

Intro to Research Counseling COUN 5302

Fall 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets virtually each Thursday beginning August 26, 2021. Supplemental materials will be made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

You may access the course meetings through your home, school or work computer. We will meet each Thursday via WebEx meetings except for 9/30/2021 and the final exam date

INSTRUCTOR AND CONTACT INFORMATION

Instructor Brian Le Clair PhD, LMFT

Office

Phone:

Email: bleclair@tamuct.edu

Office Hours

via appointment and via WebEx (email me, we will set up a time after 12:00 CST)

Student-instructor interaction

I will be checking student emails each day. As we get near due dates, I will be checking emails several times each day to provide feedback as soon as possible.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description

This is an introductory graduate-level course in research design and methods and program evaluation. It is based in APA style citing and referencing and it is expected that students write all of their material according to APA guidelines. It is designed to introduce the student to the fundamentals of research in education and applied behavioral sciences. That is, students will explore what research involves, the various types of research, the techniques for conducting research studies, ethical behavior in the conduct of research, and research in educational

settings. Descriptive and inferential statistics will be presented in the context of the research study. Social issues related to educational research will also be presented and discussed.

Course Objective or Goal

All educators are either practitioners or consumers of research. It is important that students of education and applied behavioral sciences know and understand the elements of research in order to be able 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 research studies. It will also provide knowledge of the various types of research designs used in research and the procedures for conducting research studies.

The course is applicable for all students who will make professional use of research or conduct research studies. It is imperative that students understand that the research you will examine will be written by academics who have used APA style to structure their work. Just as much as they embraced APA style in their writing and journal structuring, we do the same.

Student Learning Outcomes

Demonstration of Competency Assignment: Literature Review & Proposal

CMHC Course Competency Information

- 1) Understand research methodologies relevant to mental health services.
- 2) Evaluate professional research studies and develop a research project of personal interest in mental health services.

Student Learning Objectives:	Related 2016 CACREP Standards:
1. To understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	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 2.F.8.c. needs assessments
2. To effectively read and evaluate professional research studies (CACREP Clinical Mental Health Standards)	2.F.8.d. development of outcome measures for counseling programs 2.F.8.e. evaluation of counseling interventions and programs
3. To understand how to apply research methodology to the practice of evidence-based mental health counseling practices, needs assessments, outcome measures, and evaluating counseling programs.	2.F.8.f. qualitative, quantitative, and mixed research methods 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
4. To craft an original scholarly research project which evaluates existing research and proposes a research design that addresses a specific research question.	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
5. To gain an awareness of the sociocultural context of research and the ways in which cultural values impact both the process and interpretations of research by summarizing, assessing and reflecting on relevant literature.	2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Key Performance Indicators	Corresponding Assignments
2.F.8.a. Students will learn the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Article Critique
2.F.8.b. Student will obtain knowledge in identification of evidence-based counseling practices	Literature Review
2.F.8.j. Students will demonstrate ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Annotated Bibliography

Competency

All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the semester. A student who would like to pursue an independent study research course with a faculty member, must demonstrate Intermediate competency in this course to be eligible.

Competency Levels

All students are expected to demonstrate Required Competency in order to receive credit for the course. The different levels of competence that will be assessed for this course are as follows:

1. *Below Competency*—failed to meet minimum graduate-level competency in terms of the course attendance, scholarship, and performance standards.
2. *Required Competency*—met minimum graduate-level competency in terms of the course

attendance, scholarship, and performance standards.

3. **Intermediate Competency*—achieved Required Competency plus demonstrated mastery of the identified course knowledge and/or skills areas.

**Intermediate Competency.* Participants indicate Intermediate Competency by meeting Required Competency *plus* the literature review/proposal includes a unique research question, a coherent analysis of the literature, and a research design that includes plausible methods for answering the research question at hand. Intermediate level literature reviews should exceed minimum expectations and show a higher level of thinking about the topic area and research question. The literature review addresses an identified question that is well-supported by a sufficient number of well-chosen research articles, shows clear attention to organization, proceeds logically, and clearly identifies shortcomings of existing research. The proposed research should be designed in such a manner that it adequately fills identified gaps and should offer a plausible method for gathering the appropriate data to answer the question at hand.

