



**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
**EDUCATIONAL RESEARCH, EDCG5329, 3 CREDITS, ONLINE FORMAT**  
 COURSE SYLLABUS: SPRING 2021

**INSTRUCTOR INFORMATION**

**Instructor:** Ya-Wen Melissa Liang, Assistant Professor, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist

**Office Location:** Rhode Hall 136, **Office Phone:** 3615934265, **Email:** [ya-wen.liang@tamuk.edu](mailto:ya-wen.liang@tamuk.edu)

My office phone is not answered after office hours end 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 to you when I get back to the office. Sending an email is the best way to get a hold of me.

**Office Hours:** The odd weeks of the semester: Friday noon - 5 PM (See Appendix E for dates.)

The even weeks of the semester: Monday 8 AM - 1 PM

**Response Time:** Generally, I will respond to emails within 24-48 hours during the work hours (Monday-Friday, 8 am to 5 pm) of receiving them. Emails sent during the weekends (including holidays) 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 collaboration session, or meeting. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

**COURSE INFORMATION**

**TEXTBOOK(S) REQUIRED:**

- Sheperis, C. J. & Young, J. S. (2017). *Counseling Research: Quantitative, Qualitative, and Mixed Methods* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice-Hall ISBN-13: 978-0134025094, e-textbook for 6 months: \$29.99 via Amazon, new \$111.99, used \$105.94
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 978-1433805615, used \$23.99, new \$28.45
- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Free for downloading at <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>
- Texas LPC Board Rules (Current Rules, effective February 28, 2019): Free for downloading at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=22&pt=30&ch=681](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=22&pt=30&ch=681)

**TECHNOLOGY REQUIREMENT(S):**

- This class is taught through an online format. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to review videos and to post blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 15 weeks.
- All TAMUK students can download free Microsoft Office 365. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing office 365, call iTech at 361-593-HELP.
- When you submit your APA style paper through the Blackboard Assignment, please make sure they are in Microsoft Word document format only. Please do not use Apple Pages to submit your APA style documents.
- You will need a computer equipped with a webcam and speakers for online communication via Blackboard.
- Make sure you are using your TAMUK email for course correspondence with the Instructor. Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for course 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 (24 hours a day & 7 days a week).
- Computer lab locations: Jernigan Library-First floor by the iTech Help Desk (361) 593-2916 & Rhode Hall-Room 244

**COURSE DESCRIPTION**

This is a core course meeting state licensing requirements. Students will increase their knowledge and skills in educational research, including quantitative and qualitative methods. Attention will be given to understanding the importance of research in advancing the counseling profession.

