



**SWK 590.03W, 04W, 05W & 06W: Research Methods in  
Advanced Social Work Practice**  
COURSE SYLLABUS  
Web-based

Spring 2026

**INSTRUCTOR INFORMATION**

**Instructor:** Ahfiya Howard, DrPH, LMSW

**Office Location:** Henderson Bldg, 3<sup>rd</sup> Floor

**Office Hours:** Wednesday, 10:00 am -2:00 pm (Dallas Campus), (via Zoom) or by appointment

**Office Phone:** (903) 468-3040 (office) or (972) 515-5560 (cell)

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**University Email Address:** ahfiya.howard@etamu.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 48 hours

**COURSE INFORMATION**

**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 for guidance and support whenever needed.



QR Code TELUS

## Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

Farmer, A.Y. and Farmer, G.L. (2021). *Research Methods for Social Work: A problem-based approach*. Sage. ISBN 9781506345321

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

### Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**[Comprehensive Study Guide](#) (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.**

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

## Course Description

This course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented with special emphasis on vulnerable populations.

### Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

## Relationship to Other Courses

The syllabus/schedule is subject to change.

## STUDENT LEARNING OUTCOMES

The Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

## COURSE REQUIREMENTS

	Activity/Assessment	Dimension
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
Behavior B: Identify ethical and culturally informed strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work in urban and rural communities	Research Proposal Human Subject Training Chapter Quizzes	Knowledge Skills Cognitive Affective Processes Values
Behavior A: Apply research findings to inform and improve practice, policy, and programs associated with urban and rural communities	Research Proposal Chapter Quizzes	Knowledge Skills Cognitive Affective Processes Values

### Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

### Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

## Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

## GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments	Value
Research Proposal	50% (100 pts)
Human Subject Training	20% (100 pts)
Quizzes	30% (500 pts)
<b>TOTAL</b>	<b>100% (700 pts)</b>

*The syllabus/schedule is subject to change.*

## Assessments

### 1. **Research Proposal (50% of final grade = 100 pts)**

Students will research and select a topic that disproportionately affects individuals, families, groups, organizations, or communities in urban and rural areas. Next, they develop a research proposal. The following components will be highlighted: the background/introduction, literature review, problem statement, the purpose of the study, research methods, data collection, and implication for social work. **The rubric is located in Appendix A.**

The research proposal will be broken into 4 parts/assignments. The first part consists of the background/introduction, literature review, problem statement and purpose statement regarding the selected topic. For part 2, students will develop the research methods section which includes the study's design, research questions with hypotheses, target population and sampling technique, and instrument. Part 3, consists of the data collection section which includes procedures, statistical test(s), and data analyses software. Last, part 4, students will discuss the implications for social work practice which entails a discussion on selecting appropriate culturally responsive interventions and guiding theoretical framework(s) based on their topic and conclusion. This section will also include scoring for quality of writing skills.

**2. Human Subjects Training (20% of final grade = 100 pts)** Students will complete the Citi Program Training on Human Subjects courses Responsible Conduct of Research and Social and Behavioral Responsible Conduct of Research. These training helps students understand and apply ethical standards, while considering personal values and biases, in selecting samples and creating/selecting data collection tools when conducting research Students can learn more by accessing the link below and D2L course shell. To learn more visit <https://inside.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx>

**3. Quizzes (30% of final grade) (5 @100 pts)** Students will complete 5 quizzes. The exam will include multiple-choice, true/false and/or fill in the blank questions. The exam will cover concepts associated with each chapter in the textbook which entails research methods and their application in the social sciences. All content on the exam will derive from the textbook and PowerPoint presentations. The exam will open for at least 4 days during the assigned week, and students will have extended time to complete the test once it is open.

## Due Date Policy

All students are required to submit assignments on or before the due date. An exception may be granted for those who contact the instructor and make arrangements to submit at a later date due to illness and/or urgent matters.

## TECHNOLOGY REQUIREMENTS

### LMS

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

LMS Requirements:

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

LMS Browser Support:

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

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

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

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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

## **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

### **University Code of Conduct**

East Texas A&M University has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

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

## **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in [“Student Appeal of Instructor Evaluation” - Procedure 13.99.99.R0.05](#).