Definitions of Competency Areas (CMHC)

To achieve a particular level of competence for the course, students must complete the following:

Critical Thinking – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge and skills. Demonstrates willingness to increase self-awareness and effective use of feedback.

Verbal Communication – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of individual interactions and group dynamics, as well as awareness of own impact on the other individual and the group. Demonstrates the use of culturally sensitive verbal communications and provision of supportive feedback to peers.

Oral Presentation – able to present ideas in a well-organized format; open and able to respond to questions.

Written Communication – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

Cultural Awareness and Responsiveness – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews. Demonstrates culturally sensitive basic counseling skill

Social Responsibility – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations. Be

aware of counseling dynamic, including counselor's privilege, role as a helping profession, and role as a member of the learning group.

Emotional Maturity – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change. Ability to provide non-judgmental supportive feedback. Positive attitude to learn basic skills.

Ethical Conduct – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity

Interpersonal Skills – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

Definitions of Competency Levels

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“Required Competency” indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted). As a mastery-learning course, assignments will be returned with a P (Pass) or I (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with TAMUCT policies.

“Intermediate Competency” denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

Course Topics

Course Topics	CACREP STANDARDS
1. Part 1 – Introduction to Research Methods	2.F.8.a
2. Part 2 – Reviewing and Citing the Literature	2.F.8.b
3. Part 3 – Basic Concepts in Quantitative Research	2.F.8.f 2.F.8.h
4. Part 4 - Sampling	2.F.8.h
5. Part 5 - Measurement	2.F.8.h
6. Part 6 – Qualitative Research Design	2.F.8.f
7. Part 7 – Designing Experimental Research	2.F.8.g
8. Part 8 – Analyzing Data: Understanding Statistics	2.F.8.i 2.F.8.d
9. Part 9 – Effect Size and Meta-analysis	2.F.8.i
10. Part 10 – Preparing Research Reports	2.F.8.h 2.F.8.j
11. Program evaluation is presented in Parts 1 and 4 - 9	2.F.8.c 2.F.8.e

Instructional Methods and Activities

- Lecture/discussion
- Practice problems
- Individual homework assignments
- In-class group assignments
- Critique of a research article

Competency Goals Statements (certification or standards)

CMHC Course Competency Information

- 1) Understand research methodologies relevant to mental health services.
- 2) Evaluate professional research studies and develop a research project of personal interest in mental health services.

State Adopted Proficiencies for Teachers and/or Administrators/Counselors

The following state adopted proficiencies for mid-management administrators are covered in this course.

- Learner-Centered Leadership
- Learner-Centered Professional Development

Required Reading and Textbook(s)

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

Patten, M.L. (2018). *Understanding research methods (10th Ed)*. New York, NY: Routledge.

American Psychological Association (2009). *Publication manual of the American Psychological Association (7th Ed)*. Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

Assignments (*See rubric at the end of the syllabus, it is several pages long*)

1. Article Critique (SLO #1 & #5):

Choose a peer-reviewed journal article using the TAMUCT library that is no more than 5 years old, published 2016 or more recently. The journal should be directly related to mental health counseling.

Carefully reviewing this article, write a 4-5-page paper addressing the following:

INTRODUCTION (to educate the reader on the topic/concept)

- will define topic and other key terms
- will include symptoms, statistics of occurrence and current information in the field
- Main body (to explain the research conducted in the article)
- will state what you found in the journal article

HYPOTHESIS or PURPOSE:

- What were the researchers trying to discover (i.e. what was the hypothesis or purpose)?

This is usually found at the beginning of the article. Usually the hypothesis or statement of a problem appears at the end of the review of the literature, most often in the last or next to last paragraph. The words that indicate that it is a hypothesis are, "The authors chose to examine. . ." or "The researchers chose a hypothesis that allowed them to examine. . ." In a statement of a problem, the researcher may say, "We plan to see if a relationship...", "The members of the study team proposed to observe..." (You must use your own words—do NOT use quotes)

METHODOLOGY:

How was the research conducted (research design or type of study)?