*The syllabus and schedule are subject to change.*

## STUDENT LEARNER OUTCOMES

Learning Objectives	Activities/Assignments	Measurement	CACREP Standards	SLO
1. Demonstrate the ability to understand the importance of research in advancing the counseling profession and conduct literature review and critiques	<ul style="list-style-type: none"> <li>Read chapters of ethical consideration in the practice of research and contemporary issues in counseling research</li> <li>Review Section G of the 2014 ACA Code of Ethics</li> <li>Review TAMUK research compliance resources</li> <li>Discuss why we need research for counseling?</li> <li>Complete CITI training</li> <li>Conduct literature review and critiques paper</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A with a grading rubric.)</li> <li>Blackboard group discussions (See appendix B with a grading rubric.)</li> <li>Submit a CITI training certificate</li> <li>Complete a literature review and critique paper (See appendix C with a grading rubric.)</li> </ul>	2.F.8.a.	8
2. Demonstrate the comprehension of statistical methods used in conducting research as well the comprehension and analysis of the use of data in qualitative, quantitative, and mixed research methods 3. Comprehend reliability and validity in assessment and research 4. Demonstrate the ability to assess and interpret measurement error, and statistical concepts including scales of measurement, measures of central tendency, measures of variability, shapes, and types of distributions and correlations	<ul style="list-style-type: none"> <li>Review chapters of methodological issues, basic statistical concepts and descriptive statistics, experimental designs, survey designs, case study research, grounded theory design, phenomenological design, and mixed methods design as well as articles and identify/critique literature review, research questions, samples, methods, data collection, data analyses, data interpretation, results, limitation, and implications.</li> <li>Practice methodology, basic statistical concepts and descriptive statistics, data analysis, data interpretation, experimental designs, survey designs, case study research, grounded theory design, phenomenological design, and mixed methods design through case scenarios, quizzes, mid-term exam, and research proposal presentation</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A with a grading rubric.)</li> <li>Blackboard group discussions (See appendix B with a grading rubric.)</li> <li>Quizzes</li> <li>Qualitative and quantitative literature review and critique papers (See appendix C with a grading rubric.)</li> <li>Research proposal presentation (See appendix D with a grading rubric.)</li> <li>Final Exam</li> </ul>	2.F.8.f 2.F.8.h 2.F.8.i 2.F.8.j II.F.7.h	7, 8
5. Demonstrate the ability to develop need assessments, conduct survey designs, and identify evidence-based counseling practices 6. Demonstrate the ability to comprehend ethical and culturally relevant strategies for conducting, analyzing, interpreting, and reporting the results of research	<ul style="list-style-type: none"> <li>Review chapters of ethical consideration in the practice of research and contemporary issues in the counseling research, methodological issues, basic statistical concepts and descriptive statistics, experimental designs, survey designs, case study research, grounded theory design, phenomenological design, mixed methods design, and program evaluation</li> <li>Review Section G of the 2014 ACA Code of Ethics</li> <li>Discuss why we need multicultural competencies in counseling research.</li> <li>Practice through case scenarios, quizzes, mid-term exam, final exam, and research proposal presentation</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A.)</li> <li>Blackboard group discussions (See appendix B.)</li> <li>Quizzes</li> <li>Mid-term exam</li> <li>Final exam</li> <li>Research proposal presentation (See appendix D with a grading rubric.)</li> </ul>	2.F.8.b 2.F.8.c 2.F.8.i	8
7. Demonstrate the ability to apply statistical methods in conducting program evaluation as well as to design and evaluate the counseling program, counseling interventions, and need assessments 8. Demonstrate the ability to comprehend ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of program evaluation	<ul style="list-style-type: none"> <li>Review chapters of basic statistical concepts and descriptive statistics and program evaluation</li> <li>Practice through case scenarios and group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions (See appendix A.)</li> <li>Blackboard group discussions (See appendix B.)</li> </ul>	2.F.8.c 2.F.8.d 2.F.8.e 2.F.8.g 2.F.8.h II.F.7.g II.F.7.m	7, 8

\* Program Student Learning Outcomes (SLO) Core Areas:

7. Assessment and Testing

8. Research and Program Evaluation

### MARKETABLE SKILLS

This course is designed to increase students' abilities to understand research in advancing the counseling profession; conduct literature review and critiques; apply basic statistics and research methods such as qualitative, quantitative, and mix-methods research designs; demonstrate evidence-based practice, and assess program evaluation.

### COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted to the blackboard "complete". The initial post of the DB practice is due each Sunday. See Appendix E for specific dates. Two peer responses are due by Tuesday, two days after your initial DB practice is due. Your syllabus exam is due on January 24.

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.

#### 1. Online Quiz (200 points, 20% of your grade, 50 points for each quiz)

The purpose of the syllabus exam is to help you become familiar with course requirements.

The purpose of chapter quizzes is to help you become familiar with basic research concepts.

For four weeks, students will take an online quiz via Blackboard, including one syllabus exam (due on 1/24) and three chapter quizzes. You will need to pass the CPCE before graduation to earn a master's degree in counseling and pass NCE before applying for a LPC license. Both CPCE and NCE include eight areas of competency. They are a) human growth & development, b) social & cultural diversity, c) helping relationships, d) group work, e) career development, f) assessment, g) research & program evaluation, and h) professional orientation & ethical practice.

#### 2. Online Discussion Board Practice and Responses (300 points, 30% of your grade, 50 points for each DB)

The purpose of the DB Practice is to reinforce your understanding and application of educational research.

I will post the Blackboard materials three weeks before the assignment due day. Because your DB posts are used to measure the attendance for this online course, you may not opt-out of doing a DB. Each DB that you do not participate in is considered an absence with a grade of "zero" for that DB.

*The syllabus and schedule are subject to change.*

For five weeks, students will respond to the case scenario(s) that I will post on Blackboard. Your DB practice should include (1) your original reflections and ideas addressing the topic as well as integration of information from the assigned readings and blackboard materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful, please spell out all words. Each of your initial DB practice posts should be at least 10 complete sentences. Each sentence should include at least 15 words. You must respond to at least two peers in a way that indicates your investment in the discussion. Each response should be at least three sentences. Each sentence should be at least 15 words. You will be graded on content, presentation, and professionalism. See points-based rubrics of DB practice in Appendices A and B. See Appendix E for specific due dates.

