COUN 613.1SW: Advanced Statistical Techniques

Course Syllabus
Spring 2026 (2/3/2026 - 5/8/2026)

Tuesdays, 5:00 pm–7:30 pm, Synchronous Online via Zoom at
https://tamuc.zoom.us/j/7666822944

INSTRUCTOR INFORMATION

Instructor: Michael K. Schmit, PhD, LPC (TX & MS)
Office Location: Henderson 323J & Virtual Office at https://tamuc.zoom.us/j/7666822944
Office Hours: By appointment only on Tuesdays from 2:00 pm to 4:00 pm (virtual only);
Thursdays from 3:00 pm to 4:00 pm (both virtual and in-person).
University Email Address: Michael.Schmit@etamu.edu
Preferred Method of Communication: email
Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00 pm Central Time will be answered the following workday

COURSE INFORMATION

Materials – Required Textbooks, Required Supplementary Readings, and Required Computer Software

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

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

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.

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

Recommended Textbook

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

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. **Ten (10) Knowledge Quizzes (100 points total; 10 points each quiz):** Throughout the semester, 10 knowledge quizzes, starting at week 2 will afford students the opportunity to test their knowledge and skill on various research and statistical concepts learned from course readings and class lectures discussed. Although quizzes are not cumulative in nature, information learned in previous weeks assists students in responding to the quiz questions. A good rule of thumb is to be familiar with the information from the week prior to the date of the quiz as well as the information that will be discussed on the week of the quiz. Knowledge Quiz questions will be presented in multiple-choice, true/false, and short-answer formats. Quizzes will be administered at the beginning of class on dates specified in the course schedule (see COURSE OUTLINE/CALENDAR on last page). A missed quiz due to being absent or late to class, unless previous accommodations have been arranged, may result in a forfeit to take the quiz. The main purpose of knowledge quizzes is to ensure that content is reviewed prior to class so that class time is spent solidify your understanding and enhancing practical application. Thus, please invest time and energy into the course readings prior to arriving to class.

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 specifically address research methodology (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 summary of the article, describe its purpose, and give your overall impression of the quality of the research conducted. The critique (3-5 pages) must adhere to the APA 7th edition guidelines, 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 to facilitate an exploration of instrument design and assessment methods. See Appendix A for a list of journals and Appendix B for questions to help facilitate your article critique. See the rubric below.

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	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's	Demonstrates exceptional knowledge of key ideas and findings. Student's

	findings. Did not include a critique of the research. Not representative of doctoral level work	critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of doctoral level work	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 measurement, instrument construction, norming practices, reliability and validity, etc. Not representative of doctoral level work	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming practices, reliability and validity, etc. but missing one or two key exploration of instrument(s) used. Representative of doctoral level work	Sufficient exploration of instrument(s) used (design/model). Information included level of measurement, instrument construction, norming 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
Knowledge Quizzes	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

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

Zoom Video Conferencing Tool
https://inside.etamu.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@etamu.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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, an 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 at Michael.Schmit@etamu.edu.

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

Effective communication with your professors is crucial to your professional growth. I am here to support and guide you along your academic journey. I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Since I teach at various locations and online, email is the most effective way to reach me. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following Monday. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedure/Policies

Late Assignments

Written assignments are due on the day noted in the syllabus. Assignments due on the day of class must be submitted before the start of class. Late papers will have 10% deduction per day late from the final score. After three days being late, assignments may not be accepted.

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.

Classroom Recording in Practicum/Internship Policy

To protect client confidentiality, uphold ethical and legal standards, and foster a safe learning environment, audio or video recording of any portion of group supervision, class discussion, or peer case presentation is strictly prohibited in practicum (COUN 551) and internship (COUN

552) courses. An unauthorized recording constitutes a breach of confidentiality and jeopardizes clients' right to privacy, which is a clear violation of the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct. Students found in violation may face disciplinary action, which may include removal from the course, formal remediation, referral to the Departmental Retention and Dismissal Committee, or dismissal from the program.

