

COUN 625: Research Applications COURSE SYLLABUS

SPRING 2026

Meets Wednesdays 1/28 – 5/4/2026

7:20-10:10 PM

*Dallas Campus
8750 N. Central Expressway
Dallas, TX 75231*

INSTRUCTOR INFORMATION

Instructor: Robyn Flores, Ph.D., LMFT-S (TX, CO, MO), LPC (CO), NCC, ACS, CFT

Office Location: 2054 (20th floor - go to 19th floor, then take small elevator to 20th floor) at the Dallas Campus

Office Hours: Wednesdays 2:00-4:00 PM CDT via Zoom or by appointment

University Email Address: Robyn.Flores@etamu.edu

Phone: 623-377-8435 (please text your name, class, inquiry)

Preferred Form of Communication: Email/text (sometimes both!)

Communication Response Time: I attempt to respond within 24 business hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks

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

Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. S. (2017). A counselor's guide to the dissertation process: Where to start & how to finish. *American Counseling Association*.

I highly recommend that you buy other research textbooks as needed. These will help you throughout dissertation and your career.

Required Supplemental Readings

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

Flynn, S.V., Chasek, C.L., Harper, I.F., Murphy, K.M. and Jorgensen, M.F. (2012), A Qualitative Inquiry of the Counseling Dissertation Process. *Counselor Education and Supervision*, 51:

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242-255.

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

Other Helpful Websites

Association for Support of Graduate Students

<http://asgs.org>

Beginning Your Dissertation Journey: Choosing Your Topic and Selecting Your Committee

<https://www.youtube.com/watch?v=YifW50Y7bQo>

Qualitative vs. Quantitative

<https://www.youtube.com/watch?v=2X-QSU6-hPU>

A Brief Introduction to Research Designs: Quantitative, Qualitative, and Mixed Methods

<https://www.youtube.com/watch?v=XCUGlbQStRI>

Balkin Research Methods

http://balkinresearchmethods.com/Balkin_Research_Methods/Welcome.html

Research Problem and Purpose Statement

<https://www.youtube.com/watch?v=fbwxQBLrkfc>

Research Questions Hypothesis and Variables

https://www.youtube.com/watch?v=_BmjujIZExQ

Research Methods Knowledge Base

<https://conjointly.com/kb/>

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

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 625. *Research Application*. Three (3) semester hours.

Research Applications is a doctoral-level course, which focuses on the development of research skills and inquiry methods. Students are exposed to various quantitative and qualitative approaches in more depth and detail. In addition, this course provides students with an understanding of scientific inquiry, purpose and benefits of research, research-related ethical and

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legal issues, and sampling procedures. Prerequisite: Doctoral status, COUN 695.

General Course Information

As a requirement in the doctoral program, this course surveys a variety of research tools and techniques pertinent to conducting research in general, and the dissertation in particular. Emphasis will be placed on dissertation research as students develop a draft of their first three chapters. Conceptual knowledge of research design, statistics, and APA 7th edition writing style will be covered in depth and detail.

Student Learning Outcomes (SLOs):

Measurement 2 (Skills):

I. Dissertation Chapter 1. Students will develop the initial chapter of a dissertation, adhering to both ETAMU and Counseling Department dissertation standards, and will include a thorough description of various aspects of their proposed study. After receiving instructor and peer feedback, students will demonstrate ability to implement feedback.

**KPI 4: Students Will Conceptualize Research from Both Quantitative and Qualitative Research Methods*

CONTENT AREAS include, but are not limited to, the following:

I. Preparing to conduct research

- A. Selecting and narrowing a topic
- B. Writing research questions, research hypotheses, and null hypotheses
- C. Preparing proposals
 - 1. For IRB
 - 2. For dissertation
 - 3. Proofreading and editing proposals
- D. Writing literature reviews
- E. Identifying and discussing assumptions, limitations, and delimitations

II. Quantitative designs

- A. Sampling
- B. Experimental design
- C. Instrumentation

III. Qualitative designs

- A. Sampling
- B. Theory
- C. Interviews, Observations, Document collection

IV. Ethical and legal considerations

- A. Responsible conduct in research and scholarship
- B. Protection of human subjects
- C. IRB protocols
- D. Common IRB mistakes

