

**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
EDCG 5329.900 – Introduction to Counseling Research**

Please note that this class involves Online Blackboard Course Time

Direct Link to Blackboard Website: <https://blackboard.tamuk.edu/webapps/login/>

TAMUK Website for Distance Education Link: <http://www.tamuk.edu/distancelearning/>

TERM:

CREDIT HOURS: 3 Graduate semester credit hours

CLASSROOM LOCATION: Online through Blackboard Course Management System

INSTRUCTOR INFORMATION:

James Ikonomopoulos Ph.D., LPC-S

INSTRUCTOR CONTACT INFORMATION AND LOCATION

Texas A&M University-Kingsville

College of Education and Human Performance

Department of Educational Leadership and Counseling

Office: Rhode Hall 137

Office Phone: (361) 593-2889 (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office.

Work Email: kujpi000@tamuk.edu or james.ikonomopoulos@tamuk.edu

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

*******Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Blackboard Collaborate session, or a meeting*******

Response Time: Generally, I will respond to emails within 24-48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Course Website: (for this course, use Blackboard Course Website only)

VIRTUAL OFFICE HOURS (Through Blackboard Collaborate or through the remind app)

Tuesdays - 7:00 PM---8:00 PM

Or by Appointment during the days and times above.

This syllabus is subject to change to better meet course objectives per discretion of instructor

CLASS MEETING DAYS AND TIME:

Class meets online through Blackboard Course Management System

EDCG 5329 CATALOG DESCRIPTION:

This course is designed to provide graduate students with basic knowledge and skills in quantitative and qualitative educational and counseling to help them become competent as both consumers and producers of research. This course will also utilize resources, techniques, and basic skills for conducting, analyzing, and interpreting research. This course is intended to introduce counseling research as it relates to counseling. Attention will be given to understanding the importance of research in advancing the counseling profession. This course will provide an opportunity to gain the knowledge and skills they need to conduct small-scale research and evaluation projects.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. Communication may also include your TAMUK email addresses. **Please use your TAMUK email addresses for all course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville – Educational Leadership and Counseling - Counseling and Guidance Program for online (all-online) presentation. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer-review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Blackboard Collaborate instructional videos on chapter material and instructional material in relation to the class.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of TAMUK's Blackboard Learning Management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

REQUIRED COURSE TEXTBOOK AND MATERIALS

- Sheperis, C. J. & Young, J. S. (2017). *Counseling Research: Quantitative, Qualitative, and Mixed Methods 2nd edition*. Upper Saddle river, NJ: Pearson Prentice-Hall
- American Psychology Association. (2010). *Publication of the American Psychological Association, (APA) Style Manual, 6th edition (2nd printed revised version)*. This is the second printed version of the 6th edition. (ISBN#: 1-4338-0561-8). **(This is a must have for this class)**.
- College of Graduate Studies Thesis Manual, Texas A&M University-Kingsville (**Online through the Blackboard Class website**).
- Institutional Review Board on Human Subjects (IRB) Manual, College of Graduate Studies, Texas A&M University-Kingsville (**Online through the Blackboard Class Website**).
- IRB forms and Checklist. (**Available online through the Blackboard Class Website on their designated due date that we will go over the information**).

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Additional Recommended Study Aids for the LPC/NCE/CPCE:

• Heppner, P. P., & Kivilighan, D. M., & Wampold. B. E. (2007). Research design in counseling (3rd ed.). Pacific Grove, CA: Brooks/Cole.

• Gregoire, J., & Jungers, C. M. (2007). The counselor’s companion: What every beginning counselor needs to know. (1st ed.). New York, NY: Routledge. ISBN: 978-0805856842

• Rosenthal, H. G. (2008). Encyclopedia of counseling: Master review and tutorial for the national counselor examination and state exams. (3rd ed.). New York, NY: Routledge. ISBN: 978-0415958622

• Helwig, A. A. (2015). Study guide for the NCE and CPCE. (7th ed.). Broomfield, CO: Author. ISBN: 978-0964837775

TECHNOLOGY COURSE REQUIREMENTS (***Students Please Note*****)**

• When you submit your Paper Sections through the Blackboard Assignment Drop-Box please make sure they are in **Microsoft Word 97-2016** document format only please. **Do not use Apple Pages to submit your documents.**

• All assignments to be submitted electronically must be done using Windows software (Word, Excel, etc.). Students have free access to Microsoft Office 365 through the following link on JNET:

<https://jnet.tamuk.edu/web/home-community/service-catalog>

• **You will need a Computer equipped with a webcam device and speakers for online communication for the use of Blackboard Collaborate.**

• Students must know how to access and collaborate through discussion board assignments.

• Make sure you are using your **TAMUK email** for all email correspondence and communications with the Instructor. **Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for classroom correspondence.**

• Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 and place a helpdesk ticket in with them.

