



COUN 695: Research Methodology

Course Syllabus: Fall 2026

From August 20 – December 3, 2026

Thursdays 4:30-7:10 PM at the Dallas Campus

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Robyn L. Flores

Office Location: Dallas Campus (take elevator to 19th floor, then go up the “lion elevator” to 20th floor). Office #2058

Zoom link: <https://tamuc.zoom.us/j/7421321052>

In-Office: Tuesdays and Thursdays in Dallas or via Zoom

Office Hours: 8:00 AM-4:00 PM (please make an appointment)

University Email: robyn.flores@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: I try to address emails and text messages as they come through; however, sometimes they get buried. If you do not hear from me in 24 business hours, please reach out to me again.

Please demonstrate appropriate professional disposition in all correspondence.

COURSE DESCRIPTION AND FORMAT

Course Format: in-person as well as some online synchronous options

Catalog Description of the Course

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695. Research Methodology. Three semester hours.

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

General Course Information

This course has three goals: (1) to increase your understanding of research concepts and procedures, (2) to develop your appreciation of the importance of research in education, and (3) to develop your skills in preparing a research manuscript. This is the first course in a doctoral studies research curriculum (research tools) sequence.

There are several stages in conducting research: planning, piloting, data collection, data analysis,

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and reporting. This class will not cover all of these areas; however, the course content will provide a blueprint for these areas, which will be elaborated upon in your future coursework.

Instructor's Note: *I provide robust written feedback and am open to meeting 1:1 if you need further support with anything related to this course and/or doctoral program.*

CACREP 2024 AND KEY PERFORMANCE INDICATORS (KPIs)

KPI Information and Content Areas

KPI assignment: Methodology presentation

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data, KPI and Student Disposition data, in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

2024 CACREP Standards

CES Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.a research designs appropriate quantitative, qualitative, mixed methods, and action research questions or hypotheses	- Lecture - Readings (Balkin & Kleist, 2022). - Class Discussion - Class Activities	1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 3	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 3 rubric	1., 2., &3. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.b. quantitative data analysis methods and	- Lecture - Readings (Balkin & Kleist, 2022). - Class Discussion - Class Activities	1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 4	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework	1., 2., &3. $\geq$ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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			Assignment 4 - rubric for homework assignments	
6.B.4.c. qualitative approaches to data analysis	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com - Class Discussion - Class Activities	1. Methodology presentation	1. Methodology presentation rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.d. models and methods of sampling relevant to research design	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com - Class Discussion - Class Activities	2. Methodology presentation	2. Methodology presentation rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.e. models and methods of instrument design	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com - Class Discussion - Class Activities	3. 1. Methodology presentation	3. 1. Methodology presentation rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.g. research questions or hypotheses appropriate for professional research and publication	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com - Class Discussion - Class Activities	1. Preparation of a research manuscript 2. Methodology presentation 3. Homework Assignment 2	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 2 rubric	1., 2., & 3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.h. professional writing for journal and newsletter	- Lecture - Readings (Balkin & Kleist, 2022).	1. Preparation of a research manuscript	1. Preparation of a Research Manuscript	1. $\geq 80\%$ of average rubric scores will

publication	- Website: http://www.balkinresearchmethods.com) - Class Discussion - Class Activities		rubric	either meet (2) or exceed (3) expectation
6.B.4.j. design and evaluation of research proposals for a human subjects/institutional review board review	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com) - Class Discussion - Class Activities	1. IRB Training	1. IRB Training Rubric	1. 100% of rubric scores to exceed (3) expectations via pass training assignment
6.B.4.k. grant proposals and other sources of funding	- Lecture - Readings (Balkin & Kleist, 2022). - Website: http://www.balkinresearchmethods.com) - Class Discussion - Class Activities	1. Grant funding discussion	1. Grant funding discussion rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.4.m ethical considerations and strategies for conducting research	- Lecture - Readings (Balkin & Kleist, 2022, Chapters 1-3 specifically). - Website: http://www.balkinresearchmethods.com) - Class Discussion - Class Activities	1. 1. Homework 1-4	1. Preparation of a Research Manuscript rubric 2. Methodology Presentation rubric 3. Homework Assignment 3 rubric	1., 2., & 3 ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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

- I. The nature, purpose, and types of educational research
- II. The procedures for reviewing research literature
- III. Sampling procedures in quantitative and qualitative research
- IV. Procedures for selecting and administering tests and other measurement devices
- V. Concepts and procedures relating to quantitative research design