Is the research descriptive (case study, naturalistic observation, laboratory observations, surveys, tests), correlation, experimental, or developmental? When and where the research was conducted?

How long did the study take?

Who were the participants? (number [N], age, sex, race and gender demographics, criteria to be a part of study)?

RESULTS/DISCUSSION:

What did the researchers actually find in relation to their hypothesis/purpose?

ARTICLE MAY STATE: The researchers found that . . .

What limitations did the researchers reveal?

SUMMARY/CONCLUSION: to show critical thinking in regards to the research) How does the information in the article integrate with information from class discussion, the text, and/or other information in the discipline? Why is this topic/research important? (relevance/benefits to community and/or society) Please do not tell me your subjective opinion, but link your hypothesis to findings supported by the data you uncover.

EXAMPLE: A conclusion to a study that suggests a new therapy/treatment for children with ADHD might help the child struggling to perform successfully in school, which then improves her confidence, her relationship with her parents, siblings, and classmates.

EXAMPLE OF WHAT NOT TO WRITE: I believe that this new therapy could have positive benefits for kids who struggle well to perform at task in school. “I think” “I believe” “My judgment is” are never appropriate for academic research.

2. Annotated Bibliography (SLO #2 & #5)

Using a minimum of five (5) peer-reviewed academic primary sources, complete an annotated bibliography in preparation for your literature review assignment. These sources should be directly related to one topic of interest directly related to clinical mental health counseling.

A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following.

Summarize: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on paraphrasing sources.

Assess: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source?

3. Literature Review (SLO #2, #3, & #4)

Students will demonstrate their capacity to develop a research question of their own interest by completing a two-part document: 1) a literature review; and 2) a research proposal.

The purpose of this assignment is to give students the opportunity to apply their knowledge about the research process to an original project of their own interest. The literature review allows students to demonstrate their capacity to gather, evaluate, organize, and synthesize research into a coherent, logical, scholarly document.

The lit review will be 8-12 pages in length (*not* inclusive of the title page or references), double-spaced, typewritten, in APA format, and must include at least 20 references (though most papers should have more than this).

Students should clearly articulate the purpose and significance of the study and supported ideas with references to relevant literature. Relevant literature includes articles from scholarly journals or edited books. Internet references should only rarely be used (i.e. there are a few online journals that are acceptable). Wikipedia, information-based websites, press releases, popular books (not edited) are not appropriate. If you have a question about a resource, please bring it to class or email the instructor before you use it.

Original citations should be located. "As cited in" references will NOT be accepted. IF full, original articles cannot be found, please read the abstract to confirm that the article addresses the appropriate point and use the original citation.

The paper should be scholarly in tone and authoritative. This is not an essay (i.e. opinion piece), a reaction paper, or a report.

A successful literature review includes the following:

- An identified problem area and its significance, in terms of scope, impact, urgency, etc.
- A clear research question that can be addressed within the scope of a 7- or 10-page paper.
- Identification and evaluation of other relevant research that has been conducted and why this body of research is not sufficient to answer the question at hand (e.g. does existing research not ask the right questions, or measure the right variables? Do they only focus on a particular age? Or not take age into account?)

- Adequate explanation of concepts and a clear statement of the expectations or research hypotheses. The literature review should proceed logically from the general problem area down to the specific research being proposed.

A DRAFT of this portion of the final paper will be due Week 7.

REQUIRED SECTIONS OF THE FINAL PAPER (SLO #2, #3, & #4)

Abstract: An abstract is a short (150-250 word) summary of the *entire* paper and appears on its own page after the title page. The abstract should include the problem area, gap in the research, proposed research design and potential contribution of the research. This should be the last section written and should not be merely an introduction to your paper. (Please see APA guidelines placement and formatting).

Background: (*This is your revised Lit Review*)

Method: Participants should clearly explain the primary method (research design) that will be used to gather information, which includes: Participants, Instrumentation, and Procedure. In addition, the proposal should address how the study will sufficiently protect the welfare of the participants of their study. If a survey instrument is to be constructed, include a sample of the survey, as well as how responses might be coded or analyzed. All aspects of any interventions should be well explained.