3. **Complete CITI training: (50 points, 5% of your grade)**

The purpose of this assignment is to help you become familiar with ethical obligations of researchers.

You will be responsible to complete CITI training requirements and submit your CITI training certificate to the blackboard by 2/07. It might take 3-6 hours to complete and pass the training courses to receive a certificate. You have multiple attempts to log to CITI training to take and complete the courses whenever you are available.

- CITI website: <https://www.citiprogram.org/Default.asp>
- Instructions for CITI Training for Undergraduates and Master(s) Candidates: <https://www.tamuk.edu/osr/Research-Compliance/RC-IRB.html>
- Research Compliance: <https://www.tamuk.edu/osr/Research-Compliance/index.html>
- CITI Training and More: Research Compliance Additional Training and Resource, including a video demonstration: <https://www.tamuk.edu/osr/Research-Compliance/RC-Links.html>
- Office of Research and Graduate Studies Research Compliance, including IRB forms and resources: <https://www.tamuk.edu/osr/Research-Compliance/RC-IRB.html>
- More instructions for taking CITI training are provided in the folder of "CITI Training" under "Assignments" on the left of the blackboard screen.

4. **Literature Review and Critique Paper (200 points, 20% of your grade, 100 points for each review and critique paper)**

The purpose of the assignment is to enhance your critical thinking of research in advancing the counseling profession.

You will conduct two literature review and critique papers, one for quantitative and one for qualitative research studies. The due date to submit the double-spaced APA style paper in Microsoft Word format to "Literature Review and Critiques" under "Assignments" on the blackboard is 3/21 for the quantitative and 4/11 for the qualitative. Samples of both papers are posted under the "Literature Review and Critiques". It might take 8 to 12 hours to search for an appropriate and scholarly article via Jernigan Library Online Resources (<https://libguides.tamuk.edu/onlineresources1>) and write a paper. See the rubric and guidelines in Appendix C. You are encouraged to make an appointment with the writing center (<https://www.tamuk.edu/studentsuccess/writingcenter.html>) to review your papers before the submission.

5. **Research Proposal Presentation and Responses (150 points, 15% of your grade)**

The purpose of this assignment is to enhance your ability to conduct a research project meeting IRB protocols.

Propose a topic that you will be interested in conducting a research study that is relevant to counseling. See the rubric and guidelines in Appendix D. The due date to submit the research proposal presentation PowerPoint is 4/25.

6. **Final Exam: (100 points, 10% of your grade)**

The purpose of this assignment is to enhance your competence to pass the CPCE and NCE.

You will need to pass the Counselor Preparation Comprehensive Examination (CPCE) before graduation and National Counselor Examination (NCE) before apply for a LPC license. Both exams cover the following eight content areas: a) human growth & development, b) social & cultural diversity, c) helping relationships, d) group work, e) career development, f) assessment, g) research & program evaluation, and h) professional orientation & ethical practice.

### GRADING

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

A = 90% - 100%; 900 – 1000 points

B = 80% - 89%; 800 – 899 points; \*Students need a GPA of 3.0 to stay in the graduate program.

C = 70% - 79%; 700 – 799 points

F = 69% or Below; 699 points and below

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### INSTRUCTOR'S POLICIES

##### **Attendance**

This is an online class. Attendance is calculated through participation in assignments, including Discussion Board Practices, quizzes, papers, exams, and presentations. All assignments are used to measure the attendance for this online course, you may not opt-out of doing an assignment. Each assignment that you do not participate in is considered an absence with a grade of "zero" for that assignment.

##### **Late/Missing Work**

All submissions are due on the date specified (See Appendix E). Extra time may be "purchased" at the rate of 10% off after

*The syllabus and schedule are subject to change.*

the assignment is due and bought at an additional 10% weekly up to three weeks. (eg: If the submission is late for 1-7 days, the student receives 90% of the points. If the submission is late for 8-14 days, the student receives 80% of the points. If the submission is late for 15-21 days, the student receives 70% of the points. If the submission is late for 22 days or after May 03, the student receives 0 point.) To pass this course, all late submissions (including DB reactions and peer responses) must be turned in "complete" to the blackboard by May 02, 2021. In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a Request for Extension explaining the extenuating circumstance. Examples of requests include a doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

### **Other Course Policies**

*Incompletes* must be completed in the semester following the one in which they are received. Under the University policy, if this is not done, the grade reverts to \*Failure. "Incomplete" in this class is discouraged. Assignments may be difficult to make-up. The student who is passing (above 70% of the semester points) but has not completed a term paper, examination, or other required work may email the instructor to request an *incomplete*. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of *I* has been assigned. The grade of *I* will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of *I* reverts to a grade of *F* one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82). NOTE: An "*I*" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be "Passing" which is a total of 70% (C) or above.