## **Academic Integrity**

Students at East Texas A&M University 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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Academic Dishonesty Form](#)

## **University Rules on Research**

Students involved in conducting research and/or scholarly activities at East Texas A&M University must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

## **AI Use Policy**

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

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely 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. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

## Students with Disabilities-- ADA Statement

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

### Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

## Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community

resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **School of Social Work & Council on Social Work Education-Specific Policies**

### **Course Engagement**

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

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

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

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

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to, participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

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

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

### **Student Conduct**

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

## Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

## APPENDIX A

### Grading Rubric for Research Proposal

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
<b>Part I = 25pts</b>			
<b>Background/Introduction of the Problem</b>  (5 pts)	Vaguely provides a clear summary of the problem which includes statistics, literature and/or history of the problem, <b>major revisions needed.</b>	Mostly provides a clear summary of the problem which includes statistics, literature and/or history of the problem, <b>with only minor revisions needed.</b>	Provides a clear summary of the problem which includes statistics, literature and/or history of the problem, <b>with no revisions needed.</b>
<b>Literature Review</b>  (15 pts)	There is little to no demonstration of understanding or discussing of ideas and/or previous research studies on the main topic and is 1 page or less long double-spaced <b>with major revisions needed.</b>	Somewhat understands and discusses the synthesis of different studies associated with main topic to come to a greater understanding of the state of knowledge about the issue and is at least 1.5 pages long double-spaced, <b>with only minor revisions needed.</b>	Clearly discusses and understand the synthesis of different studies associated with main topic to come to a greater understanding of the state of knowledge about the issue and is at least 2 pages long double-spaced, <b>with no revisions needed.</b>
<b>The literature review should be no more than 5 pages long and must have at least 10 unique references (no more than 10 years old), of which no more than 3 can be websites. Most references should be peer-reviewed research studies.</b>			
<b>Problem Statement</b>  (2.5 pts)	Does not provide a problem statement or problem statement is unrelated and/or not clear, <b>major revisions needed.</b>	Provides one or two clear statements mostly reflecting the information presented in the introduction and literature review, <b>with only minor revisions needed.</b>	Provides two or more clear statements accurately reflecting the information presented in the introduction and literature review <b>with no revisions needed.</b>
<b>Purpose Statement</b>  (2.5 pts)	Does not provide a purpose statement or purpose statement is unrelated, lacks links to problem statement, <b>with major revisions needed.</b>	Provides one or two statements mostly reflecting the purpose of the study based on the problem statement <b>with only minor revisions needed.</b>	Provides two or more statements accurately reflecting the purpose of the study based on the problem statement <b>with no revisions needed.</b>

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<b>Part II = 25 pts</b>			
<b>Research Methods</b>  (10 pts)	The aim of the study is not mentioned and/or vaguely explained. The research design is not mentioned and/or vaguely explained and why the design was selected for the study, <b>major revisions needed.</b>	Mostly articulates the aim of the study and its research design and explains why the research design was selected <b>with only minor revisions needed.</b>	Clearly articulates the aim of the study and its research design and explains why the research design was selected <b>with no revisions needed.</b>
<b>Research Question/Hypothesis</b>  (5 pts)	Does not provide a research question/hypothesis, no identified IV and DV or there is a lack of links to the problem statement and purpose statement, <b>major revisions needed.</b>	Developed at least 1 to 2 research questions/hypotheses mostly reflecting the problem statements and purpose statements with most identified IV and DV and is feasible to research inquiry, <b>with only minor revisions needed.</b>	Developed at least 2 research questions/hypothesis and accurately reflects problem statement and purpose statements with identified IV and DV and are feasible to research inquiry, <b>with no revisions needed.</b>
<b>Target Population and Sampling Technique</b> (7pts)	Vaguely or did not describe the target population which includes specific characteristics such as age, location, etc. Vaguely or did not discuss the sampling technique utilized to recruit participates and the reason why it was selected, <b>major revisions needed.</b>	Mostly describes the description of the target population which includes specific characteristics such as age, location, etc. Somewhat articulates the sampling technique utilized to recruit participates and the reason why it was selected, <b>with only minor revisions needed.</b>	Clearly described the target population which includes specific characteristics such as age, location, etc. Clearly articulates the sampling technique utilized to recruit participate and the reason why it was selected, <b>with no revisions needed.</b>
<b>Instrument/Survey</b>  (3pts)	The description and purpose of the survey is vague and/or missing key components. The survey consists of at least 3 or less questions, <b>major revisions needed.</b>	The description and purpose of the survey is mostly explained. The survey consists of at least 4 questions, <b>with only minor revisions needed.</b>	Clearly describes the survey, its questions and its purpose. The survey consists of 5 or more questions, <b>with no revisions needed.</b>
<b>Part III = 25 pts</b>			
<b>Data Collection &amp; Procedure/Steps</b>	Vaguely or did not provide a clear brief	Mostly provides clear brief opening	Provided a clear brief opening statement(s),