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E. ACA Code of Ethics

V. Dissertation Process

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course is considered a seminar-based course. As a student in this course, you will be required to actively participate in discussion on your research. 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 lectures, 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 discussions. 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 7th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Because this is an online course, you may feel overwhelmed with reading. Keep in mind you have the whole week to prepare (for online courses only).
9. Do work ahead of time. I realize this may not always be possible; however, when you can, do so. Everything in this course is open for you to complete (in online courses). Due dates are just that...due dates. You are always welcome to complete work ahead of time.
10. Be open to the process. ***This degree takes time, work, effort, and growth.***

In addition to the items mentioned above, specific responsibilities related to this course include the following:

1. You are expected to take responsibility for writing the first three (3) chapters of your dissertation.
2. You are expected to graciously provide (and graciously receive) constructive feedback associated with research topics and dissertation chapters.
3. You are expected to work on your chapters outside of class.
4. You are expected to participate in class discussions.
5. You are expected to trust the process....

Assignments/Assessments

***Note. All assignments are to be submitted in D2L unless otherwise directed by Dr. Flores.*

Dissertation Review (*Muse*) 5 points

Explore the online library and select a dissertation that is relevant to your research area of interest and methodological approach. Describe why you selected this dissertation (a.k.a. the “muse”).

In 8-10 pages, summarize the contents of each chapter, including major subsections. It should be clear what the dissertation is about when reading your review (make sure there is appropriate depth and detail). Provide a professional reaction to the strengths and limitations of the dissertation through your researcher lens. The checklists at the end of chapters 5-9 in your textbook (Flamez et al., 2017) offers a framework/guidelines for your review.

Dissertation Review Rubric

3 – <i>Exceeds Expectations</i> (23-25)	Dissertation review includes a thorough summary and evaluation (i.e., strengths, limitations, methodological analysis, and professional reactions) of major sections in each dissertation chapter. Review is written in APA 7 format with little to no errors (2 or less). Review is indicative of advanced doctoral level work.
2 – <i>Meets Expectations</i> (20-22 points)	Dissertation review includes a summary and evaluation (i.e. strengths, limitations, and reactions) of major sections in each dissertation chapter; however, it may lack some crucial details and/or sections. Review is written in APA 7 format with 5 errors or less. Review is indicative of expected doctoral level work.
1 – <i>Does Not Meet Expectations</i> (0-19 points)	Dissertation review does not include summary and/or evaluation (i.e. strengths, limitations, and reactions) of major sections in each dissertation chapter. Review is not written in APA 7 format and/or has several (more than 5) errors. Review is not indicative of doctoral level work.

Dissertation Prospectus (5 points)

Write a 2–3-page prospectus in week 2 of the semester in which you briefly describe your proposed dissertation study. The prospectus answers the questions: *Why*, *what* and *how*? The prospectus must include the following:

- a working title (long titles are common)
- introductory paragraphs that refer to (and accurately cite!) the literature and identify the gap the dissertation will address (*why*?)
- a brief methodology section (*what* are the research questions, and *how* will you answer them?)
- ethical considerations
- contributions to the profession

Dissertation Prospectus Rubric

3 – <i>Exceeds Expectations</i> (14-15)	Dissertation prospectus is written as a 2-3 page document (not counting title and reference pages) with thorough summary of the criteria: (a) working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, ethical considerations, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is written in APA 7 format with little to no errors (2 or less). Prospectus is indicative of advanced doctoral level work.
2 – <i>Meets Expectations</i> (12-13 points)	Dissertation prospectus includes a 2-3 page document with summary of criteria; however, may lack some details and/or some criteria missing (less than 2). Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, ethical considerations, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is written in APA 7 format with 5 or less errors. Prospectus is indicative of doctoral level work.
1 – <i>Does Not Meet Expectations</i> (0-11 points)	Dissertation prospectus includes less than 2 pages of document and/or is missing significant criteria missing (more than 2). Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this

	gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), data collection, ethical considerations, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Prospectus is not written in APA 7 format or has more than 5 errors. Prospectus is not indicative of doctoral level work.
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Dissertation Proposal Draft (10 points each; final draft pass/fail).

If you do not complete the final paper, you will not pass this class.

The rumors are true...during this semester you will write and revise the first draft of your dissertation proposal!

Peer editors

Prior to turning in *each* chapter for a grade, you will have a classmate (peer editor) work with you to edit your chapters. I will assign your peer editor to ensure that it is a supportive and relevant learning experience.