Data Analysis and Anticipated Results: The data analysis process should be clearly explained along with the anticipated outcomes of the study. Data analysis should detail how demographic data will be reported, as well as what statistical tests will be run to test hypotheses (if applicable).

Discussion: The implications of the research should be explored, as well as ways that the proposed research may meaningfully contribute to existing knowledge.

4. Paper Presentation

Each proposal will be presented in class (10-minute presentation, 5-minutes for Q&A). Presenters should use PowerPoint or other format so that work is displayed in a visually-pleasing presentation. More information will be provided in class.

Evaluation and Grade Assignment

Grading Scale:

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

Article Critique	10%
Annotated Bibliography	10%
Literature Review	20%
Final Exam	20%
Final Paper	30%
Paper Presentation	10%

All written assignments are to reflect the guidelines offered found in the 7th Ed of the APA Style Manual. Since it is one of the primary purposes of taking this course, strict adherence to APA style will be monitored. APA style will be the anchor of each assignment and its corresponding grade.

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Grading Criteria Rubric and Conversion *Please refer to rubric at the end of the syllabus for all written and oral presentations. It is wise to review the rubric before commencement of any written assignment. Also note that the rubric is heavy on APA style, which is, again, one of the purposes of taking this course.*

Posting of Grades

Grades will be posted immediately after grading has been completed by the professor. This is usually done on a student-by-student basis, meaning as soon as I am done correcting one paper I will post the score for that student whose work I finished.

Grading Policies

It is an absolute requirement that students submit a final paper and oral presentation. Please note that the final grade is not tabulated by Canvas.

Grades will be posted on Canvas as soon as I have graded them. In most cases, I will post each student's grade after I correct their individual assignment.

COURSE OUTLINE AND CALENDAR

Course Schedule and Policies

1. Course schedule follows the course topics.
2. Late assignments are not accepted except in extenuating circumstances at the discretion of the instructor. Students who find that they are unable to be at an examination session because of illness or extenuating circumstances should contact the instructor as soon as the condition becomes apparent to arrange fair and practical extensions.
3. The instructor expects complete honesty in the completion of test and assignments. Plagiarism, "the act of taking the work/writings of another person and passing them off as one's own," is not tolerated.
4. Cell phones must be off. Text messaging is not allowed.

Complete Course Calendar

The course will begin on August 26. Please refer to the different modules in Canvas for due dates of assignments and exams.

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will

receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also

contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at

bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its

students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Rubric for Written Assignments and Oral Presentation

The following is a rubric you may use to grasp the scope of what is expected of you for the written assignments for this course. Please be aware that one of the main objectives of this course is to embrace and internalize APA style guide writing and mechanics. Deviations from APA style will cause a reduction in grade.

Criteria	Expert	Proficient	Apprentice	Novice
Introduction	<ul style="list-style-type: none"> -Clearly identifies purpose/focus of research -Research focus is grounded in theory -Significance of research is clear -Hypothesis is clearly articulated 	<ul style="list-style-type: none"> -Limited discussion of research purpose -Focus is moderately-grounded in theory -Significance of research is not clearly identified -Hypothesis is described but not well-articulated 	<ul style="list-style-type: none"> -Minimal discussion of purpose -Research is not well-grounded in theory -Significance of research is not clearly stated -Hypothesis is not well-articulated 	<ul style="list-style-type: none"> -Little to no discussion of purpose of research -Research is not well-grounded in theory -Significance of the research is not identified -Hypothesis is poor or is altogether absent
Research Methodology	<ul style="list-style-type: none"> -Provides an accurate and thorough description of w the data was collected; how many data sources were analyzed and includes plan of measurement or assessment instrument -Reflection of theoretical connectedness is thorough and insightful 	<ul style="list-style-type: none"> -Adequate but limited description of how data was collected and analyzed -Reflection on theoretical connectedness and how it may influence data is adequate but is still limited 	<ul style="list-style-type: none"> -Description of data collection and analysis and discussion of assessment instrument was confusing or not well-articulated -Reflection on theoretical connection and how it may influence data collection is limited and lacks insight 	<ul style="list-style-type: none"> -Description of data collection and what sources analyzed was confusing, not well-articulated and is insufficient -Reflection of theoretical connectedness is severely limited, lacks insight or is altogether absent
Results	<ul style="list-style-type: none"> -Results are clearly well-articulated in a comprehensive level of detail and are well-organized -Tables/figures clearly and concisely convey data -Statistical analyses are 	<ul style="list-style-type: none"> -Results are explained but the level of detail is not as clear exposing some degree of insufficiency -Tables/figures are not clear in conveying the data -Statistical tests are appropriate 	<ul style="list-style-type: none"> -Results are not well-explained, level of detail is insufficient as to render a clear understanding -Tables/figures are not concise in conveying data -Statistical analyses are inappropriate and are not properly 	<ul style="list-style-type: none"> -Results are not clearly explained, level of detail is insufficient as to render a clear understanding and there are serious organizational issues -Tables/figures are not clear or

