North Carolina Central University

"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

Counselor Education Program (CEP)

The Counselor Education Program's mission: *The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.*

Syllabus
EDGR 5920
Procedures in Educational Research
Spring 2025 | Mondays 4-6:30PM
3 Credit Hours

Instructor: Kyla Marie Kurian, PhD, LCMHC, QS
Office: 2122 School of Education
Phone: 919.530.6692
Zoom Office: https://nccu-edu.zoom.us/my/drkylakurian?pwd=Q1dFTjB1Y3phRHhxY1MyYWdTaXpsZz09
Email: kkurian@nccu.edu (Best way to contact me.)
Class Meeting: Mondays @ 4-6:30PM on Zoom: https://nccu-edu.zoom.us/my/drkylakurian?pwd=Q1dFTjB1Y3phRHhxY1MyYWdTaXpsZz09

Office Hours: **Monday 1-3PM (Virtual)**
            Tuesday 10 AM – 2 PM (Virtual)
            Wednesday Research & Service Day
            Thursday: 10AM – 2 PM (Virtual)
            Friday Research & Service Day

* If you are would like to set a meeting time during office hours please email in advance at kkurian@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. Please note that EMAIL is the best way to contact me.

Required Texts

Main Text: Green, E. (2020). ***Global Health Research: Designs and Methods.*** ISBN 978-0-578-44376-8 https://read.themethodsection.com/index.html   & themethodsection.com

American Psychological Association (2019). ***Publication Manual of the American Psychological Association*** (7th Edition). 978-1433832178

Additional Readings on Canvas.

Films: There will be some films that are required for this course.

Other Suggested Text & Readings:

Grammar Handbook: Glenn, C. & Gray, L. (2006). *Hodges' Harbrace Handbook.* (16th ed.) Cengage Learning
(ISBN-13: 9781413010312)

Synopsis: Continuously evolving to address the needs of students, the Hodges' Harbrace Handbook, Sixteenth Edition, guides student writers in developing their understanding of the rhetorical situation. Through this understanding, they learn how to write effectively-how to choose the most effective information, how to arrange it effectively, and how to decide on the most appropriate language to use when writing for any audience. This grammar-first handbook comprehensively covers grammar, style, punctuation, and mechanics as situated around rhetorical concerns-the writer, reader, message, context, and exigence (the reason for writing).

Three suggestions for improving your writing:
1) *Please consult the APA manual and a grammar book;*
2) *You may also go to the University's writing and speaking studio: Phone number contact is* 919-530-6035 *and for more detailed information go to the web page at* http://www.nccu.edu/administration/academicaffairs/writingstudio/index.cfm; *and/or*
3) *Read peer reviewed journals articles in the mental health field to learn how academic papers should be written.*

TaskStream Statement & Requirement:
TaskStream is an electronic portfolio adapted by the School of Education. Please check with your department or program for the required assignments to upload.

Website: http://onlinecourse.nccu.edu/ This class will be online and utilize the campus "Canvas" system. Every candidate/student will be set up with a username and password (if you don't already have one). You will be required to log on to the Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas account please call Canvas or the IT department **first** at 530-7676. Please see the last page of syllabus for instructions on Canvas Access instructions.

Email Correspondence: When contacting me via email your email subject line should be relevant to your email content. Please use "EDGR 5920:" and then describe the nature of your email.

Instructor's Correspondence Times

Type of Correspondence	Timeframe	Special notes
Email (I want to be available and help you. If you email me and I do	24 – 48 hours during the week	1) Emails sent before 4pm Monday-Thursday will receive a response within 24 – 48 hours.

not respond within the allotted time please reach out to me again as I may have missed it or it did not come through.)		2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 - 48 hours beginning at 8am the next business day. 3) Emails sent after 12 pm Friday or on the weekend will receive a response within 24 hours beginning at 8am Monday.
Grading Weekly Assignments (quizzes, papers, exams, etc.)	1 week – 2 weeks	In the case of submitting late assignments, **if accepted,** the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade within the 1 to 2 week period.
Telephone Calls, Zoom or Skype	Please email to set a time for a telephone conference call, Zoom or Skype	As this is an online course, the primary method of contacting the instructor is through email.