Feedback Meetings

Once your peer revision is complete, you will turn an electronic copy of each chapter (along with an electronic copy of your classmate's editorial suggestions) on the due date listed in the syllabus. In addition, you will be meeting with me for 1:1 and/or triadic with your peer editor to discuss/review suggestions from Dr. Flores after the completion of each chapter.

Final Drafts

You will take all the suggestions into consideration and prepare a *FINAL* document with all three chapters to submit at the end of the semester for a final pass/fail grade. A passing grade consists of a completed (first three (3) chapters) dissertation proposal in the ETAMU graduate school dissertation template with addressed feedback of Dr. Flores.

Below is a simplified outline of your chapters – some of these elements may change depending on your topic/methodology:

CHAPTER TWO – *write first*

- Write a preliminary review of the literature for your study
- Include **Headings, Subheadings**, and assertions. You may have to “Tetris” this section to make it flow appropriately.
- It WILL feel like you are citing every sentence because it is a review of the existing scholarly literature! Look at seminal sources and more recent references – Dr. Flores will show you how to do this using the university library.
- For this chapter, you will review A PLETHORA of scholarly articles, other studies, and references, please include a minimum of 30 peer-reviewed references in your literature review – cite, cite, cite and include in the references.

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- Address relevant theory and previous studies related to theoretical/conceptual lens/framework.

CHAPTER THREE – *write second*

- Describe your chosen methods with appropriate depth and detail so that this study demonstrates replicability
- Include your research questions/hypotheses (yes, again)
- Include details about sample, measures, procedures, ethical considerations, and data analysis plan (as appropriate depending on your methodology)
- Address issues of reliability, validity, and trustworthiness as appropriate
- Ensure that the data you collect is associated with your literature review and your research questions!

CHAPTER ONE – *write third*

- Introduction of the study
- Background / Overview
- Statement of the problem
- Purpose of the study
- Present/ask the research questions or state the hypotheses
- Significance of the Study (the “so what” factor)
- Include assumptions, delimitations, and limitations
- Glossary of terms related to your topic (to assist the reader/committee)

Dissertation Proposal Draft Rubric (for each chapter)

	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 – Exceeds Expectations (5 points)
Content: demonstrates advanced awareness of the knowledge base in the area of study (5 points)	Knowledge of content was not identified and/or addressed and/or information provided was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified and/or addressed but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified and addressed with no missing detail; exceeds standards of doctoral level coursework
Completeness: topics that should be included in the chapter or review are addressed (5 points)	Completeness of chapter was underdeveloped; does not meet standards of doctoral level coursework	Completeness of chapter but missing one or two key considerations; meets standards of	Completeness of chapter with no missing detail; meets standards of doctoral level coursework



		doctoral level coursework	
Structure: topics are well organized with headings, subheadings, and transitions (5 points)	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors; meets standards of doctoral level coursework
Mechanics: correct grammar, spelling, consistent style (e.g. APA 7; 5 points)	Does not adhere to APA 7 style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate)	Mostly adhere to APA 7 style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate)	Completely adhere to APA 7 style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate)

KPI ASSIGNMENT: Presentation of Mock Dissertation Proposal (30 points).

At the end of the semester, you will give a 20-minute professional presentation to the class (and potential committee members(!)) describing the elements of the dissertation below. This mock proposal is practice for your real proposal defense – dress for success. *Dr. Flores will review to-dos (and what NOT to do!) in preparation for this event.*

Here are the minimum criteria to be included:

- a working dissertation title
- introduction to the literature on topic
- gap in the literature (i.e., statement of the problem)
- how the researcher (you) will address this gap (i.e., purpose statement)
- condensed methodology section including research question(s), participants and sampling, data collection, ethical considerations, and data analysis
- contributions to the profession + the “so what” factor explanation (i.e., significance of your study)