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- A. Univariate
 - B. Multivariate
 - C. Single subject
- VI. Concepts and procedures relating to qualitative research design
- A. Grounded theory
 - B. Ethnographic
 - C. Phenomenological
- VII. Statistical concepts appropriate for analyzing data from different research designs

Upon completion of this course:

- Students will describe various research methodologies
Assessment: Methodology presentation, homework assignments, manuscript
- Students will identify research questions and related methods for approaching research
Assessment: Methodology presentation, homework assignments, manuscript
- Students will increase knowledge of and application of academic writing and ethical consumption of research
Assessment: Methodology presentation, homework assignments, manuscript

COURSE REQUIREMENTS

*****Note:** This course uses D2L as its Learning Management System. Student progress and engagement are monitored through the D2L platform.

Materials, Textbooks, Readings, Supplementary Readings

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

Balkin, R. S. & Kleist, D. M. (2022). *Counseling research: A practitioner-scholar approach (2nd ed.)*. American Counseling Association

Required Supplemental Readings

Altenmüller, M. S., Lange, L. L., & Gollwitzer, M. (2021). When research is me-search: How researchers' motivation to pursue a topic affects laypeople's trust in science. *PLoS one*, 16(7), e0253911. <https://doi.org/10.1371/journal.pone.0253911>

Creswell, J. W. (2024). My 35 years in mixed methods research. *Journal of Mixed Methods*

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Research, 18(3), 203-215. <https://doi.org/10.1177/15586898241253892>

Deshpande, S. N., Nimgaonkar, V. L., Bhatia, T., Mishra, N. N., Nagpal, R., & Parker, L. S. (2020). Ethical practices and legal challenges in mental health research. *Asian Bioethics Review*, 12(2), 87–102. <https://doi.org/10.1007/s41649-020-00116-4>

Jonathan, I., Akers, E., Resnik D. B. (2023). Vulnerable research participant policies at U.S. academic institutions. *Journal of Empirical Research on Human Research Ethics*, 19(4-5), 220-225. doi:10.1177/15562646241290093

Other Helpful Textbooks:

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications Ltd.

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

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

Salkind, N. J., & Frey, B. B. (2020). *Statistics for people who (think they) hate statistics* (7th ed.). SAGE.

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

Williams, M., Wiggins, R., & Vogt, P. (2021). *Beginning quantitative research*. (Vols. 1-0). SAGE Publications Ltd, <https://doi.org/10.4135/9781529682809>

****Other readings as assigned.**

Note: During this course, and throughout this program, students will sharpen their ability to accept and provide constructive feedback on their scholarly writing. Some assignments will be posted online in D2L for review and feedback, while others will be reviewed with Dr. Flores in triadic meetings (via zoom). These meetings are meant to discuss areas of strength and areas of concern related to the content and process of student academic writing development and understanding of methodological approaches.

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Student Responsibilities

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 with cameras on. 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.*

COURSE EVALUATION: Assignments and Assessment

****Note.** Assignments must be submitted to D2L.

Schedule your 1:1 / Triadic Meetings for Draft Reviews:

First and foremost – SCHEDULE your 1:1 or triadic meetings with Dr. Flores. These meetings need to be scheduled to review revisions and learn how to give and receive feedback.

“Me-Search” Reflection (10 points)

Read the following article and write a one-page reflection. This assignment is designed to assess APA 7th ed. guidelines, format, and synthesis of ethical research consumption. This article is also available in the Velma K. Waters online library:

Altenmüller, M. S., Lange, L. L., & Gollwitzer, M. (2021). When research is me-search: How researchers' motivation to pursue a topic affects laypeople's trust in science. *PloS*

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one, 16(7), e0253911. <https://doi.org/10.1371/journal.pone.0253911>

HOMEWORK ASSIGNMENTS (5 points each / 20 points total)

You will have a total of four (4) homework assignments throughout the semester, each worth 5 points. These assignments are meant to help you prepare for your research study. ALL assignments must be completed with strict adherence to APA 7th edition guidelines. The assignments are described below.

Homework Assignment #1: Annotated Bibliography (5 points)

Organize at least twenty (20) peer-reviewed articles on your topic in an annotated bibliography. This can be completed in a spreadsheet or as a document. Please make sure to use APA 7th edition guidelines. ****Post this assignment in D2L as a Word Document.**

Homework Assignment # 2: Purpose of the Study & Research Question(s) (5 points)

Develop your purpose statement and *at least* one research question for your research study. This should be no more than a page. Criteria needed for the *purpose of the study* and *research questions* include the following:

- purpose of the study and research questions fit together (i.e., qualitative language - descriptive vs. quantitative language - measurable)
- purpose of the study includes what you intend to accomplish (NOT “prove”)
- the language of purpose and research questions fit methods (e.g., experiences = qualitative; effectiveness = quantitative)
- purpose statement has a clear and concise (and obvious) purpose
- research question(s) are appropriate for the methods
- and research questions include what the researcher intends to study (i.e., methods, participants, population, area, etc.).