Catalog Description

EDGR 5920: Procedures in Educational Research (3) *Prerequisite: EDGR 5910*

Procedures in Educational Research is an introductory course in educational research, is oriented to the methodology of research and investigation in education. The student develops, with guidance, a research outline (research proposal) with emphasis on the following: (1) statement of problem, (2) related studies, (3) rationale of the proposed study, (4) hypothesis writing, and (5) procedures to be used in collection and evaluation of data. The course will include some examination of studies in the field of education and their significance for educational practice.

Course Overview

Students will be exposed to the fundamental concepts, principles, procedures, and techniques of research in education. The focus of the course will be on "quantitative" approaches to research in education. However, "qualitative" approaches will also be discussed. One major goal of the course is to help students develop competence in critically evaluating published reports of research. A second major goal of the course is to help students gain some understanding of the research proposal process and acquire the skills for preparing a research proposal in education or counseling. The necessity of matching the inquiry method chosen to the type of question being investigated will be emphasized. EDGR 5920 is consistent with professional standards that emphasize the role of data, active inquiry, and careful analysis in decision-making in education (see ELCC, NCATE, the North Carolina Department of Public Instruction Standards and CACREP).

Student Learning Outcomes

EDGR 5920: STUDENT LEARNING OUTCOMES Correspond with CACREP Standards (2024) are listed below with the specific standard in parentheses with each objective. Students will be able to…	METHOD FOR OBTAINING OUTCOME
1. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 3.H.1)	Readings, Lecture/Videos, online peer discussion, literature search and synthesizing finds for paper.
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices (CACREP 3.H.2)	Readings, Lecture, and Critique Papers.
3. qualitative, quantitative, and mixed methods research designs (CACREP 3.H.3)	Readings, Videos, online peer discussion, completing Critique Paper.

4. practice-based and action research methods (CACREP 3.H.4)	Readings, Videos, peer discussion, literature search and synthesizing findings for paper.
5. statistical tests used in conducting research and program evaluation (CACREP 3.H.5)	Readings, Lectures/Videos,
6. analysis and use of data in research (CACREP 3.H.6)	Readings, Lectures/Videos, peer discussion, completing and Critique Paper.
7. use of research methods and procedures to evaluate counseling interventions (CACREP 3.H.7)	Readings, Lectures/Videos
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy (CACREP 3.H.8)	Readings, Lectures
9. culturally sustaining and developmentally relevant outcome measures for counseling services (CACREP 3.H.9)	Readings, Lecture
10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation (CACREP 3.H.10)	Readings, discussion, CITI Training
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation (CACREP 3.H.11)	**Discussion:** Results of the Pre and Post Test In-Class Research Project (Week 10)
12. *Students will understand the importance of evidence-based practice and critique research to inform counseling practice. (KPI for Counseling Students– Knowledge)	**Assignment:** Qualitative and Quantitative Artcle Critique Presentation (Week 11) **Reading:** Evidence-based Practice Article: What is Evidence-Based Therapy: 3 EBT Interventions (Week 4)

* This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. (Phase One courses students must earn a C or better and for Phases Two and Three students must earn a grade of B or better on the designated KPI assignment.)

Expected Competencies

After completing the course, the student should be able to:
1. Understand the characteristics of research in particular in areas of education and counseling.
2. Critically evaluate published research studies retrieved from the literature.
3. Be able to design educational research based on a method of inquiry: quantitative or qualitative methods.
4. Be proficient in searching the library and accessing various Internet resources useful to educational researchers.
5. Collaborate with peers and provide them with constructive feedback to support each other's learning of the research process.