## **UNIVERSITY POLICIES**

### **SIX DROP POLICY**

The following provision does not apply to students with Texas public college or university credits before Fall 2007. The Texas Senate Bill 1231 specifies the number of courses 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. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [Academic Procedure: Drop Policy](#).

### **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disability. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

### **CLASSROOM CONDUCT EXPECTATIONS**

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for the response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of a serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

### **ACADEMIC MISCONDUCT**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor on assignments or examinations.
2. The aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, 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. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a 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.

Other forms of academic misconduct included but are not limited to:

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.

*The syllabus and schedule are subject to change.*

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 a student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

## **HARASSMENT/DISCRIMINATION**

Texas A&M University-Kingsville does not tolerate discrimination based on 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 harassment or unlawful 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 Officer will be notified of the complaint so it can be investigated.

## **REQUIREMENTS DURING THE COVID-19 PANDEMIC**

Students must report test results to the Dean of Students ([Kirsten.Compary@tamuk.edu](mailto:Kirsten.Compary@tamuk.edu)), and employees must report positive results to the Chief Human Resources Officer ([Henry.Burgos@tamuk.edu](mailto:Henry.Burgos@tamuk.edu)).

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>. For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>. Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

## **FACE COVERING POLICY**

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

## **CLASSROOM POLICY REGARDING FACE COVERINGS**

In the event of a student who does not wear a face-covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students ([Kirsten.Compary@tamuk.edu](mailto:Kirsten.Compary@tamuk.edu)) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, the documentation provided should include the name of the student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face-covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

## **FACE SHIELDS**

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as an appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

## **CONTACT TRACING**

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smartphones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

## **RECORDING LIVE LECTURES**

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class on the Blackboard course site.

*The syllabus and schedule are subject to change.*

## FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

## APPENDIX A - DB PRACTICE RUBRIC

**The purpose of the DB Practice is to reinforce your understanding and application of educational research.**

**Superior (90% and above of the assigned points, 27 points and above, a minimum of 10 sentences, a minimum of 15 words per sentence)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear and easy to understand and logically organized.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and synthesize key comments and ideas when applicable.

**Proficient (80-89% of the assigned points, 24-26 points, a minimum of 10 sentences, a minimum of 15 words per sentence)**

- Discussion contributions are not posted by the due date 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.

**Minimal (70-79% of the assigned points, 21-23 points, a minimum of 10 sentences, a minimum of 15 words per sentence)**

- Discussion contributions are posted 8-14 days after the due day or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written or fail to address a part of the DB questions.
- Discussion contributions do little to enhance the quality of interaction or fail to address key concepts of the DB questions.
- 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.

**Inadequate (60-69% of the assigned points, 18-20 points)**

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

- Discussion contributions are posted 15-21 days after the due day or do not address the requirements of the discussion prompts.
- Discussion contributions contain nine or less than nine sentences.
- One or more than one sentences of the discussion contributions contain less than 15 words.
- Discussion contributions are inadequately written and terms are used incorrectly.
- Discussion contributions do not contribute to quality interactions and barely respond to questions.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials.

**If the submission is late for 22 days or after May 2nd, 2021, the submission receives 0 point.**

## APPENDIX B - DB RESPONSE RUBRIC

**The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.**

**Superior (90% and above of the assigned points, 9 points and above, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)**

- 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 applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to peers.
- If an opposing viewpoint is raised, it is articulated politely and respectfully.

*The syllabus and schedule are subject to change.*

- Responses contribute to the quality of peer interactions, provide constructive and respectful feedback to peers.

**Proficient (80-89% of the assigned points, 8 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)**

- Responses are not posted by the due date 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
- Responses do not reflect on peers' posts.

**Minimal (70-79% of the assigned points, 7 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)**

- Responses are posted 8-14 days after the due day or are not submitted according to the specifications of assignments.
- Responses are not adequately written.
- Responses do not incorporate key comments and ideas presented by peers.
- Responses degrade peer sharing, disrespect peer interactions, or offensively raise opposing viewpoints.