****Post this assignment in D2L as a Word Document.**

Homework Assignment # 3: Methodology (5 points)

Complete at least 4 pages describing your methodology (i.e. research design, variables, participants, data collection). Criteria needed for methodology include the following:

- provide a basic guideline of methods (i.e., roadmap to readers demonstrating what you will do / your process)
- research design (e.g. correlational, experimental, phenomenology)

- variables or phenomenon (e.g., independent, dependent, predictors, descriptions)
- participants (e.g., Sample size and rationale, description, power)
- data collection (i.e., procedures to conduct the study from beginning to end)
- Can study be replicated?

****Email this assignment to Dr. Flores (email at top of syllabus) as a Word Document.**

Once you have a meeting to review, you will make the necessary revisions, then post the final draft to D2L by October 15th.

Homework Assignment # 4: Data Analysis (5 points)

Complete at least 2 pages describing your data analysis. Criteria needed for data analysis include the following:

- description of data analysis used
- does data analysis match research questions?
- details of data analysis
- steps to complete data analysis
- and limitations of data analysis.

****Email this assignment to Dr. Flores (email at top of syllabus) as a Word Document.**

Once you have a meeting to review, you will make the necessary revisions, then post the final draft to D2L on December 30th by 11:59 PM CST.

Homework Assignment Rubric (for each assignment)

	1 – Does Not Meet Expectations (0-1 points)	2 – Meets Expectations (2 points)	3 – Exceeds Expectations (2.5 points)
Content and Completeness: demonstrates an awareness of the of the knowledge base in the area of study; criteria that must be included in the assignment are accurately and concisely addressed	Knowledge of content was not identified and/or addressed, and/or information provided was underdeveloped; completeness of assignment was underdeveloped; does not meet standards of doctoral-level coursework.	Knowledge of content was appropriately identified and/or addressed, but missing one or two key considerations; completeness of assignment, but missing one or two key considerations; meets standards of doctoral-level coursework.	Knowledge of content clearly identified and/or addressed with accurate depth and detail; meets standards of doctoral-level coursework
Structure and Mechanics: topics are	Structure is disorganized and lacks	Structure is organized but may lack headings,	Structure well organized with

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well organized with headings, subheadings, and transitions; correct grammar, spelling, and consistent style	any headings, subheadings, and/or transitions with significant errors (more than 2); Does not adhere to APA 7 th edition guidelines; poor grammar and sentence structure; paper is disorganized; omission of in-text citations and references (if appropriate); does not meet standards of doctoral-level coursework.	subheadings, and/or transitions, and some errors (1-2); mostly adheres to APA 7th edition guidelines; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral-level coursework.	headings, subheadings, and transitions, and no errors; completely adheres to APA 7th edition guidelines; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral-level coursework.
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Methodology Presentation (40 points)

Using Homework #3 and #4, create a 12-minute presentation as an overview of your methodological approach to your research study. See *Appendix A*

Methodology Presentation

	1 – Does Not Meet Expectations (5 points max)	2 – Meets Expectations (10 points max)	3 – Exceeds Expectations (20 points max)
Overview of Methodology 12-minute overview of the chosen methodology used for the area of study, based on the research question(s)	Knowledge of content was not identified and/or addressed, and/or information provided was underdeveloped; the presenter struggled with the concepts and/or terminology related to methods in research; does not meet standards of doctoral-level coursework	Knowledge of content was identified/addressed, but missing one or two key considerations; Completeness of assignment, but missing one or two key considerations; meets standards of doctoral-level coursework	Knowledge of content clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral-level coursework
Data Analysis	Knowledge of data analysis was	Knowledge of data analysis was	Knowledge of data analysis was

	underdeveloped; the presenter struggled with the concepts and/or terminology related to methods in research; the presentation does not meet the standards of doctoral-level coursework	identified/addressed, but missing one or two key elements; meets standards of doctoral-level coursework	confidently and clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral-level coursework
Ethical Considerations	Ethical considerations do not include references to appropriate codes or professional standards; information provided was underdeveloped; the presenter struggled with the concepts and/or terminology related to methods in research; it does not meet the standards of doctoral-level coursework	Knowledge of the ethical considerations identified/addressed, but missing one or two key elements; meets standards of doctoral-level coursework	Knowledge of the ethical considerations was confidently and clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral-level coursework
Scholarly Evidence / Gaps	Less than 20 scholarly sources	20-25 scholarly sources	25+ scholarly sources
Time: 12-minutes (give or take 15 seconds)	Outside of the time allotted by more than one (1) minute (see guidelines to the left)	Outside of the time allotted by more than 30 seconds (less than 11:45 or more than 12:15)	Within the time allotted for the presentation (11:45 – 12:15)

