EDUA 5307 Graduate Research
School Counselor
Spring 2026 Syllabus

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Course Description

A course designed to introduce the graduate student to the techniques of research and to familiarize students with the resources available in the University Library. This course is designed to prepare students to know and understand the basic principles of research; demonstrate comprehension of published research as successful consumers of research; and construct short assignments to demonstrate skills needed for research.

Required Text

Creswell, J. & Guetterman, T. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed.). Pearson Education. New Jersey

American Psychological Association (2020). Publication Manual of the American Psychological Association. (7th ed.) Washington, D. C.

CITI Program Behavioral Science Training Modules: SRSU subscribes to CITI Program, a company that provides free Behavioral Science Research training. It takes about six hours to complete, and you will receive a certificate and can add this training to your professional resume.

Student Learning Outcomes

Students will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential.
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Course Objectives

Students will be able to:

1. Understand the processes and approaches of (Qualitative and Quantitative) research.
2. Follow the steps in the process of research by identify the problem, review the literature, specify the purpose, collect data, analyze and interpret data, and report and evaluate research.
3. Utilize various research designs which make use of traditional frameworks and their components.
4. Utilize basic principles of citation using APA format and prepare list of references, cite sources, and follow the format for manuscript preparation.

Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

TExES Counseling Standards:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

TExES Counseling Competencies:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

- **Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning (f).

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- **Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs (a).

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR
- **Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community (c).

DOMAIN IV—ANALYSIS AND RESPONSE
- **Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention (a).

Course Format

This is an online course. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Expectations

The instructor will:
⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
⇒ Be available during office hours posted in syllabus.
⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
⇒ Provide grades/feedback to assignments within one week of the submission due date.
⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:
⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
⇒ Will be respectful in their communication with the professor and classmates.
⇒ Will respond to professor communication in a timely manner.
⇒ Will not plagiarize and will demonstrate integrity in all their work.
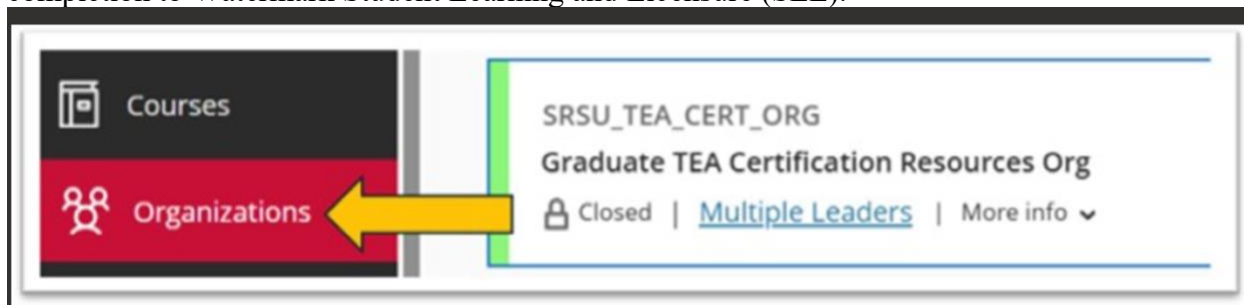⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12-point Times New Roman** font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

TEA Trainings for Certification-Seeking Candidates (25 points)

As an education professional seeking graduate-level certification through TEA and SBEC, there are a variety of requirements that all candidates must complete before they are recommended to the State for certification by Sul Ross. TExES 252 testing is one such example. Another is required TEA training.

To streamline this process for all graduate-level certification candidates, the Sul Ross Department of Education has created a Blackboard (Bb) Organization – sometimes called an Org. This Organization is called the "Graduate TEA Certification Resources Org." You will find it in your Blackboard account. After logging in to Blackboard, instead of clicking on "Courses," click on "Organizations." Open this organization to find training links to the different modules and instructions – including how to upload your evidence of course completion to Watermark Student Learning and Licensure (SLL).

The training modules are straightforward, and many only take 30-60 minutes to complete. If you have questions that your instructor cannot answer, or if you run into any difficulties accessing the Bb Org, or the trainings, or submitting your evidence of training course completion to SLL, please send an email to sll-help@sulross.edu.

Discussion Board- Getting Acquainted (20 points)

Students will introduce themselves in a video presentation. Make your introduction as creative and interactive as possible. Please create your introduction using Canva or PowToon (both have free versions). In your introduction, please tell us the following: where you are located, goals for the semester, why you are in the master's program, and a fun fact. Once you have posted your introduction, view posts of your fellow colleagues, and write a comment to at least two classmates.

Discussion Boards (6 total=65 points)

Modules will include discussion board opportunities. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be around 200 words although this will vary depending on the topic (see Blackboard for details). A portion of

your credit will be credited for your post, and another portion will be for responding to one of your classmates.

Quizzes (8 total=85 points)
There are 8 quizzes that cover APA and the Creswell text content. The quiz due dates are posted in your schedule and will be completed in Blackboard. All quizzes are open book.

CITI Program Ethics Training (50 points)
Students will register for and complete the CITI Program Training for Ethical Research. Once completed, students will post their certificate of completion.