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<p><b>(15pts)</b></p>	<p>opening statement (s) or articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used or how the data is collected, or mentioning of informed consent and participants identity or missing more than one key component, <b>major revisions needed.</b></p>	<p>statement(s), clearly articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used, how the data is collected, mentioning of informed consent and participants identity, or one key component is missing, <b>only minor revisions needed.</b></p>	<p>clearly articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used, how the data is collected, mentioning of informed consent and participants identity, <b>with no revisions needed.</b></p>
<p><b>Statistical Test &amp; Data Analysis</b> <b>(10 pts)</b></p>	<p>Vaguely discussed or missing key components of statistical test(s) utilized for the study and why and software program used for data analysis, <b>major revisions needed.</b></p>	<p>Mostly articulates and identify type of statistical test(s) utilized for the study and why and somewhat discuss the type of software/program used for data analysis, <b>with only minor revisions needed.</b></p>	<p>Clearly articulates and identify type of statistical test(s) utilized for the study and why. Also, discusses the type of software/program used for data analysis, <b>with no revisions needed.</b></p>
<p><b>Part IV = 25 pts</b></p>			
<p><b>Implications for Social Work Practice &amp; Culturally Responsive Interventions and Guiding Theoretical Framework(s)</b> <b>(10 pts)</b></p>	<p>Vaguely provided and/or missed two or more key components: the opening statement, importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations; an identified specific intervention/therapy and theoretical framework that best fit the study's target population and problem <b>and/or</b> did include the history of the theory and</p>	<p>Mostly provided and/or missed one key component: the opening statement, importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations; an identified specific intervention/therapy and theoretical framework that best fit the study's target population and problem &amp; included the history of the theory and intervention, <b>with</b></p>	<p>Provides an opening statement and clearly articulated the importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations, clearly identified a specific intervention/therapy and theoretical framework that best fit the study's target population and problem which includes the history of the theory and intervention, <b>with no revisions needed.</b></p>

	intervention, <b>major revisions needed.</b>	<b>minor revisions needed.</b>	
<b>Conclusion (5pts)</b>	Vaguely provided a summary of the study including further investigation of the topic/problem, <b>major revisions needed.</b>	Mostly provides a summary of the study including further investigation of the topic/problem, <b>with minor revisions needed.</b>	Provides a clear summary of the study including further investigation of the topic/problem, <b>with no revisions needed.</b>
<b>Quality of Writing (10 pts)</b>  <b>(Overall Total of Research Proposal = 100 pts *100%)</b>	Numerous grammatical/spelling errors/APA errors/unorganized lacks depth, not indicative of graduate-level writing. Does not follow prescribed formatting guidelines	Some APA errors (3-4): information is informative and flows in an organized manner. Follows prescribed formatting guidelines. Reflective of graduate-level work.	Little to no grammatical/spelling/APA errors, follows prescribed formatting guidelines, exceptional quality indicative of graduate-level work