**Inadequate (60-69% of the assigned points, 6 Points, No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted 15-21 after the due day or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- A sentence contains less than 15 words.
- Do not respond to a minimum of two peers.
- Responses are inadequately written; responses do not reflect peer posts, or terms are used incorrectly.
- Responses negatively affect the quality of peer interactions or professionalism.
- Responses do not provide evidence that the learner/trainee has read course learning materials or considered peers' postings.

**If the response is late for 22 days or after May 2nd, 2021, the submission receives 0 point.**

## APPENDIX C – LITERATURE REVIEW AND CRITIQUE PAPER RUBRIC & GUIDELINES

**The purpose of the assignment is to enhance your critical thinking of research in advancing the counseling profession.**

You will conduct two literature review and critique papers, one for quantitative and one for qualitative research studies. The due date to submit the double-spaced APA style paper in Microsoft Word format to "Literature Review and Critiques" under "Assignments" on the blackboard is 3/21 for the quantitative literature review and critique paper and 4/11 for the qualitative literature review and critique paper. Samples of both papers are posted under the "Literature Review and Critiques". It might take 8 to 12 hours to search for an appropriate and scholarly article via Jernigan Library Online Resources (<https://libguides.tamuk.edu/onlineresources1>) and write a paper. See the rubric and guidelines in Appendix C. You are encouraged to make an appointment with the UWC (<https://www.tamuk.edu/studentuccess/writingcenter.html>) to review your papers before the submission. Please separate each required headings. Do not put all headings into a long paragraph. The minimum requirement for each literature review and critique paper is 10 pages, double-spaced.

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
A total of 200 points: • 100 points for the quantitative literature review and critique paper • 100 points for the qualitative literature review and critique paper	<ul style="list-style-type: none"> <li>• Submission meets the guidelines and specifications of the assignment and is posted by the due date</li> <li>• Submission is well written and provides sophisticated depictions of the required topics</li> <li>• The submission provides evidence that the learner has read the assigned readings thoroughly and synthesize key comments and ideas when applicable.</li> <li>• Submission is well written and well follow the APA 7<sup>th</sup> format with few errors</li> </ul>	Apply to the paper and required headings.		
		<ul style="list-style-type: none"> <li>• Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments</li> <li>• Submission demonstrates some depth of understanding of the literature review and shows that the learner/trainee has absorbed general principles and ideas presented in the course, although a few viewpoints and interpretations are not always thoroughly supported.</li> <li>• Submission partially follow the APA 7<sup>th</sup> format</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is posted 8-14 days after the due day or does not meet the guidelines or specifications of the assignments</li> <li>• Submission does not contain or address all the required headings</li> <li>• Submission is adequately written but lacks in-depth depictions of the requirements</li> <li>• There is no evidence the learner/trainee understood the core concepts.</li> <li>• The APA 7<sup>th</sup> format is not well used</li> </ul>	<ul style="list-style-type: none"> <li>• Submission is posted 15-21 after the due day</li> <li>• Submission does not meet all the required guidelines</li> <li>• Submission misses some of the required headings</li> <li>• Submission does not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate</li> <li>• Submission does not provide evidence that the learner/trainee has read course learning materials</li> <li>• Submission does not meet the basic APA format, such as double spaced, 1" margins.etc</li> </ul>

*The syllabus and schedule are subject to change.*

Samples of both papers are posted under the "Literature Review and Critiques" under "Assignments" on the blackboard.

See the following required headings for the quantitative literature review and critique paper.

**Information of the Article Reviewed**

[The information includes the author(s), title, and bibliographic information of the article that you have reviewed.]

**Problem Statement or Problem Justifications**

(What is the problem or need for this research study?)

**Critique of Problem Statement**

**Purpose Statement**

(What is the author's purpose? Does it relate to theory, practice, or both?)

**Critique Response of Purpose Statement**

**Prior Research or Literature Review**

(What previous work is done leading up to this study? Describe the authors' literature review)

**Critique of Prior Research or Literature Review**

**Research Questions**

(What is/are the research questions?)

**Critique of Research Questions**

**Cause or Relationship**

(Is the author trying to establish cause and effect? Is the author trying to establish a correlation), between what and what?)

**Critique of Cause or Relationship**

**Hypotheses**

(Does the writer state one or more hypotheses? If so, summarize. Identify as directional, nondirectional, or null.)

**Critique of Hypotheses**

**Variables**

(List the variables. When applicable, identify each as independent or dependent. Indicate whether nominal, ordinal, or interval/ratio. List any controlled variables.)