Preparation of a Research Manuscript (100 points)

Throughout this course you will be preparing a manuscript of professional quality demonstrating research knowledge in a specific area or original topic and scholarly APA 7th edition writing style. As this course is meant to be an overview of the development of research, you will follow this trajectory to start building a research study. Your research paper should be 15-20 pages and must include the following topics:

- Introduction to your topic which includes a condensed literature review and

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rationale for the study (refer to Homework #1 final draft)

- Research Question(s) (refer to Homework #2 final draft)
- Research variables (refer to Homework #3 final draft)
- Participants (refer to Homework #3 final draft)
- Data Collection (refer to Homework #3 final draft)
- Overview of Data Analysis including research design (refer to Homework #4 final draft)
- Potential limitations (refer to Homework #3 & #4 final draft)
- Potential future research
- Potential implications for the counseling field

Preparation of a Research Manuscript Rubric

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

			should be correctly labeled.
Participants (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student includes a description of the intended population, sample size and rationale, and appropriate sampling methods.
Data Collection (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student includes appropriate steps of data collection. This may include (for example) IRB, recruitment, gathering data, instrumentation (quantitative), trustworthiness (qualitative), etc.
Data Analysis (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student contains an overview of the intended analysis utilized. The analysis should be appropriate to answer your research question(s).
Limitations (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student presents limitations of your study. This may include (for example) data collection procedures, data analysis, sampling, etc
Future Research (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student includes a brief section on the direction of future research with your topic.
Implications (10 points)	Student does not include criteria OR is missing more than 2 crucial components	Student includes criteria however is missing 1-2 crucial components	Student presents the potential contribution to the field of counseling. This may include contribution for practice and/or research.
APA 7 th edition guidelines/ grammar / citations / spelling (10 points)	Student does not clearly follow APA (7 th edition) standards. Paper is not written at	Student clearly follows APA (7 th edition) standards. Paper is written at	Student clearly follows APA (7 th edition) standards. Paper is written at doctoral level

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	doctoral level standards but Paper has significant errors (more than 5). Paper is disorganized and does not flows well.	doctoral level standards but has more than 4 errors. Paper is somewhat organized and somewhat flows well.	standards. Paper has few to no errors. Paper is organized and flows well.
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Active Engagement & Participation (10 points).

Due to the nature of this class, engagement and participation are essential. Participation is credited to all activities related to this course. Lateness, lack of response, and lack of initiative lead to a poor score in this domain.

Class 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: not actively involved or invested online or in live classes; uninvolved, absent, present but not attentive, irrelevant contributions. More than two absences/pattern of lateness evident

IRB Training (20 points if passed)

<https://www.etamu.edu/citi-training/>

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. 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 the link above. This is an online training and is due by the end of the semester. You will need to save and email the completion documentation as well as upload the certificate to D2L.

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IRB Training Rubric

3 – <i>Exceeds Expectations</i> (Pass)	Student completes CITI training.
2 – <i>Meets Expectations</i> (not possible)	
1 – <i>Does Not Meet Expectations</i> (Fail)	Student does not complete CITI training.

Final Grading

“Me-search” Reflection	10 points
Homework Assignments (4 total)	20 points
Methodology Presentation	40 points
Preparation of a Research Manuscript	100 points
IRB Training	20 points
Participation	10 points
Total	200 points

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

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

Total points corresponding to the final letter grades

A	= 180 – 200 points
B	= 160 - 179 points
C	= 140 - 159 points
D	= 120 – 139 points
F	= 120 & > points
60%-69%	D
< 59%	F



NOTE: Written assignments are due on the day noted in the syllabus. All papers are due by the deadline. Late papers will incur a 25% deduction from the final score per day late. After four (4) days late, students will receive a “0” as the grade.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data - KPI and Student Disposition data - for retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

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Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

See your instructor's Zoom link in the Instructor Information section.

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, 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 using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community, including students, staff, and faculty, are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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>.