## APPENDIX B

### COURSE OUTLINE /CALENDAR

**Note:** Zoom meetings may be adjusted based on instructor and/or student needs.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p style="text-align: center;"><b>Week 1</b></p> <p>Jan. 26<sup>th</sup> - 31<sup>st</sup></p> <p style="color: purple;">University Holiday- Jan. 19<sup>th</sup> (MLK Day)</p>	<p style="text-align: center;"><b>Biweekly on Wednesdays</b> (See D2L for Schedule)</p>	<ul style="list-style-type: none"> <li>• Getting Familiar w/the Course</li> <li>• Chapter 1: Evidence-based Practice</li> <li>• Chapter 2: Research Ethics</li> <li>• Chapter 3: Research Process</li> <li>• Creating a survey using Google Forms</li> <li>• How to write a research proposal?</li> <li>• How to write a literature review?</li> <li>• How to define a research problem?</li> <li>• Become Familiar with APA Style Formatting/Writing (see module)</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Overview</li> <li>• <a href="#">Register for the Human Subject Training</a></li> <li>• <a href="#">Choose Your Research Topic</a></li> <li>• <a href="#">Begin to Work on the Quiz Study Guide</a></li> <li>• <a href="#">Begin to Read Chapters 1, 2 &amp; 3</a></li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p style="text-align: center;"><b>Week 2</b></p> <p>Feb.2<sup>nd</sup> - 7<sup>th</sup></p>	<p style="text-align: center; color: purple;">Wed., Feb. 4<sup>th</sup> @ 5pm CST</p>	<ul style="list-style-type: none"> <li>• Chapter 1: Evidence-based Practice</li> <li>• Chapter 2: Research Ethics</li> <li>• Chapter 3: Research Process</li> <li>• What is an Informed Consent?</li> <li>• What are Open-ended and Closed-ended Questions?</li> <li>• Become Familiar with APA Style Formatting/Writing (see module)</li> <li>• Creating a survey using Google Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to work on Human Subject Training</li> <li>• Choose Your Research Topic</li> <li>• <a href="#">Begin to Work on Part I of the Research Proposal</a></li> <li>• Work on the Study Guide</li> <li>• Continue to Read Chapters 1, 2 &amp; 3</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>

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Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p><b>Week 3</b> <b>Feb.9<sup>th</sup> - 14<sup>th</sup></b></p>		<ul style="list-style-type: none"> <li>• Chapter 1: Evidence-based Practice</li> <li>• Chapter 2: Research Ethics</li> <li>• Chapter 3: Research Process</li> <li>• What are independent and dependent variables?</li> <li>• Understanding research designs</li> <li>• Quantitative, Qualitative &amp; Mixed Methods Research</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Work on Part I of the Research Proposal</li> <li>• Continue to Work on Human Subject Training</li> <li>• Continue to Work the Study Guide</li> <li>• Continue to Read Chapters 1, 2 &amp; 3</li> <li>• Begin to Read Chapter 4</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 4</b> <b>Feb.16<sup>th</sup> - 21<sup>st</sup></b></p>	<p><b>Zoom Wed., Feb. 18<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>• Chapter 4: Problem Formation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Work on Part I of the Research Proposal</li> <li>• <b>Take Quiz 1 by Sat., Feb. 21<sup>st</sup></b></li> <li>• Work on the Study Guide</li> <li>• Continue to Read Chapter 4</li> <li>• Begin to Read Chapters 5 &amp; 16</li> <li>• Continue to Work on Human Subject Training</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 5</b> <b>Feb.23<sup>rd</sup> - 28<sup>th</sup></b></p>		<ul style="list-style-type: none"> <li>• Chapter 5: Measurement</li> <li>• Chapter 16: Program Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit Part I of the Research Proposal by Sat., Feb. 28<sup>th</sup></b></li> <li>• Continue to Work the Study Guide</li> <li>• Continue to Read Chapters 5 &amp; 16</li> <li>• Begin to Read Chapters 8 &amp; 9</li> </ul>

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<ul style="list-style-type: none"> <li>• Continue to Work on Human Subject Training</li> <li>• Begin to Work on Part II of Research Proposal</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 6</b> Mar.2<sup>nd</sup> – 7<sup>th</sup></p>	<p><b>Zoom Wed., Mar. 4<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>• Chapter 8: Qualitative Research</li> <li>• Chapter 9: Mixed-Methods Research</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Work on Part II of the Research Proposal</li> <li>• Continue to Work the Study Guide</li> <li>• Continue to Read Chapters 8 &amp; 9</li> <li>• Continue to Work on Human Subject Training</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 7</b> Mar. 9<sup>th</sup> – 14<sup>th</sup> <b>Spring Break Week</b></p>		<ul style="list-style-type: none"> <li>• Chapter 15: Single-Case Design Evaluation</li> <li>• Chapter 10: Observational Research</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to Work on Human Subject Training</li> <li>• <b>Take Quiz 2 by Mon., Mar. 16<sup>th</sup></b></li> <li>• Continue to Work on Part II of Research Proposal</li> <li>• Continue to Work on the Study Guide</li> <li>• Begin to Read Chapters 15 &amp; 10</li> <li>• Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>