**Critique of Variables**

**Definitions**

(Which terms are defined in this article? Are the definitions operational?)

**Critique of Definitions**

**Research Design**

(What is the category or type of research? . . . the design?)

**Critique of Research Design**

**Validity Issues in Design**

(What does the author say regarding issues of internal and/or external validity?)

**Critique of Validity Issues**

**Population and Sample**

(What is the target population? Describe and identify the type of sample. How many groups were formed/identified? On what basis?)

**Critique of Population and Sample**

(such as sample size/distribution, demographic information, ethnicity, age, socioeconomic status...etc.)

**Instrumentation**

(Describe the instrument(s). Were they pre-existing or specially created?)

**Critique of Instrumentation**

**Validity and Reliability Issues with Instrument**

(What type of validity was sought and how was that established? How was reliability established?)

**Critique of Validity and Reliability Issues with Each Instrument**

**Ethics**

(Does the author discuss ethical issues? Do you see any ethical issues in the study?)

**Critique Response of Ethical Issues**

**Limitations and Delimitations**

(What limitations/delimitations are identified? How do these limit generalizability?)

**Critique of Limitations and Delimitations**

**Data Gathering**

(What procedures are described for gathering data?)

**Critique of Data Gathering**

**Data Analysis**

(Is the analysis qualitative or quantitative? What procedures were followed? What statistics were used?)

**Critique of Data Analysis**

**Conclusions/Findings**

(What conclusions/findings do the author report?)

**Critique of Conclusions/Findings**

**Implications and recommendations**

*The syllabus and schedule are subject to change.*



(What are the implications/recommendations for theory, further research, and/or practice?)

### **Critique of Implications and recommendations**

#### **Summary**

(Overall, what do you think of the study? How well was it carried out? How important and useful were the findings? Other comments?)

#### **References**

(Include all in-text referenes.)

**See the following required headings for the qualitative literature review and critique paper.**

#### **Purpose Statement**

(What is the use or purpose? Does it focus on the research? Does the purpose follow the problem statement logically? Are you convinced from the research this study is worthwhile?)

#### **Theoretical Framework**

(Is there evidence of a theory for the research? Is it well established?)

#### **Research Design**

#### **Prior Research or Literature Review**

(What previous work has been done leading up to this study? Is there any major body of research missing?)

#### **Research Questions**

(What is/are the research questions? Are the research questions specific and clear? Are the research questions related to the purpose?)

#### **Method: Data Collection and Data Analysis**

(Are participants, sampling techniques, and context for the study explicit and appropriate? Is the research design clear? Are the collection and analysis based on solid referenced methods? Are the methods the best choice in the study? What improvements would you suggest?)

#### **Definitions(s)**

(Which terms are defined? Are the definitions operational? Are the definitions included within the introduction or the methods section of the report?)

#### **Credibility and Reliability Issues in Design**

(What does the author say regarding issues of credibility and/or generalizing ability, internal and/or external validity? Respond to each of the internal/external validity issues. Check each one to see if the item is included or if the item has been overlooked.)

#### **Method Instrumentation**

(Describe the instrument(s) for interviews, focus groups, etc. Were they pre-existing, or specially created? How were they related? How was reliability established?)

#### **Ethics**

(Does the author discuss ethical issues? Do you see any ethical issues in the study? Are the ethical issues properly taken care of?)

#### **Limitations and Delimitations**

(What limitations/delimitations are identified? How do these limit generalizability? To what extent do the limitations/delimitations (stated or unstated) affect the value of the research?)

#### **Results and Discussion**

(Are the research questions answered? Is existing literature brought into the discussion? Are supportive/representative statements used from the data when appropriate?)

#### **Implications and Recommendations**

(What are the implications/recommendations for theory, further research, and/or practice?)

#### **References**

## **APPENDIX D - RESEARCH PROPOSAL PRESENTATION GUIDELINES**

**The purpose of this assignment is to enhance your ability to conduct a research project meeting IRB protocols.**

### **Research Proposal Presentation and Responses (150 points, 15% of your grade)**

Propose a topic that you will be interested in conducting a research study that is relevant to counseling. See the rubric and guidelines in Appendix D. The due date to submit the research proposal presentation PowerPoint is 4/25. You can work on the research proposal presentation individually or with other 2-3 peers in this class as a small group. If you decide to work as a group, each member in your group will submit the PowerPoint to your blackboard individually and all members in the same group will earn the same points for the teamwork. This is an asynchronous class; therefore, you do not need to virtually present your PowerPoint. You can simply upload the PowerPoint of your research proposal to the link of "Research Proposal Presentation" under DB Practice. The student will need to review at least two presentations from other peers/groups and submit at least two DB responses after reviewing other peers'/groups' PowerPoints.

