ability to conceptualize how to apply your research findings to counselor practice. See rubric below.

In-Class Presentation Rubric
(Doctoral Standards 6.B.4.a., 6.B.4.b.)

	1 – Does not meet Expectation (0 – 8.78 points)	2 – Meets Expectation (8.88– 9.98 points)	3 – Exceeds Expectation (9.99– 11.11 points)
Scenario of the Study (11.11 points)	Minimal to no information provided about scenario; not representative of doctoral level work	Sufficient information provided about scenario but missing one or two key points; representative of doctoral level work	More than sufficient information provided about scenario with no detail missing; representative of doctoral level work
Research Design (e.g., correlational, pre-experimental, experimental) (11.11 points)	Description of research design was insufficient or was incorrect; no evidence of knowledge about research design; not representative of doctoral level work	Description of research design was sufficient but missing one or two key points; evidence of knowledge about research design; representative of doctoral level work	Description of research design was sufficient with no missing key points; evidence of knowledge about research design; representative of doctoral level work

Description of Sample/Data (11.11 points)	Description of sample was insufficient or omits key points such as number of participants, demographics, descriptive statistics, etc.; not representative of doctoral level work	Description of sample was sufficient but omit one or two key points (e.g., number of participants, demographics, descriptive statistics); representative of doctoral level work	Description of sample was sufficient with not key points missing; representative of doctoral level work
Instrumentation (11.11 points)	Description of instrument (dependent variable) was insufficient or omits key points such as level of measurement, reliability/validity, etc.; not representative of doctoral level work	Description of instrument (dependent variable) was sufficient but omits one or two key points; representative of doctoral level work	Description of instrument (dependent variable) was sufficient with no key points missing; representative of doctoral level work
Statistical Analysis (11.11 points)	Statistical analysis was not described, no rationale provided for chosen analysis, or analysis did not fit the data; not representative of doctoral level work	Statistical analysis was described, partial rationale provided for chosen analysis, and analysis chosen fit the data; representative of doctoral level work	Statistical analysis was thoroughly described, rationale provided for chosen analysis was clear, and analysis chosen fit the data; representative of doctoral level work
Step-by-step Demonstration in SPSS (11.11 points)	Demonstration omits critical steps (e.g., descriptive, model assumptions, etc.) or presenter appears unrehearsed; not representative of doctoral level work	Demonstration includes most critical steps (e.g., descriptive, model assumptions, etc.); presenter appears rehearsed; representative of doctoral level work	Demonstration includes all critical steps (e.g., descriptive, model assumptions, etc.); presenter appears rehearsed; representative of doctoral level work
Interpretation of SPSS output (11.11 points)	Interpretation of SPSS output was incorrect or areas of SPSS output interpreted were incorrect; not representative of doctoral level work	Interpretation of SPSS output was correct but missing one or two key points; representative of doctoral level work	Interpretation of SPSS output was correct with no missing information; representative of doctoral level work
Application of findings to counseling (11.11 points)	No discussion of applying results to counseling or discussion provided was unrelated to counseling; not representative of doctoral level work	Discussion of applying results to counseling was sufficient but missing one or two key points; discussion provided was related to counseling; representative of doctoral level work	Discussion of applying results to counseling was thorough; discussion provided was related to counseling; representative of doctoral level work

Presentation and Presenter Qualities (11.11 points)	Information provided appears disorganized/disjointed; presenter appeared unrehearsed; proposal 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; proposal quality was appropriate for doctoral level work; scholarly sources utilized	Information provided appears well organized; presenter appeared rehearsed; proposal quality was appropriate for doctoral level work; scholarly sources utilized

GRADING

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

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

Assignment/Assessment	**Point Value**
Homework Assignments	100
EFA Journal Article Critique	50
In-class Presentation	100

Total points possible = 250. Your Final Grade is determined adding the point values earned from each assignment and dividing by 250. The resulting value is multiplied by 100 to yield a percentage. For example: (240 [points earned]/250) X 100 = 96%

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score.

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

Device	Operating System	Browser	Supported Browser Version(s)
			latest minor or **point** release of that 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.