Technical Assistance.

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.

Computer Labs Locations on Campus: (From ITech Help Desk Website)

• Jernigan Library-First floor by the ITech Help Desk-(361) 593-2916

• Sam Fore Hall-Room 111 (361) 593-3093 or (361) 593-3309

• Rhode Hall-Room 244 (No Phone number)

• Business Administration Building-Room 107 (361) 593-2840

• McNeil Engineering Building-Room 310 (361) 593-2841

This syllabus is subject to change to better meet course objectives per discretion of instructor 4

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Remember to take your student IDs when using the computer labs as the computer lab clerks will ask for these to use the computers. You may use these computers for class assignments and other school related assignments. For more updated information on computer lab locations and placing in a ticket to ITech go to this website. http://www.tamuk.edu/itech/help_desk/index.html

Useful website locations for study and/or research materials:

<http://owl.english.purdue.edu/owl/resource/560/01/> (**Purdue Online Writing Lab (OWL)**). Be sure to click on APA so that you can receive the correct information for citing APA work and other resources.

COURSE PURPOSE:

There are two major components to EDCG 5329. These components will be presented concurrently.

Focus I – Students completing EDCG 5329, will demonstrate their research proficiency and competency by completing the first three sections (Statement of the Problem, Literature Synthesis, and Implications for Practice sections) of their Research Paper.

A preliminary proposal (Topic approval form), should be approved first by the student’s graduate faculty advisor and the EDCG 5329 Instructor **within the first 2-3 weeks of the semester** before the student starts working on their graduate research paper.

Focus II – Students will acquire the skills and knowledge needed to locate, interpret, critique, and apply research findings to their respective professions. There are 4 main research component criteria to this focus and they are the following:

- Graduate Counseling and Guidance students will familiarize themselves with APA 6th edition 2nd printed version writing skills.
- Graduate Counseling and Guidance students will understand article analysis (e.g., Annotated Bibliographies) and use critical thinking to interpret their article analysis.
- Graduate Counseling and Guidance students will be introduced to statistical analysis and research designs.
- Graduate Counseling and Guidance students will be introduced into the Research Proposal process which will include Statement of the Problem, Literature Synthesis, and Implications for Practice.

EDCG 5329 Student Goals

1. To provide information on research utilized in the counseling profession.
2. To increase the counseling student’s knowledge of key terms used in counseling research, research methods, statistical analysis, needs assessments, and program evaluation.
3. To provide the counseling student with an opportunity to identify the skills and knowledge needed to conduct research.

COURSE OBJECTIVES

1. Students will demonstrate an understanding of the importance of research in advancing the counseling profession. Including how to analyze research to inform counseling practice.
2. Students will demonstrate knowledge of research methods such as qualitative, quantitative, single-case designs, action research, and evidence-based counseling outcome-based research.
3. Students will demonstrate an understanding of statistical methods used in conducting research, program evaluation, and needs assessment.

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4. Students will demonstrate an understanding of principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modification.
5. Students will demonstrate an understanding of the use of research to inform evidence-based practice.
6. Students will demonstrate ethical and culturally relevant strategies for interpreting and reporting the results of research or program evaluation studies.
7. Students will learn the development of outcome measures for counseling programs.
8. Students will demonstrate an understanding of evaluation of counseling interventions and programs.
9. Students will demonstrate an understanding of qualitative, quantitative, and mixed methods research and other designs used in research and program evaluation.
10. Students will demonstrate an understanding of statistical methods used in conducting research and program evaluation.
11. Students will demonstrate an understanding of data analysis and the use of data in counseling.
12. Students will demonstrate ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and program evaluation.

PREREQUISITES FOR THE COURSE

Students enrolling in EDCG 5329 should be in good standing in the College of Graduate Studies and should be close to, but not at, (within 1 or 2 semesters of the completion of their Master's Degree).

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the course, the students will:

Demonstrate an understanding of quantitative and qualitative research methods as well as program evaluation to inform evidence-based practice.

Program SLO Measure 1 under the Core Area of Research and Program Evaluation:

Students will complete a research proposal focused on a topic related to counseling practice. (knowledge)

Criterion: Students will achieve a minimum score of 80% on the Research Proposal assignment in EDCG 5329.

Rationale: All educators and counselors are either practitioners or consumers of research. It is important that students of education and counseling know and understand the elements of research to evaluate critically and/or conduct research to enhance one's skills, and advance the knowledge of the field. This course will provide the student with a basic framework for understanding and evaluating education research studies. It will also provide knowledge of the various types of research designs used in educational research and the procedures for conducting research studies.