*The syllabus and schedule are subject to change.*

Click on this link (<https://www.tamuk.edu/osr/Research-Compliance/RC-IRB.html>) to download and review the [IRB NEW Protocol Application](#) thoroughly. After reviewing the IRB NEW Protocol Application. You can work on the Research Proposal Presentation in a PowerPoint format. Please include each of the following headings as the title of each of your slides.

- **Title of Study** (If this project has previously been considered or reviewed by the IRB, please explain the reason that you propose a topic that has already been reviewed by the IRB.)
- **My Research Subjects and Languages Used Other than English for Research** (Do your subjects include vulnerable populations or minors?)
- **EXEMPT or EXPEDITED Status** (Does your project qualify for EXEMPT or EXPEDITED status? If "yes", indicate the appropriate categories)
- **Recruitment of Participants**
- **Brief Description of the Proposed Research** (Include the research design and research questions. Include hypotheses if your research is a quantitative research study.)
- **Procedures**
- **Data Collection Methods** (How will you collect data? Specify if this study involves Incomplete Disclosure of research related activities or deception about research related activities. Will your study involve audio recordings or video recordings of the participants? What is the estimated time for a subject's participation in each study activity, including time per session and the total number of sessions? Specify the location(s) of the study. Will you collect data outside of TAMUK? If yes, what forms are needed to collect data outside of TAMUK.)
- **Confidentiality**
- **Informed Consent** (Describe the consent process to meet the requirements of the TAMUK IRB consent form)
- **Benefits and Compensation**
- **Risks**

## Rubric of Research Proposal Presentation (150 POINTS)

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
	Apply to the paper and required headings.			
<p>A total of 150 points:</p> <ul style="list-style-type: none"> <li>• 140 points for the research proposal presentation PowerPoint submission</li> <li>• 10 points for two peer responses of viewing other two peers' or groups' research proposal presentation PowerPoints.</li> </ul>	<ul style="list-style-type: none"> <li>• The research proposal presentation meets the guidelines and specifications of the assignment and is posted by the due date</li> <li>• The research proposal presentation is well prepared and provides sophisticated depictions of the research topic and IRB protocol requirements</li> <li>• The research proposal presentation provides evidence that the learner has read the TAMUK IRB NEW Protocol Application thoroughly and well responds to the application requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• The research proposal presentation is not posted by the due date or does not meet the guidelines or specifications of the assignments</li> <li>• The research proposal presentation demonstrates some depth of understanding of the research topic and IRB protocol requirements and shows that the learner/trainee has absorbed general principles and ideas presented in the course, although a few interpretations are not always thoroughly supported.</li> </ul>	<ul style="list-style-type: none"> <li>• The research proposal presentation is posted 8-14 days after the due day or does not meet the guidelines or specifications of the assignments</li> <li>• The research proposal presentation does not contain or address all the required headings/titles for the slides</li> <li>• The research proposal presentation is adequately written but lacks in-depth depictions of the requirements or the IRB protocol requirements</li> <li>• There is no evidence the learner/trainee has thoroughly reviewed the TAMUK IRB NEW Protocol Application</li> </ul>	<ul style="list-style-type: none"> <li>• The research proposal presentation is posted 15-21 after the due day</li> <li>• The research proposal presentation does not meet all the required guidelines or include all the required headings/titles for the slides</li> <li>• The research proposal presentation does not demonstrate an understanding of the research or requirements of the IRB protocol requirements</li> <li>• The research proposal presentation misses some of the requirements of the TAMUK IRB NEW Protocol Application</li> </ul>

### IRB RESOURCES

- Research Compliance: <https://www.tamuk.edu/osr/Research-Compliance/index.html>
- CITI Training and More: Research Compliance Additional Training and Resource, including a video demonstration: <https://www.tamuk.edu/osr/Research-Compliance/RC-Links.html>
- Instructions for CITI Training for Undergraduates and Master(s) Candidates: <https://www.tamuk.edu/osr/Research-Compliance/RC-IRB.html>
- CITI website: <https://www.citiprogram.org/Default.asp>
- Office of Research and Graduate Studies Research Compliance, including IRB forms and resources: <https://www.tamuk.edu/osr/Research-Compliance/RC-IRB.html>