The *syllabus/schedule are subject to change.*

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

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.

The *syllabus/schedule are subject to change.*

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

The *syllabus/schedule are subject to change.*

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

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

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

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further,

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.

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**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

The *syllabus/schedule are subject to change.*

http://telusproduction.com/app/5108.html

AI Use Policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	Readings	Assignments
1/13 Week 1	-Introductions -Course Overview and Expectations -Differentiate Between Quantitative and Qualitative -Review of Basic Statistics	-Chapter 1-3 -Giordano et al. (2021) -Prosek & Gibson (2021) -Schmit & Giordano (2021) -Wood et al. (2021) -Wester et al. (2021)	-Review Syllabus
1/20 Week 2 (MLK Jr. Day)	No Class	No Class	No Class
1/27 Week 3	- Review of Basic Statistics Continues -NHST -Effect Size -Sampling	-Chapter 2 Cont. & 3 -Balkin & Sheperis (2011) -Balkin & Lenz (2021) -Mullen et al. (2021)	

The *syllabus/schedule are subject to change.*

2/3 Week 4	-Exploring SPSS -Exploring Data With Graphs -Model Assumptions	-Chapter 4-6	-HW 1 Due by 4:30pm Central Time on 2/3/2025 (submit in D2L)
2/10 Week 5	-Correlation -Simple Regression	-Chapter 8 & 9	
2/17 Week 6	-Multiple Regression	-Chapter 9 Cont.	
2/24 Week 7	-Assessment -Instrument Construction -How to use data -EFA and Instrument Design	-Chapter 18 -Abdullah et al. (1994) -Finn & Tonsager, 1997 -Lenz & Wester, 2017 -Lewis (2017) -Magno (2009) -Watson (2017)	-HW 2 Due by 4:30pm Central Time on 2/24/2025 (submit in D2L)
3/3 Week 8	-Comparing Two Means (*t*-test & dependent *t*-test) -Comparing Several Independent Means (one-way ANOVA)	-Chapter 10 -Chapter 12	
3/10 (Spring Break)	No Class	No Class	No Class
3/17 Week 9	-Comparing Several Independent Means Cont. (one-way ANOVA	-Chapter 12 Cont.	- EFA Journal Article Critique Due by 4:30pm Central Time on 3/17/2025 (submit in D2L)
3/24 Week 10 *ACA Conference	-Factorial Designs	-Chapter 14	-HW 3 Due by 4:30pm Central Time on 3/24/2025 (submit in D2L)
3/31 Week 11	-Comparing Adjusted Means (ANCOVA)	-Chapter 13	
4/7 Week 12	-Repeated Measure Designs	-Chapter 15	-HW 4 Due by 4:30pm Central Time on 4/7/2025
4/14 Week 13	-Mixed Designs	-Chapter 16	
4/21 Week 14	-MANOVA -Virtual Class	-Chapter 17 -Virtual Class	-HW 5 Due by 4:30pm Central Time on 4/21/2025
4/28 Week 15	Class Presentation	Class Presentation	Class Presentation (submit in D2L)
5/5	Class Presentation	Class Presentation	Class Presentation

The *syllabus/schedule are subject to change.*

Week 16			(submit in D2L)

Appendix A

American Counseling Association Journal List

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

EAST TEXAS A&M UNIVERSITY

Appendix B

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

1. Are the title and/or abstract of the article appropriate and clear?
2. Is the purpose of the study/article clear?
3. Is the discussion of the findings/content relevant to the study purpose?
4. Have the authors cited essential and necessary literature related to the study topic?
5. Are there any sections of the article that need to be expanded or omitted?
6. Are the authors' ideas and/or statements clear or ambiguous?
7. Are the research methods described in detail and are they understandable? Are they correct?
8. In regard to the EFA article, was it clear how the instrument was developed/constructed. Did the author(s) mention anything in regard to theory associated with the instrument being developed. How was the instrument scaled? Was reliability and validity addressed?
9. How did the authors incorporate research implications? Did they do so appropriately?
10. How would you use the research findings from your article (both clients served and the profession of counseling)?
11. What is your overall impression of the article?