Presentation of Mock Dissertation Proposal Rubric

<p>3 – Exceeds Expectations (25-30 points)</p>	<p>Mock proposal presentation includes – at minimum - all criteria listed in the assignment description. The presentation is no more than 20 minutes long and is delivered with depth, detail, and confidence. Presenter demonstrates advanced knowledge on their dissertation topic with little to no errors (i.e., does not rely on reading from slides). Presenter confidently answers questions related to the dissertation topic. Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, ethical considerations, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Presentation is indicative of advanced doctoral level work.</p>
<p>2 – Meets Expectations (19-24 points)</p>	<p>Presentation includes all criteria listed. Presentation is 20 minutes long (give or take one minute). Presenter appears knowledgeable on their dissertation topic with little to no errors (i.e., not just reading from slides). Presenter able to answer questions related to dissertation topic. Criteria includes (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, and data analysis, and (f) contributions to the profession (i.e., significance of your study). Presentation is indicative of doctoral level work.</p>
<p>1 – Does Not Meet Expectations (0-18 points)</p>	<p>Presentation does not include all criteria listed. Presentation is more than 20 minutes long (over 1 minute), or less than needed to cover adequate information (less than 19 minutes). Presenter does not appear knowledgeable on their dissertation topic with significant errors (i.e., reading from slides). Presenter not able to answer questions related to dissertation topic. Criteria does not include (a) a working dissertation title, (b) introduction to the literature on topic, (c) gap in the literature (i.e., statement of the problem), (d) how you will address this gap (i.e., purpose statement), (e) a condensed methodology section including research question(s), participants and sampling, data collection, and data analysis, and (f)</p>

	contributions to the profession (i.e., significance of your study). Presentation is not indicative of doctoral level work.
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IRB Protocol Draft / IC / CITI Training (10 points)

IMPORTANT: “East Texas A&M University is committed to the protection of human subjects involved in research and other scholarly activities conducted by our faculty, staff or students”

Prior to conducting your study – and if you are out of the window of compliance (from COUN 695, when you took this previously), you will complete CITI Training. Due to this and the nature of this course, students will complete the Responsible Conduct in Research & Scholarship (RCR) modules and the Protection of Human Subjects modules, which can be found at <https://www.etamu.edu/symposium-rcr/>. This training is conducted online and is due by the end of the semester. You will need to save and email me the completion documentation.

If you have completed this in a prior semester, please send Dr. Flores the documentation *with the date of completion in the Subject line*.

Next, you will download the IRB informed consent (one that aligns with your study’s participant demographics – see links) from the ETAMU website listed above and complete a draft of the informed consent information to be included as an appendix in your proposal draft. Here is an example pulled from the website:

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.etamu.edu%2Fwp-content%2Fuploads%2F2025%2F12%2F2025_Informed_Consent_Online.docx&wdOrigin=BROWSELINK

Finally, you will complete an IRB protocol. Dr. Flores will provide the link in class (updating).

Informed Protocol Draft / IC / CITI Training Rubric

3 – <i>Exceeds Expectations</i> (Satisfactory)	Student completes CITI training. Student completes full IRB protocol. Protocol is indicative of doctoral level work.
2 – <i>Meets Expectations</i> (Satisfactory)	Student completes CITI training. Student completes IRB protocol but is missing some sections. Protocol is indicative of doctoral level work.
1 – <i>Does Not Meet Expectations</i> (Unsatisfactory)	Student does not complete CITI training. Student does not complete IRB protocol OR is missing many sections. Protocol is not indicative of doctoral level work.

Attendance and Participation (10 points)

This is an advanced doctoral class that requires a high level of contribution and feedback to fellow students. In addition, regular attendance is expected. Your participation in the class involves preparation for and involvement in class discussions, and feedback for colleagues. You are expected to give thoughtful and respectful feedback to others. You will edit chapters for a classmate and return your editorial comments in a timely manner. You will have a classmate edit your chapters (assigned by professor). Be sure to get a copy to your editor early enough that you can turn in the revised chapter on the due date listed in the syllabus. As a class, we will be working together to help you develop your study. In some ways this course will be similar to a lab because we will all be growing and developing ideas into meaningful projects in a supportive and constructive environment.

Attendance and Participation Rubric

3 – <i>Exceeds Expectations</i> (9-10 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – <i>Meets Expectations</i> (8 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
1 – <i>Does Not Meet Expectations</i> (0-7 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

Workshops: During workshop weeks, you will be meeting with your partner to discuss your dissertation chapters and/or use the time to write through body doubling. You will discuss your topic, chapter, progress, and any issues you are having with said chapter. You will then complete the form (see Appendix A at the end of syllabus) and submit to Dr. Flores with your chapter. Any student not participating in workshops will not pass this course.