This course is designed to meet the following standards:

CACREP CORE STANDARDS 2.F.8 (RESEARCH AND PROGRAM EVALUATION). THE FOLLOWING STANDARDS ARE COVERED IN THIS COURSE.

2.F.7.g: Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

2.F.8.a: The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

2.F.8.b: Identification of evidence-based counseling practices. This syllabus is subject to change to better meet course objectives per discretion of instructor 6

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- 2.F.8.c:** Needs assessment.
- 2.F.8.d:** Development of outcome measures for counseling programs.
- 2.F.8.e:** Evaluation of counseling interventions and programs.
- 2.F.8.f:** Qualitative, quantitative, and mixed-methods research.
- 2.F.8.g:** Designs used in research and program evaluation.
- 2.F.8.h:** Statistical methods used in conducting research and program evaluation.
- 2.F.8.i:** Analysis and use of data in counseling.
- 2.F.8.j:** Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

CLINICAL MENTAL HEALTH COUNSELING STANDARDS:

- 5.C.1.e:** Psychological tests and assessments specified to clinical mental health counseling.

SCHOOL COUNSELING STANDARDS:

- 5.G.1.e:** Use of developmentally appropriate career counseling interventions and assessments.
- 5.G.3.n:** Use of accountability to inform decision-making.
- 5.G.3.o:** Use of data to advocate for programs and students.

STATE ADOPTED PROFICIENCIES FOR COUNSELORS COVERED IN THIS CLASS ARE THE FOLLOWING:

Learner-Centered Knowledge:

1. Counselors learn decision-making models to help learners monitor and understand their own professional development.

Learner-Centered Process:

2. Counselors explain options and use innovative problem solving.
3. Counselors help learners communicate effectively.

Learner-Centered Planning:

4. Counselors help learners set goals with up to date research information.

Learner-Centered Responsive Services:

5. Counselors help learners transfer learning to other situations.
6. Counselors help learners clarify problems and implement change.
7. Counselors help learners understand the referral process and learn when and where to refer learners.
8. Counselors show learners how to monitor their own progress.

Learner-Centered Professional Development:

10. Counselor learns self-assessment and self-evaluation.
11. Counselor learns and studies case studies related to professional counseling.

Equity in Excellence for All Learners:

12. Counselor learns multicultural sensitivity.

Learner-Centered Communication:

13. Counselor learns active listening skills, open communication, empathic responding, and conflict resolution.

TEXES COMPETENCIES COVERED IN THIS COURSE

Competency 3: Multicultural respect, learn to respect beliefs and values of others. This syllabus is subject to change to better meet course objectives per discretion of instructor 7

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Competency 4: Works collaboratively with learners to establish goals and objectives through research methods; counselors understand what functions are and are not in demand of school counseling research methods; counselors learn to establish referral system and follow-up.

Competency 5: Counselors teach and encourage learners to develop problem solving Abilities and self-responsibility; counselors design and implement instructional activities that are developmentally appropriate skills like decision-making and research skills.

Competency 6: Counselors learn variety of strategies to establish rapport and develop trusting relationships.

Competency 7: Counselors help learners set short-term, intermediate, and long-term goals Based on self-understanding and up to date information. Counselors help learners Understand the factors that influence goals and help learners monitor progress toward goals.

Competency 11: Counselors become familiar with community resources and the referral process.

Competency 12: Counselors learn state and national ethical and legal codes. Counselors become aware of factors that influence one's professional performance. Counselors are encouraged to attend workshops, conferences, and join professional organizations.

TEXAS EDUCATION AGENCY (TEA) COMPETENCY STANDARDS

This course is designed to meet the following TEA standards:

Learner Centered Knowledge

(13) Counseling students will understand counseling-related research techniques and practices.

Learner Centered Skills

(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs

Learner-Centered Professional Development

(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

TEXES COMPETENCIES

Competencies covered throughout this program:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students. This syllabus is subject to change to better meet course objectives per discretion of instructor 8

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

All school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

EXPECTATIONS, PERFORMANCE EVIDENCE, AND COURSE REQUIREMENTS:

Students are expected to attend all weekly class sessions, and complete all assignments as assigned to receive a passing grade for the course.