UNIVERSITY ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

ATTENDANCE POLICY FOR THIS COURSE

If you are going to miss class please notify me immediately via email and submit any assignments via Canvas. If a student misses two classes 20 points will be deducted from the final points for the course. Your name will be forwarded to the Program Coordinator. Each subsequent absence will result in an additional 10 points deducted from the final points. Tardiness to class is not acceptable and students who arrive late to class more than once should expect this to negatively affect their class participation grade. Also note that anyone other than enrolled students is not allowed to attend class without the permission of the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:
To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the Operations, Recovery and Continuity plan. The plan highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the Operations, Recovery and Continuity plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

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Student Accessibility Services

Students in need of support for personal conditions (i.e., neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should complete an accessibility request form here: https://nccu-accommodate.symplicity.com/public_accommodation/ . Should students have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: https://nccu-accommodate.symplicity.com Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS. **Additionally, we have included the most recent U.S. Department of Education Pregnancy Guidelines for your review, and to ensure your compliance.**

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under [NCCU's Sexual Harassment Policy (NCCU POL 01.04.2)](#). NCCU faculty and instructors are mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can also be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

- University Police Department. The University Police Department ensures that students, faculty, and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

Ethical Standards

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources. Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specifies by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to http://www.nccu.edu/catalog2k2/075-092.pdf.

Students are also expected to adhere to the Ethical standards of the American Counseling Association (ACA) and Association of American Educators (AAE). If you have not already familiarized yourself with ACA or AAE Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.
AAE Code of Ethics for Educators - http://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics
ACA Code of Ethics for Counselors - http://www.counseling.org/Resources/aca-code-of-ethics.pdf

Plagiarism and Academic Integrity*

Plagiarism is the act of taking credit for someone else's work. In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of **intellectual property law.** So plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that isn't so different than stealing someone's iPod or wallet.

What actions are considered plagiarism? Any time someone uses another author's words or ideas without correctly giving them credit, that's plagiarism. Here are some examples.

> **Lack of citation: Failure to put a quote in quotations marks, failing to give proper credit to the information you use in a paper or providing incorrect information about where a source came from.**

> 1. One doesn't have to steal a whole paper for it to be plagiarism. Sometimes students get lazy and throw in a few paragraph or sentences from a book or website. If the original author is not credited for the writing, it's plagiarism. Not properly citing a paraphrase is still considered plagiarism.

2. A paraphrase is a rewording of a phrase, sentence, or paragraph that essentially says the same things. Paraphrases of someone else's work need to be cited just as a quote would. It's still someone else's idea, even if the words are changed.

These are sloppy errors that are probably not malicious. But technically they are still plagiarism. Learning how to cite sources correctly is an important skill! If you do not know how to do this well, consult the APA manual or NCCU's writing center in the Taylor Education Building. Be sure to use the APA manual to properly cite your sources/references.

- **Putting one's name on someone else's paper.** This is the most obvious example. Whether it came from one of the many college essay plagiarism websites that buy and sell term papers or from a friend, this is plagiarism.
- **Taking someone else's idea.** This happens in academia sometimes. A graduate student has a great idea, and a professor steals it and writes a paper using the student's idea. Bad bad bad. It doesn't matter that words weren't stolen; it's the stealing of an idea that makes this a violation of intellectual property law.
- **"Recycling" your old material.** Tweaking the contents of one assignment to meet the requirements of another assignment is both plagiarism and against college policies. (And professors talk to each other about their students' work.) There are some cases where a student wants to expand upon an idea from another paper in another class, and that's okay as long as you discuss this with the professor and get permission, and as long as it's truly an original work.

*Information on plagiarism retrieved from http://www.plagiarism.org/.

Guidelines for Class Etiquette, Discussion, and Communication

➢ At times the instructor will contact students via the email address that the students give her. It is expected that students will check the NCCU email daily. Should students have any questions or concerns please feel free to contact the instructor via email or office phone.
➢ Everyone will respect each other in the classroom.
➢ During class discussions please respect each other by allowing the person to talk without interruption. There is to be no talking while others are talking.
➢ Controversial topics and/or opinions may arise during the course of class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are listening and speaking in class. It is important that there be respectful and conscientious dialogue in class.