	appropriate and are accurately reported	but are not accurately interpreted	interpreted	concise in conveying data -Statistical analyses are inappropriate and/or are not interpreted accurately
Conclusion	-Analyses of results are thoughtful, re informed by the results of the study and thoroughly support how they supported, refuted or confirmed the hypothesis -Insightful discussion of how study relates to theory and scholarship in this domain -Thoroughly thoughtful inclusion of suggestions for further study	-Interpretations are sufficient but lack thoughtfulness and insight and are not as clearly informed by the study's results, not showing how they addressed, supported or refuted the hypothesis -Adequate discussion of how study related to further scholarship in this area -Suggestions for further research are adequate	-Interpretations are not clearly informed by the study's results and do not address how they support, refute or inform the hypothesis -Limited discussion of how the results enhance scholarship in this area -There is a cursory suggestion for further research but is limited, fleeting or simple a mere nod at the need to include a statement in this direction	Severe lack of thoughtfulness and insight in interpreting analysis of the study's results. What is written do not show how hypothesis is informed, refuted or supported. -Discussion of how this study relates to further scholarship is severely limited or absent altogether. -Thoughtful suggestions for further research in this area are severely limited or altogether absent.
Documentation	-Cites all data obtained from sources. -APA citation style is accurately used in text and in reference section -Sources are all scholarly peer-reviewed journal article or books	-Cites most data obtained from other sources in both text and reference sections in APA citation style. -Sources are primarily scholarly and primarily relate to research focus.	-Cites some data obtained from other source. APA citation style is inconsistent or incorrect -Sources are not primarily of a scholarly nature	-Does not cite sources -APA style is not used or used incorrectly -Sources are non-scholarly and do not clearly relate to research focus

	that relate to the research focus	-APA citation style is used in text and in reference sections		
Tone	-Language is scientific and is free of bias and opinion	-Language is mostly scientific and is mostly free of bias and opinion	-Language has scientific elements, but leans towards the use of dramatic and sensational wording -Bias is mostly absent	-Language is not scientific and relies heavily on dramatic and sensational wording -Bias and opinion are obvious and detract from hypothesis and data
Spelling and Grammar	-No spelling or grammar mistakes -Mechanics of sentence structure and paragraph style and formatting are solid	-Minimal spelling or grammar mistakes -Mechanics of sentence and paragraph style and formatting are mostly consistent with established grammar rules	-Noticeable spelling and grammar mistakes -Noticeable deviations from acceptable sentence structure, formatting and mechanics	-Excessive spelling and grammar mistakes -Excessive errors in formatting, sentence structure and mechanics of both sentences and paragraphs
Manuscript Format	-Title page has proper APA formatting -Headings and subheadings are used correctly and in accordance with APA style	-Title page approximates proper APA formatting -Headings and subheadings are used correctly almost consistently	-Title page deviates from APA style formatting -Headings and subheadings are less consistent	-Title page deviates completely from APA formatting style -Headings and subheadings completely deviate from proper APA formatting or are altogether absent