METHODS OF COURSE INSTRUCTION

- Online discussions/collaborations
- Readings from the textbook/PowerPoint Presentations
- Readings from professional journals
- Writing Assignments
- Quizzes/Examinations
- Online presentations
- Reflective and Guided Learning

Alignment of Program Learning Objectives to National and State Standards

Student Learning Outcomes

Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:	SLO	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point <i>By Rubric or Exam Score</i>
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	S	Readings, Lectures, Class Discussions, Statistical Data Handout, Midterm Exam.	CITI Training Requirement
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	S	Readings, Lectures, Class Discussions, Statistical Data Handout, Midterm Exam.	Midterm Exam
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	S	Readings, Lectures, Class Discussions, Statistical Data Handout, Midterm Exam and Final Exam	Midterm Exam
2.F.7.h. reliability and validity in the use of assessments	S	Readings, Lectures, Class Discussions, Statistical Data Handouts, Article Critique, IRB Proposal, Research Proposal Paper. Midterm and Final Exam	Completed Consent From, IRB Proposal, and Survey Instrument Final Research Proposal Paper
2.F.8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	S	Readings, Lectures, Class Discussions, Statistical Data Handouts, Article Critique, IRB Proposal, Research Proposal Paper.	CITI training Requirement
2.F.8.b. identification of evidence-based counseling practices	S	Readings, Lectures, Class Discussions, Identifying a Research Problem , Article Critique, Annotated Bibliography	Completed Consent From, IRB Proposal, and Survey Instrument
2.F.8.c. needs assessments (introduce)	S	IRB Proposal	Completed Consent From, IRB Proposal, and Survey Instrument
2.F.8.d. development of outcome measures for counseling programs	S		Final Research Proposal Paper
2.F.8.e. evaluation of counseling interventions and programs	S		Final Research Proposal Paper
2.F.8.f. qualitative, quantitative, and mixed research methods	S	Readings, Lectures, Class Discussions, Quantitative Research Proposal Paper and Presentation	Rubric – Final Research Proposal Paper
2.F.8.g. designs used in research and program evaluation	S	Readings, Lectures, Class Discussions, Article Critique,	Rubric – Final Research Proposal

This syllabus is subject to change to better meet course objectives per discretion of instructor

		Quantitative Research Proposal Paper and Presentation	Paper
2.F.8.h. statistical methods used in conducting research and program evaluation	S	Readings, Lectures, Class Discussions, Article Critique, Midterm Exam, Final Exam	Midterm Exam; Rubric – Final Research Proposal Paper
2.F.8.i. analysis and use of data in counseling	S	Readings, Lectures, Class Discussions, Article Critique	Final Research Proposal Paper
2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	S	Readings, Lectures, Class Discussions, Article Critique, Research Proposal Paper and Presentation	Rubric – Final Research Proposal Paper

COURSE OBJECTIVES	COURSE GOALS	TEA STANDARDS	CACREP STANDARDS
Students will learn about the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	Learner Centered Knowledge (13) Counseling students will understand counseling-related research techniques and practices.	2F8A
Students will learn about the Identification of evidence-based counseling practices.	Counseling graduate students will demonstrate proficiency in the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP) core counseling areas, including Theories, Career, Ethics, Group Counseling, Practice, and Research.	Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.	2F8B
Students will learn about needs assessment.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research	Learner-Centered Professional Development (4) Counseling students will learn how to apply	2F8C

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COURSE OBJECTIVES	COURSE GOALS	TEA STANDARDS	CACREP STANDARDS
	methods.	research-based practice to improve the school guidance and counseling program.	
Students will learn about development of outcome measures for counseling programs.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.	2F8D
Students will learn about evaluation of counseling interventions and programs.		Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.	2F8E
Students will learn about quantitative, qualitative, and mixed methods	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	Learner-Centered Professional Development (3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.	2F8F

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COURSE OBJECTIVES	COURSE GOALS	TEA STANDARDS	CACREP STANDARDS
		(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.	
Students will learn about designs used in research and program evaluation.	Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.	Learner-Centered Professional Development (4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.	2F8G
Students will learn about designs used in research and program evaluation.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.	2F8H
Students will learn about statistical methods used in conducting research and program evaluation.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	Learner Centered Skills (9) Counseling students will learn how to use counseling-related research techniques and practices to	2F8I

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COURSE OBJECTIVES	COURSE GOALS	TEA STANDARDS	CACREP STANDARDS
		address student needs.	
Students will learn about analysis and use of data in counseling.	Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.	<p>Learner-Centered Professional Development</p> <p>(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.</p> <p>(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.</p>	2F8J
Students will learn about ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.	<p>Learner-Centered Professional Development</p> <p>(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.</p>	2F8K

METHODS OF EVALUATION:

This syllabus is subject to change to better meet course objectives per discretion of instructor

The final grade for this course will be based on participation online class examinations, online article assignments, online quizzes, online assignments, and the quality of a proposal for research including all sections of the first part of the Research Proposal (Statement of the Problem, Literature Synthesis, Methods, and Implications for Practice) **(200 total points)**.

1. ARTICLE ASSIGNMENT:

CACREP: F8a; F8f

TEA: I: (8), (13); II (9); III: (1), (5); V: (1); VI: (3)

Students will analyze articles focusing on the research design and the relationships among theory, methods, and claims. Analysis will be conducted to identify research questions, theoretical framing, research design and methods for participant selection, data collection, and data analysis. By analyzing research methodology as reported in the article, students will evaluate strengths and weaknesses of the research report and the claims the authors(s)/researchers(s) make.