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

Final Grading

Dissertation Prospectus:	5 points
Dissertation Review (Muse):	5 points
Chapter 1:	10 points
Chapter 2:	10 points
Chapter 3:	10 points
IRB Protocol Draft:	10 points
Attendance and Participation:	10 points
Mock Proposal Presentation:	40 points
Final Chapters:	Pass/Fail

Total points possible = 100

****Written assignments are due on the day noted in the syllabus. All papers are due ON THE DATE POSTED. Late papers will have 10% deduction per day late from the final score. After five (5) days late, you will receive a 0.**

TECHNOLOGY REQUIREMENTS

Browser support

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

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

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical

issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

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

Desktop Support

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

Tablet and Mobile Support

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

			Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - 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/>

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- 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@etamu.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

**Brightspace Support
Need Help?
Student Support**

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

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and

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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.etamu.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>

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<https://inside.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.pdf>

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

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

Graduate Student Academic Dishonesty 13.99.99.R0.10

<https://inside.etamu.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/graduate/13.99.99.R0.10.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 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

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

<https://inside.tamuc.edu/campuslife/campuservices/StudentDisabilityServices/default.aspx>

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

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.



<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 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

Date	Topic	Readings	Assignments
Week 1 Jan 26 DALLAS	Introductions; Overview and Expectations; Tour of the University library; Ethics review; Introduction to Dissertation!	Chapter 1 (Flamez et al., 2017); Review ETAMU Dissertation website	Review Syllabus; Find the “ <i>Muse</i> ” “MUSE” DUE FEBRUARY 1st
Week 2 Feb 2 DALLAS	Identifying your research topic and overview of research approaches; Share <i>Muses</i> Writing a Dissertation; Prospectus; Meet with assigned peer editor. APA 7 Review	Chapter 2-3 (Flamez et al., 2017); Review criteria for effective Prospectus	Work on prospectus Begin working on Chapter 2
Week 3 Feb 9 DALLAS	Chapter Two: Literature Review; Deep dive into the literature Workshop – body doubling writing workshop	Chapter 4 (Flamez et al., 2017)	Workshop PROSPECTUS DUE FEBRUARY 6th
Week 4 Feb 16 ZOOM	Chapter Two: Literature Review – peer editor meetings to check progress Workshop – body doubling writing workshop	-Chapter 5 (Flamez et al., 2017)	Workshop
Week 5 Feb 23 DALLAS	Chapter Two: Literature Review – peer editor meetings to check progress Workshop – body doubling writing workshop	-Chapter 5 (Flamez et al., 2017)	Workshop
Week 6 March 2 ZOOM	1:1s / Triadic draft review meetings with Dr. Flores		Meetings
Week 7 March 9 DALLAS	IRB and Ethics	Review ETAMU IRB website Chapter 6 (Flamez et al., 2017); ACA (2014) Code of Ethics	



Week 8 March 16	SPRING BREAK		
Week 9 March 23 DALLAS	Chapter Three: Research Methods; Data Collection; Data Analysis	Chapters 8-9 (Flamez et al., 2017)	CHAPTER TWO – DUE MARCH 21st
Week 10 March 30 DALLAS	Chapter Three: Research Methods; Data Collection; Data Analysis; peer editor meetings to check progress Workshop – body doubling writing workshop	Chapters 10-11 (Flamez et al., 2017)	
Week 11 April 6 ZOOM	Chapter Three: Research Methods; Data Collection; Data Analysis; peer editor meetings to check progress Workshop – body doubling writing workshop	Workshop	CHAPTER THREE – DUE APRIL 11th
Week 12 April 13 ZOOM	1:1s / Triadic draft review meetings with Dr. Flores		Meetings
Week 13 April 20 DALLAS	Chapter One: Introduction, Purpose, Problem, and Research Questions	Chapter 7 (Flamez et al., 2017)	
Week 14 April 27 DALLAS	Chapters 4 and 5 overview; Preparation for the proposal defense; publications in scholarly journals; Determining a strong committee for your topic		
Week 15 May 4 DALLAS	Mock Dissertation Proposal Defense Presentations		



Appendix A

Dissertation Workshops

Name:

Partners Name:

Workshop Date:

Workshop Start and End Time:

- Briefly in 250 words or less or through bullet points, share what you and your peer-editor discussed during each workshop.
- Ensure that you use “track changes” and comments in the reviewed document.