*The syllabus and schedule are subject to change.*

## APPENDIX E: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

WEEK	Office Hours	Topics and Assigned Readings	Assignment Due Date	Assignments <i>DB refers to Discussion Board</i>
Week 1: 1/19-1/24	Fri. 1/22, 12-5 pm	Introduction & review syllabus	1/24	Syllabus Quiz (50 points)
Week 2: 1/25-1/31	Mon. 1/25, 8am-1pm	Review Section G of the 2014 ACA Code of Ethics	1/31 2/02	Practice 1 Ethics and Draft Research Topic: 40 points DB 1 Responses to 2 peers: 10 points
Week 3: 2/01-2/07	Fri. 2/05, 12-5 pm	Review Belmont Report via CITI Training	2/07	Take CITI training courses and submit your CITI training certificate: 50 points
Week 4: 2/08-2/14	Mon. 2/08, 8am-1pm	Chapter 1 Contemporary Issues Chapter 2 Ethical Consideration in the Practice of Research	2/14 2/16	Practice 2 Ethics and Draft Research Topic: 40 points DB 2 Responses to 2 peers: 10 points
Week 5: 2/15-2/21	Fri. 2/19, 12-5 pm	Chapter 4: Methodological Issues	2/21	Methodology quiz (20 questions): 50 points
Week 6: 2/22-2/28	Mon. 2/22, 8am-1pm	Chapter 5: Basic Statistical Concepts and Descriptive Statistics	2/28	Basic statistics quiz (20 questions): 50 points
Week 7: 3/01-3/07	Fri. 3/05, 12-5pm	Chapter 6: Experimental Designs	3/07	Experimental designs quiz: (20 questions): 50 points
Week 8: 3/08-3/14	Mon. 3/08, 8am-1pm	Chapters 13: Survey Designs	3/14 3/16	Practice 3 Survey Designs: 40 points DB 3 Responses to 2 peers: 10 points
Week 9: 3/15-3/21	Fri. 3/19, 12-5 pm	Chapters 3 Reviewing the Literature	3/21	Quantitative Literature Review and Critique (APA Paper): 100 points
Week 10: 3/22-3/28	Mon. 3/22, 8am-1pm	Chapter 9: Case Study Research Chapter 10: Grounded Theory	3/28 3/30	Practice 4 Case study & Grounded Theory: 40 points DB 4 Responses to 2 peers: 10 points
3/25 5:00 pm		Last day to drop/withdraw a course		
Week 11: 3/29-4/04	Fri. 4/02, 12-5 pm	Chapter 11: Phenomenological Design	4/04 4/06	Practice 5 Phenomenological Design: 40 points DB 5 Responses to 2 peers: 10 points
Week 12: 4/05-4/11	Mon. 4/05, 8am-1 pm	Chapter 14: Mixed Methods Design	4/11	Qualitative Literature Review and Critique (APA Paper): 100 points
Week 13: 4/12-4/18	Fri. 4/16, 12-5 pm	Chapter 16: Program Evaluation	4/18 4/20	Practice 6: Mixed Methods & Program Evaluation: 40 points DB 6 Responses to 2 peers: 10 points
Week 14: 4/19-4/25	Mon. 4/19, 8am-1 pm	Research Proposal Presentation	4/25 4/27	Research Proposal Presentation: 140 points DB Responses to 2 peer presentations: 10 points
		Online Final Exam via Blackboard	4/30-5/06	Final Exam: 100 points

To pass this course, the student needs to submit all late assignments, including DB posts by 5/02/2021.

I am here to support your success. Should you have any problems or concerns regarding assignments or the course, please contact me immediately. My email address is ya-wen.liang@tamuk.edu. According to the University policy, the instructor will only communicate with the student through the student's TAMUK email for course correspondence. Be aware that an email sent from a personal email (Hotmail, Yahoo, or Gmail account) would most likely be screened as spam by the system. If you do not receive a reply after 48 hours (Monday-Friday), use your TAMUK email to send me another email.

To protect online students' health and safety, I am available to meet virtually via Blackboard Collaborate from my office on campus. If you prefer to meet with me in person, it is appreciated that you send me an email in advance so that we can better arrange to meet one student at a time at the conference room to keep a social distance. Please wear a mask to meet in-person to protect us. Thank you! Dr. Liang

Ya-Wen Melissa Liang, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist, Assistant Professor