You will be responsible for reading of **2** scholarly articles on topics such as, but not limited to: **(Pick topics related to your Research Proposal please!)**

Current issues in Counseling Children

Current issues in School Counseling

Current issues in Counselor Wellness

Current issues in the Counseling Relationships

Current issues in Substance Abuse Counseling

Current issues in Non-Traditional Students

Current issues in Undergraduate College Students

Current issues in Rural Education

Current issues Counseling facing educators in their positions as teachers

Current issues in Psychopharmacology

Current issues in Career Counseling

Current issues in Multiculturalism and Diversity

Current issues on such topics as: Grief, loss, and bereavement, PTSD, ADHD, Depression, Anxiety, Suicidality, etc.

These articles need to come from a **professional peer reviewed journals** such as, but not limited to:

Journal of Mental Health Counseling

Journal of Multicultural Counseling

Journal of Counseling Psychology

Journal of Marital and Family Therapy

Journal of Counseling and Development

Journal of School Psychology and School Counseling

Having read the articles, complete a 2-page double-spaced review of the article. Each review of the article will contribute 10 points each of the final grade. Articles will be submitted through the Blackboard assignment Dropbox in the designated week the assignment is due. **(Article in total will account for 10 % of the final grade---5% for each article)**. Please use APA format when doing your citations/references. A template will be provided for you to follow.

2. EXAMINATIONS:

CACREP: 2F8b; 2F8c; 2F8d; 2F8e; 2F8h; 2F8i

TEA: I: (8), (13); II: (9); III: (1), (5); V: (1); VI: (3)

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You will demonstrate understanding through two examinations, a midterm exam and a final exam. These examinations will consist of multiple choice and short answer essay questions. **(Examinations in total will account for 30% of the final grade---this means 15% for each exam).**

3. COMPLETED CONSENT FORM, IRB, AND SURVEY INSTRUMENT:

CACREP: 2F8j

TEA: I:98), (13); II: (9); III: (1), (5); V: (1); VI: (3)

Select a topic of interest. Develop a research topic, and research questions. Having given this serious consideration, you will need to complete the IRB forms and checklist. **(The completed IRB, consent form, and Survey Instrument will contribute 20 points of the final grade.)**

4. RESEARCH PROPOSAL

CACREP: 2F8a; 2F8f; 2F8g; 2F8h

TEA: I: (8), (13); II: (9); III: (1), (5); V: (1); VI: (3)

(Statement of the Problem, Literature Synthesis, Methods, and Implications for Practice)

The research proposal should include the following elements: introduction, brief literature review, the statement of the research problem, methods, implications for practice, and reference section.

Students will choose a topic of interest and use this topic as an anchor for the research project. The research topic chosen will be narrowed down (or expanded) to reformulate into a problem for research. The research problem will include the context and need for studying the topic, the participants to be studied, and the potential research design that would address the problem. As part of the course, students will read peer-reviewed research articles and will analyze articles applying the knowledge gained from the chapters and class lectures, discussions, and textbook readings. The analysis will consist of investigating similarities and differences in ways researchers carried out and reported the research studies on a topic of interest to the student. The research literature synthesis will consist of the synthesis of literature based on analyses carried out throughout the course. The articles must be from peer-reviewed journals and should include different kinds of research methodologies.

The body of the proposal must be at least 8 pages in length **(Title page and references do not count toward this amount)**, 1-inch margins, double-spaced, and in APA format. Proposed research must be plausible enough to conduct the study; however, **please note that you don't have to actually conduct the study for this class, but it may be the study you choose for EDCG 6305 Grad Research project.**

(Will be submitted via Blackboard to the instructor and for each section completed (Statement of the Problem, Literature Synthesis, Methods, Implications for Practice sections, and References) after corrections by the student are made and Turn-It-In Report is received for all sections completed): Completion of all sections of the Research Proposal will attain to a level of quality commensurate with the highest standards of Texas A&M University-Kingsville and that are critical to students enrolled in EDCG 5329. **(The Research Proposal (Including all sections contributes 40 points of your final grade) Please note that each section of your graduate research proposal will need to be peer-reviewed by the TAMUK Writing Center before submission to your instructor.**

5. CITI TRAINING REQUIREMENT

CACREP: 2F8a; 2F8b; 2F8f

This syllabus is subject to change to better meet course objectives per discretion of instructor

TEA: I: (8), (13); II: (9); III: (1), (5); V: (1); VI: (3)

You will be responsible to complete the CITI training requirement. The purpose of this assignment is to help you become familiar with ethical obligations of researchers. Instructions regarding this assignment will be provided in the second week of class.