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Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p><b>Week 8</b> Mar. 16<sup>th</sup> – 21<sup>st</sup></p>	<p>Zoom Wed., Mar. 18<sup>th</sup></p>	<ul style="list-style-type: none"> <li>Chapter 15: Single-Case Design Evaluation</li> <li>Chapter 10: Observational Research</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Work on Part II of the Research Proposal</li> <li>Continue to Read Chapters 15 &amp; 10</li> <li>Begin to Read Chapters 6 &amp; 7</li> <li>Continue to Work on the Study Guide</li> <li>Continue to Work on Human Subject Training</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 9</b> Mar. 23<sup>rd</sup> – 28<sup>th</sup></p>		<ul style="list-style-type: none"> <li>Chapter 6: Experimental Designs</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit Part II of Research Proposal by Sat. Mar. 28<sup>th</sup></b></li> <li>Begin to Work on Part III of the Research Proposal</li> <li>Continue to Work on Human Subject Training</li> <li>Continue to Read Chapters 6 &amp; 7</li> <li>Continue to Work on the Study Guide</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 10</b> Mar.30<sup>th</sup> – Apr. 4<sup>th</sup></p>	<p>Zoom, Wed., Apr. 1<sup>st</sup></p>	<ul style="list-style-type: none"> <li>Chapter 7: Quasi-Experimental Designs</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Work on Part III of the Research Proposal</li> <li><b>Take Quiz 3 by Sat. Apr. 4<sup>th</sup></b></li> <li>Continue to Work on the Study Guide</li> <li>Begin to Read Chapter 11</li> </ul>

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Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			<ul style="list-style-type: none"> <li>Continue to Work on Human Subject Training</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 11</b> <b>Apr. 6<sup>th</sup> – 11<sup>th</sup></b></p>		<ul style="list-style-type: none"> <li>Chapter 11: Sampling</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Work on Part III of the Research Proposal</li> <li>Continue to Work on the Study Guide</li> <li>Continue to Read Chapter 11</li> <li>Begin to Read Chapter 12</li> <li><b>Submit Human Subject Training by Sat. Apr 11<sup>th</sup></b></li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 12</b> <b>Apr. 13<sup>th</sup> – 18<sup>th</sup></b></p>	<p><b>Zoom Wed., Apr. 15<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>Chapter 12: Survey Research</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit Part III of Research Proposal by Sat. Apr. 18<sup>th</sup></b></li> <li>Begin to Work on Part IV of the Research Proposal</li> <li><b>Take Quiz 4 by Sat. Apr. 18<sup>th</sup></b></li> <li>Continue to Work on the Study Guide</li> <li>Begin to Read Chapters 12 &amp; 13</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>

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Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
<p><b>Week 13</b> Apr. 20<sup>th</sup> – 25<sup>th</sup></p>		<ul style="list-style-type: none"> <li>Chapter 13: Quantitative Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Work on Part IV of the Research Proposal</li> <li>Continue to Work on the Study Guide</li> <li>Continue to Read Chapter 13</li> <li>Begin to Read Chapter 14</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> </ul>
<p><b>Week 14</b> Apr. 27<sup>th</sup> – May 2<sup>nd</sup></p>		<ul style="list-style-type: none"> <li>Chapter 14: Qualitative Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Continue to Read Chapter 14</li> <li>Continue to Work on the Study Guide</li> <li>Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)</li> <li><b>Submit Part IV of the Research Proposal by Sat. May 2<sup>nd</sup></b></li> <li><b>Take Quiz 5 by Mon., May 4<sup>th</sup></b></li> </ul>
<p><b>Week 15</b> May 4<sup>th</sup> -9<sup>th</sup></p> <p><b>Final Exam Week</b> May 2<sup>nd</sup> -8<sup>th</sup></p> <p><b>Graduate Students Commencement-</b> May 8<sup>th</sup></p>		<ul style="list-style-type: none"> <li><b>Wrap-Up</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Take Quiz 5 by Mon., May 4<sup>th</sup></b></li> </ul>

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Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Undergraduate Students Commencement- May 9 <sup>th</sup>			