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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>

An online synchronous classroom is considered an extension of the in-person learning environment. All university and departmental policies apply equally in this setting and remain in full effect.

Graduate Student 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 reasonable accommodations for 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.

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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.

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.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 [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

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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. Please refer to the regulation standards below.

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

COUN 695 OUTLINE / CALENDAR

Subject to change

Week	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1 August 8/20	Syllabus review; Counselor as researcher	6.B.4.a; 6.B.4.m	APA 7 th edition style guide; Balkin & Kleist (2023), Chapters 1-2	
Week 2 8/27	Annotated Bibliographies; research topics and the "So What?" factor	6.B.4.a; 6.B.4.m	Balkin & Kleist (2023), Chapter 3	"Me-search" reflection DUE Saturday, no later than 11:59 PM
Week 3 9/3	Ethics in Research Part I – Belmont Report (1978/79)	6.B.4.a; 6.B.4.m	ACA Code of Ethics	Work on Annotated Bibliography
Week 4 9/10	Types of Research Overview / Introduction to Quantitative Research	6.B.4.b; 6.B.4.c, 6.B.4.d	Balkin & Kleist (2023), Chapters 4-5; dissertation and article examples provided.	
Week 5 9/17	Overview of Qualitative Research; writing/body doubling	6.B.4.b; 6.B.4.c, 6.B.4.d	Balkin & Kleist (2023), Chapters 8-10; dissertation and article examples provided.	
Week 6 9/24	Qualitative, continued; writing/body doubling	6.B.4.b; 6.B.4.c, 6.B.4.d	Balkin & Kleist (2023), Chapter 11; dissertation and article examples provided.	Homework #1 DUE Saturday, no later than 11:59 PM

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Week 7 10/1	Overview of Quantitative, writing/body doubling	6.B.4.b; 6.B.4.c, 6.B.4.d	Balkin & Kleist (2023), Chapter 7 dissertation examples provided	
Week 8 - 10/8 NO CLASS				Homework #2 DUE Saturday, no later than 11:59 PM
Week 9 10/15	Quantitative continued; writing/body doubling	6.B.4.b; 6.B.4.c, 6.B.4.d	Balkin & Kleist (2023), Chapter 6; dissertation examples	
Week 10 10/22	Ethics in Counseling Research Part II – Common Rule (2018+)	6.B.4.a; 6.B.4.m		Homework #3 DUE Saturday, no later than 11:59 PM
Week 11 10/29	Measurement in Counseling Research	6.B.4.h.	Balkin & Kleist (2023), Chapter 12; dissertation examples provided	Homework #4 DUE Saturday, no later than 11:59 PM
Week 12 11/5	Measurement in Counseling Research		Balkin & Kleist (2023), Chapter 12; dissertation examples provided	
Week 13 11/12	IRB information			Methodology Presentation DUE Saturday, no later than 11:59 PM
Week 14 11/19	Writing – body doubling			Final Manuscript DUE Saturday, no later than 11:59 PM
Week 8 – 11/26 – NO CLASS				
Week 16 12/3	FINAL CLASS - summary			CITI Training DUE Saturday, no later than 11:59 PM

****Syllabus subject to change by instructor at any time with reasonable cause.**

APPENDIX A

Tips for the Methodology Presentation

1. Title: _____ Design in Counseling: A Practical Guide
2. Philosophical Assumptions
 - Describe the philosophical assumptions to the method (each paradigm has its own assumptions).
3. Key Characteristics
 - Describe the main characteristics to the method
4. Key Questions
 - Identify questions that might lead a researcher to choose this method
 - Provide examples of at least three questions
5. Using the method
 - Describe how the researcher would use this method.
6. Data collection and data analysis
 - Identify data collection procedures.
 - Identify data analysis considerations.
 - Provide examples for each
7. Validity considerations
 - Describe any considerations a researcher should be concerned with according to this method.
8. Ethical, cultural, and emergent practices
 - Describe ethical and cultural considerations for this method
 - Identify any emergent practices
9. Advantages and disadvantages
 - Identify three main advantages for this method.
 - Identify three main disadvantages for this method
10. Handout
 - Print handouts (1-2 pages) for your peers that include: (a) a summary of the information, (b) appropriate references to learn your method, and (c) appropriate references for studies utilizing your method.
11. Examples of methodologies include randomized controlled trials, quasi-experimental, meta-analysis, single-case research design, instrument construction, phenomenology, grounded theory, narrative, mixed methods, case study, between-groups methodology,



within-groups methodology, content analysis, outcome research, correlational research, etc. If there is a method not listed here, you must get it approved by the instructor.

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