Research Proposal Sections (75 points total) & Final Research Proposal (250 points)
Students will complete one section of the research proposal at a time. These will be turned in for feedback so the student may make revisions prior to the final submission of the completed research proposal. Students will then utilize the revised versions of the introduction, literature review, and methods to write a final research proposal (8-12 pages, excluding title and reference page). The proposal shall be free of grammatical errors and written in accordance with the APA writing style (i.e., citations, headings, etc.).

Literature Review Organizer (20 points)
Students will organize their 10-15 scholarly articles using a literature review organizer. An example is provided in Blackboard, or students may design their own.

Final Exam (100 points)
The final exam covers Chapters 1-9 in the textbook, research designs, and APA formatting. The final is open book.

Grading Policy

No late work accepted <u>without prior approval from the instructor.</u> If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:
A= 90-100%
B= 80- 89%
C= 70- 79%
D= 60- 69%
F= less than 69%

University and Course Policies
ADA Statement
SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's

responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. INT students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling
Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information
The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123). No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities Statement
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement
Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must

maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Use of Generative Artificial Intelligence (AI)

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Course Assignments & Schedule

Assignments are due by 10:00PM on the due date.

Module Description	Required Readings	Assignments & Assessments	TExES Competencies
Start Here *Start Here contains important information that will ensure student's success in this course, such as the course syllabus, textbook info, instructions on how to navigate, course objectives-expectations, grading policies, etc.* **Jan. 14th - 17th**		• Review Syllabus	
Module 1: Introduction to Research *Module 1 will begin with an introduction to research. By the end of this course, you will be writing a research proposal. This module sets the stage by covering APA formatting, library resources that are available, and what makes a scholarly peer-reviewed article. Module 1 also covers the process of conducting research and how to identify a research problem. You will also learn how to read and critique articles.* **Jan. 18th – Feb. 7th**	Textbook • Chapter 1: The Process of Conducting Research • Chapter 2: Identifying a Research Problem	Week 1 • View APA Video • Support Materials- Complete APA Style Tutorial • **Discussion Board-Getting Acquainted Due Jan. 18th** • **APA Quiz Due Jan. 24th** Week 2 • Explore Library Guide • View Week 2 Videos • **Discussion Board-Scholarly Articles Due Jan. 28th** • **Quiz 1 Due Jan. 31st** Week 3 • **Discussion Board-Research Topic Due Feb. 4th** • Locate Research Articles on Topic • View How to Read Research Articles Video • **TEA Trainings Due Feb. 6th** • **Quiz 2 Due Feb. 7th**	**Comp 001 (f)**
Module 2: The Research Process *In Module 2 we will dive deeper into the research process. You will learn what*	Textbook • Chapter 4: Specifying a Purpose and Research Questions	Week 4 • **CITI Program Training Due Feb. 14th** Week 5 • Watch Quantitative vs Qualitative Videos • **Discussion Board-Quant. vs Qual.**	**Comp 003 (a)** **Comp 010 (a)**

Module Description	Required Readings	Assignments & Assessments	TExES Competencies
an annotated bibliography is and create one for your articles. You will also learn about the components of a research proposal introduction section as well as how to write research questions. **Feb. 8th – March 7th**	• Chapter 5: Collecting Quantitative Data • Chapter 6: Analyzing and Interpreting	**Due Feb. 18th** • **Quiz 4 Due Feb. 21st** Week 6 • Review Research Question Resources • **Introduction & Research Questions (draft) Due Feb. 28th** Week 7 • **Quiz 5/6 Due March 7th**	
Module 3: Research Designs & The Literature Review *In Module 3 we will explore various research designs. You will compare and contrast those designs to determine which design would be best for your research topic. You will also create an organizer to organize your scholarly articles in preparation for the literature review. The module ends with the development of the literature review.* **Spring Break March 9th - 13th** **March 15th – April 4th**	Textbook • Chapter 3: Reviewing the Literature • Chapter 7: Collecting Qualitative Data • Chapter 8: Analyzing and Interpreting • Chapter 9: Reporting and Evaluating Research	Week 8 • Review Support Materials-Research Designs • **Discussion Board-Research Designs Due March 18th** • **Quiz 7/8 Due March 21st** Week 9 • Watch The Literature Review Videos • **Literature Review Organizer Due March 25th** • **Quiz 3 Due March 28th** Week 10 • **Quiz 9 Due April 1st** • **Literature Review (draft) Due April 4th**	**Comp 003 (a)** **Comp 010 (a)**
Module 4: Method and Design *In Module 4 the focus will be on the last component of your research proposal. You will learn about method and*	Textbook • Read any remaining chapters that are useful to developing your research proposal (Part 3: Research Designs).	Week 11 & 12 • Review Methodology Info • **Methodology (draft) Due Aprill 18th**	

Module Description	Required Readings	Assignments & Assessments	TExES Competencies
design. All of the chapter readings are complete so the focus is now on the finishing touches to your proposal. **April 5th – 18th**			
Module 5: Research Proposal *In Module 5 we reach the finish line! You will get time to revise and complete your research proposal as well as prepare a defense presentation. You will also reflect on what you have learned about research.* **April 19th – May 1st**	• none	Week 13 • Work on Revisions • **Discussion Board-5 Things I Learned Due April 25th** Week 14 • **Final Research Proposal Due April 29th** • **Final Exam Due May 1st**	**Comp 008 (c)**

This course syllabus is intended to be a guide and may be amended at any time.