6. ONLINE ASSIGNMENTS AND CLASS ATTENDANCE/PARTICIPATION

CACREP: 2F8a; 2F8b; 2F8f

TEA: I: (8), (13); II (9); III: (1), (5); V: (1); VI: (3)

Class attendance is very important for all students to gain information and knowledge from what they learn whether it is online or in the classroom. Making sure that your instructor knows that you are participating in the material and content, whether online or in the classroom, is important. Each time you participate in class or online sessions such as Blackboard Discussion Board sessions or participate through a Blackboard Collaborate class sessions will account for 2 points per day of attendance and participation. There are 15 weeks for the semester. **(Attendance all together accounts for 30 points toward the final grade).**

GRADE SUMMARY OF ALL ASSIGNMENTS

Evaluation and Grading

Activity/Assessment	CACREP	TEA	Weighted Total
Research Proposal Project	2F8a; 2F8f; 2F8g; 2F8h	Standard V: (1)	20%
Examinations (Midterm 15% and Final 15%)	2F8b; 2F8c; 2F8d; 2F8e; 2F8h; F8i	Standard I: (8), (13) Standard III: (5)	30%
Face-to-Face and Online Participation in Discussion Boards	2F8a; 2F8b; 2F8f	Standard II: (9)	15%
2 Article Analyses	2F8a; 2F8f	Standard VI: (3)	10%
CITI Training	2F8j	Standard I: (8) Standard VI: (3)	15%
Consent form, IRB, Survey Instrument	2F8b	Standard III: (1)	10%

GRADING: Your final grade for the course is assigned per the total points you receive for all activities and assignments. The grading scale for this class is:

180 total points to 200 total points A

179 total points to 160 total points B

159 total points to 140 total points C

139 total points to 120 total points D

119 total points to 0 total points F

EVALUATION AND GRADING POLICY: (VERY IMPORTANT TO NOTE)

This syllabus is subject to change to better meet course objectives per discretion of instructor

The final grade for the course will be based on the course activities and the assignment evaluation (see above and the following chart).

No grade of an “I” (Incomplete) will be given in EDCG 5329 unless under the most extreme and unusual circumstances. However, even under these circumstances I’s in EDCG 5329 are not allowed.

If the grade of an “I” is necessary, it will be the student’s responsibility to meet with the instructor (in person) and fill out the Contract for the grade of “I” form and submit that to the Department Chair’s Office for signature. **No emailed contracts for the grade of an “I” will be accepted...you need to come to my office in person to do this and schedule a meeting with your faculty advisor to let them know what you are going to be doing.**

The Registrar’s Office will post the grade of an “I” once the student collects all the appropriate signatures. Then, the student will forward the form to the registrar’s office for grade processing. The student must provide a copy of your I contract form to all designated parties involved per the instructions on the form. Failure to follow this procedure correctly will result in the designated grade for the course that the student earns.

Incomplete grades, represented by “I” must be completed on the date the student places on the Grade of an I contract form. Failure to complete all assignments before the due date on the contract for the grade of I form will result in the grade of F for the class. Remember that the instructor will need time to look over the completed work and complete a change of grade form so students must get their work completed weeks before the date placed on the contract form.

Incompletes in this class are discouraged as assignments may be difficult to make-up. Should the need arise please contact the instructor. It is the **student’s responsibility** to note drop dates and drop the class if the student feels they cannot complete all the required assignments on time.

DO NOT EXPECT THE INSTRUCTOR TO DROP YOU FROM THE CLASS, THIS IS A DECISION YOU WILL NEED TO MAKE YOURSELF SINCE YOU ARE INCHARGE OF YOUR OWN LEARNING.

BE SURE THAT IF YOU ARE GOING TO RECEIVE A GRADE OF I THAT YOU CHECK WITH THE FINANCIAL AID OFFICE TO SEE HOW THIS WILL AFFECT YOUR FINANCIAL AID YOUR RECIEVING.

PLEASE NOTE THAT OBTAINING A GRADE OF AN I WILL MEAN THAT YOUR COURSE INSTRUCTOR WILL NEED TO PLACE YOUR LAST DATE OF ATTENDANCE AND IT NEEDS TO BE 60% OF THE SEMESTER (CHECK WITH THE FINANCIAL AID OFFICE FOR THE SPECIFIC DATE) SO THAT YOU ARE IN GOOD STANDING FOR FINANCIAL AID REASONS. IF YOUR ATTENDANCE IS NOT 60% THEN YOU WILL NEED TO FOLLOW UP WITH THE FINANCIAL AID OFFICE ON WHAT YOU WILL NEED TO DO.

IMPORTANT TURN-IT-IN INFORMATION

Students will be submitting all paper sections to Turn-It-In plagiarism program to properly complete EDCG 5329. All research project section percentages **together** must be below 10% of the similarity index.