By enrolling in this course, students acknowledge the following:

- I will not record, photograph, or capture any supervision sessions, client-related discussions, or classroom activities in any format.
- I understand that all supervision and clinical discussions are confidential and must remain within the professional training context (e.g., classroom, field site).
- I agree to maintain confidentiality and uphold the privacy of clients, peers, and supervisors in accordance with the ACA Code of Ethics, the CACREP Standards, and the department's policy regarding professional conduct.
- Lastly, if I am found to have recorded, or have had recorded, any portion of group supervision, class discussion, or peer case presentation, I will immediately delete all recordings and provide the instructor, site supervisor, and/or administrator access for verification of permanent deletion from any device, platform, or backup system to ensure full compliance with department's policy.
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University Specific Procedures/Policies

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.
https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf.

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 and Procedures 13.99.99.R0.01
http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx

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:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Students Academic Integrity Policy and Form
Graduate Student Academic Dishonesty Form

https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

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

Office of Student Disability Resources and Services
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@etamu.edu

Website: Student Disability Services

https://www.etamu.edu/student-disability-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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health
The Counseling Center at East Texas A&M University, 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.etamu.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.

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

AI use policy [Draft 2, May 25, 2023]
East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that have 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
Week 1 2/3	-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
Week 2 2/10	No Class	No Class	No Class
Week 3 2/17	- Review of Basic Statistics Continues -NHST -Effect Size -Sampling	-Chapter 2 Cont. & 3 -Balkin & Sheperis (2011) -Balkin & Lenz (2021) -Mullen et al. (2021)	Knowledge Quiz 1 (completed in class)
Week 4 2/24	-Exploring SPSS -Exploring Data With Graphs -Model Assumptions	-Chapter 4-6	Knowledge Quiz 2 (completed in class)
Week 5 3/3	-Correlation -Simple Regression	-Chapter 8 & 9	Knowledge Quiz 3 (completed in class)
Week 6 3/10	Spring Break	Spring Break	Spring Break
Week 7 3/17	-Multiple Regression	-Chapter 9 Cont.	Knowledge Quiz 4 (completed in class)
Week 8 3/24	-Assessment -Instrument Construction -How to use data -EFA and Instrument	-Chapter 18 -Abdullah et al. (1994) -Finn & Tonsager, 1997 -Lenz & Wester, 2017 -Lewis (2017)	Knowledge Quiz 5 (completed in class)

	Design	-Magno (2009) -Watson (2017)	
Week 9 3/31	-Comparing Two Means (*t*-test & dependent *t*-test) -Comparing Several Independent Means (one-way ANOVA)	-Chapter 10 -Chapter 12	Knowledge Quiz 6 (completed in class)
Week 10 4/7 *ACA Conference*	-Comparing Several Independent Means Cont. (one-way ANOVA	-Chapter 12 Cont.	- Knowledge Quiz 7 (completed in class) - EFA Journal Article Critique Due by 5:00pm Central Time on 4/7/2026 (submit in D2L)
Week 11 4/14	-Repeated Measure Designs	-Chapter 15	Knowledge Quiz 8 (completed in class)
*Week 12 4/21	Harold Murphy Day (4/23/26), Mesquite Campus	Harold Murphy Day (4/23/26), Mesquite Campus	Harold Murphy Day (4/23/26), Mesquite Campus
Week 13 4/28	-Repeated Measure Designs	-Chapter 15	Knowledge Quiz 9 (completed in class)
Week 14 5/5	-Mixed Designs -MANOVA	-Chapters 16 & 17	Knowledge Quiz 10 (completed in class)

Counseling
EAST TEXAS A&M

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)

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?
   8a. Regarding the EFA article, was it clear how the instrument was developed/constructed?
   8b. Did the author(s) mention anything regarding the theory associated with the instrument being developed?
   8c. How was the instrument scaled?
   8d. Was evidence of reliability and validity addressed (i.e., correlation coefficients included)?
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? Adopt the lens of being an expert in research, instrument design, and EFA, and share your thoughts here. And yes, be sure to use first-person language.