CLASS POLICIES

This syllabus is subject to change to better meet course objectives per discretion of instructor

It is important for students to attend all class chat meetings. Please make every effort to attend the online chat session and to arrive on time. The class policies detailed in the *Texas A&M University-Kingsville 2008-2010 Catalog* will be followed. For class attendance, the Catalog states:

“A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.”

Course Policies:

1. Attendance: Students are expected to participate in all the scheduled Face-to-face class meetings and on-line chat discussions. Failure to participate in the scheduled discussions will be considered as an absence from class and will result in a deduction of points from the total points available for the on-line discussion/participation component of the course.

2. Excused Absences: Students must contact Dr. Villarreal through e-mail (Blackboard Email) prior to any absences in the face-to-face class or online chat session for the absence to be excused.

Please Note:

The U.S. Department of Education requires institutions of higher education to identify students who have never attended or stopped attending class before census date or during the semester. This will be noted on the official class rosters for each term or semester.

CELL PHONES AND PAGERS: Students should turn off their cell phones and pagers before face-to-face or online class begins or keep them on vibrate mode until the end of class.

DISABILITY STATEMENT (See pages 2 & 11 of the Student Handbook):

Students with disabilities, including learning disabilities who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Services for Students with Disabilities (SSD) are available to support student-learning needs through the Life Services and Wellness office at the Student Health Center (593-3991).

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 disability. If you believe you have a disability requiring class accommodations, please contact the Disability Resource Center (DRC) as early as possible in the term. The DRC is in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

ACADEMIC MISCONDUCT (See page 23, section 100 of the Student Handbook):

Academic honesty is the foundation of the Texas A&M University-Kingsville University Community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and the community. Students claiming another's work as their own, cheating on an examination, or other infringement will be subject to actions as stated in the *2010-2012 Texas A&M University-Kingsville Graduate Catalog*, any student's work submitted, which contains the work of another that is not acknowledged (in other words, copying someone else's work and claiming it as your own) will at the very least receive an F for that assignment. Do not copy another student's work. Each student is responsible for her/his own work, ideas, and words. You are to practice academic honesty in every aspect of this course and all other courses that you may be currently taking. Students engaging in academic misconduct are subject to university disciplinary procedures (**Refer to your Student Handbook for more information on this topic**).

Forms of academic dishonesty:

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- 1) **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2) **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication:** use of invented or falsified research.
- 4) **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. If academic misconduct is discovered it will be dealt with in the severest manner allowed by the university.
- 5) **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- 6) **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) **Threat:** An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.
- 8) **Turn-It-In Plagiarism Detection Service:** please be aware that the University subscribes to the Turn-It-In Plagiarism Detection Service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
- 2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

PLAGIARISM

An informal compilation by Deepak Keshavamurthy for Dr. Larry Peel

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" [1] and by the Honor Council as "the act of passing off as one's own ideas or writings of another." In the Appendix to the Honor Council called "Acknowledging the Work of Others," three simple conventions are presented for when you must provide a reference [2]:

1. If you use someone else's ideas, you should cite the source.
2. If the way in which you are using the source is unclear, make it clear.

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3. If you received specific help from someone in writing the paper, acknowledge it.

The Laws of Plagiarism [3].

- A. Copyright Law
- B. Trademark and Unfair Competition Law
- C. Fraud
- D. Status about sale of term papers, etc.

Types of Plagiarism:

- Complete Plagiarism: This is the most obvious case: A work written by someone else.
- Near-Complete Plagiarism: A student may also take portions of another text and use them in his or her own work.
- Patchwork Plagiarism: In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and “stitch” them together into an essay.
- Lazy Plagiarism: Inadvertent use of another’s language, usually when the student fails to distinguish between direct quotes and general observations when taking notes.
- Self-Plagiarism: The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose [4].

Avoiding Plagiarism:

To avoid plagiarism, all students must document sources properly using Footnotes, Endnotes, or Parenthetical References, and must write a Bibliography, References, or Works Cited page and place it at the end of the research paper to list the sources used. Of the three ways to document sources (Footnotes, Endnotes, or Parenthetical References), the simplest is using Parenthetical References, sometimes referred to as Parenthetical Documentation or Parenthetical Citations [5].

NONACADEMIC MISCONDUCT (See page 23, section 100 of the Student Handbook):

See page 23 of Student Handbook for the policies that protect the rights of teachers to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents of student behavior.

SEXUAL MISCONDUCT

(See page 23, section 202 of the Student Handbook):

Sexual harassment of students and employees at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

SIX-DROP POLICY

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to the number of course drops allowed to a student without penalty. After a student, has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar’s Office in College Hall, Room 105.

TITLE 9/DISCRIMINATION AND HARASSMENT

This syllabus is subject to change to better meet course objectives per discretion of instructor

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at (361) 593-4758 or karen.royal@tamuk.edu.

CALENDAR OF ACTIVITIES
TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, QUIZ DATES

Week	Modules/Topics/Activities	Readings/Quizzes	Description of Activities
1		Course Introduction; Goodness-of-Fit to Practice; Importance of Counseling Research Discussion	Face-to-Face Meeting
2	Introduction to Education Research; Selecting a Research Topic; and ACA Code of Ethics (Research Section)	Chapters 1 and 2	Face-to-Face Meeting
3			CITI Training (no face-to-face meeting)
4	Reviewing the literature and Preparing a Research Plan	Chapters 3 and 4 CITI Training Completion Reports Due	Face-to-Face Meeting

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5	Selecting a Sample	Chapters 5 and 6	Online Discussion Board/No Face-to-Face meeting
6	Survey and Correlation Research; Evaluating a Research Report	Chapters 7 and 8	Face-to-Face Meeting
7	Examination Review	Article Analysis 1 Due	Face-to-Face Meeting
8		Midterm Examination	Face-to-Face Meeting Midterm Exam
8		Consent form, IRB, Survey Instrument	Face-to-Face Meeting; APA Workshop, Discussion on Consent form, IRB, Survey Instrument, and Comps review
9	Causal Comparative and Experimental Designs	Chapters 9 and 10	Face-to-Face Meeting
10	Single-Subject Experimental Research	Chapter 11	Face-to-Face Meeting
11	Descriptive and Inferential Statistics	Chapters 12, 13, Article Analysis 2 Due	Online Discussion Board; No Face-to-Face meeting
12	Qualitative Data Collection; Qualitative Data Interpretation	Chapters 14, 18,	
13	Action Research and Mixed Methods; Preparing a Research Report	Chapters 19, 20, and 21 Research Proposal Due	Face-to-Face Meeting
14		Final Examination	Final Examination

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EDCG 5329 Research Proposal Rubric:

Criteria (18 total points)	0 Non-performance	1 Basic	2 Proficient	3 Distinguished
Analyzes the social science research processes. (3 points)	Does not introduce the problem or integrate a theoretical basis for the question being developed.	States the problem but does not integrate the theoretical framework into the research question being developed.	Analyzes the social science research processes.	States the problem and integrates essential theoretical assumptions into the research questions.
Applies social science research methods by outlining a compelling argument supporting the need for the proposed study and expectations based on theory. (3 points)	Fails to support the need for the proposed study.	Presents unorganized outline and may not present any compelling support for the research question.	Applies social science research methods by outlining a compelling argument supporting the need for the proposed study and expectations based on theory.	Creates compelling case for the need for the proposed study, clearly indicating the gap in knowledge regarding the dependent and independent variables, as well as including theoretically-based expectation of results.
Applies each step of the appropriate research process, fulfilling essential requirements of a research proposal for a quantitative or a qualitative study. (3 points)	Fails to apply steps of the appropriate research process, which results in an incomplete proposal for a quantitative or qualitative study.	Applies steps of the research process to develop a proposal for a quantitative or qualitative study but neglects to fulfill the essential requirements for each step or inappropriately applies steps.	Applies each step of the appropriate research process, fulfilling essential requirements of a research proposal for a quantitative or a qualitative study.	Applies each step of the appropriate research process, integrating best research practices into the fulfillment of all essential requirements for a proposal for a quantitative or qualitative study.
Analyzes ethical issues in research studies. (3 points)	Fails to discuss or consider ethical issues that arise from the study being proposed.	Discusses but does not analyze ethical issues that arise from the study being proposed.	Analyzes ethical issues in research studies.	Analyzes and evaluates ethical issues that arise from the study being proposed, suggesting ways to handle these issues.
Analyzes appropriateness of quantitative or qualitative methodology for chosen research question. (3 points)	Does not discuss the appropriateness of quantitative versus qualitative methodology.	Discusses quantitative and qualitative methodologies but neglects to analyze appropriateness in answering the research question.	Analyzes appropriateness of quantitative versus qualitative methodology for chosen research question.	Analyzes methodologies and supports the decision for the choice of methodology, integrating method into research question.
Communicates effectively in writing for research. (3 points)	Neglects to present content clearly or cogently and in appropriate written style for social science research.	Written content is inconsistently clear and written style is inconsistently appropriate for social science research.	Communicates effectively in writing for research.	Communicates clearly and cogently in appropriate written style for social science research, including the best support for the research being proposed.

This syllabus is subject to change to better meet course objectives per discretion of instructor

DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.

This syllabus is subject to change to better meet course objectives per discretion of instructor

- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

This syllabus is subject to change to better meet course objectives per discretion of instructor