Pagers, cellular phones and other types of telecommunication equipment are prohibited from use during class. Be sure that any pagers, phone or other equipment is turned "OFF" during the class period. If you have a special need to have your pager or phone "ON" during class, you will need to talk with the instructor prior to the class beginning.

Adverse Weather

Please read http://web.nccu.edu/publicrelations/EmergencyPlan.pdf for the University's policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

<p style="text-align:center">**Requirements for this Course**</p>

Class activity participation <u>(15 points for each class. Group work will be conducted during class.)</u>
All students are expected to attend class, which means participate in scholarly dialogue with classmates weekly. It is expected that **all students** engage in respectful intellectual discourse throughout the semester.

Dispositions *Please Note***:** Within attendance and participation within Canvas discussions as well as interactions with students and the instructor, students are graded regarding the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate; 3) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical teaching or counseling role in promoting well-being, healthy relationships, academic success, and career mastery.

Important Information for Successfully Completing this Course
All readings, assignments, discussion board posts, quizzes and exams must be completed and uploaded to Canvas.

- **APA FORMAT REQUIRED FOR ALL ASSIGNMENTS:** *Each student is <u>required</u> to turn in all assignments using the latest APA style. <u>No exceptions</u> will be made. This is an advanced level course and points will be deducted for not following APA style.* **<u>Adherence to APA style and proper grammar will account for 10% of each of your written assignments.</u>**

- **Obtaining Research Articles:** You should begin searching for articles **early** in the semester. If the NCCU library does not have the journal you need, you can obtain the article through interlibrary loan. It can take up to two weeks to get a requested article. You will need an ILLiad Logon ID. Please consult the library for more details: 530-6475 or log on to the NCCU webpage for information: http://web.nccu.edu/shepardlibrary/borrowing_services/inter-library.html

- **<u>Readings</u>** Each week you will have required reading from your text and at times additional materials found in course documents. Subsequent activities in the week are based on your readings. Please take copious notes as you read.

- **<u>Films</u>** Throughout this course you will be required to view short videos. Please take copious notes as you view the video. There will be various types of films including lectures from Graham GiCanvass on social research are require during the weeks. He has a first degree in math and worked in computing before returning to the University of Kent to do a masters in Philosophy and a Postgraduate Diploma in Sociology and Social Anthropology. He joined the University in 1979 and his interests include computer assisted learning and the use of computers in the social sciences.

  He has published on the sociology of the state and computer assisted learning and been involved in a number of local environmental projects including Keeping Kirklees Warm. He was director of the co-Mentor research project, which developed software to support the teaching of social theory and philosophy, and of several linked computer assisted learning projects. He has written two books, *Qualitative Data Analysis: Explorations with NVivo* , for the Open University Press and *Analyzing Qualitative Data* , for Sage, and a third is on its way. In 2006 he was made a **National Teaching Fellow** and is now working on a **<u>HEA</u>** funded project, **<u>REQUALLO</u>**: Reusable Qualitative Learning Objects: Resources to support the learning of methods of qualitative data analysis in the social sciences.

  He has a series of lectures that can be found on YouTube that may be helpful to your research project.

- **Notes on the Reading:** Each week you will summarize the reading. Your notes should be paraphrased an represent the content in the text and/or article. Please use APA headings in your notes. Notes are due weekly and take the place of traditional "quizzes."

- **Assignment or Paper** Under the assignment page you will find the link to upload your assignment. Completed assignments must be submitted no later than start of class to receive full credit. Any assignment turned in after the beginning of class considered late. Late assignments will be marked down one letter grade *and* must be turned in by the beginning of the next class. No assignments will be accepted after that date.
- **CANVAS Posts (TBA)** Periodically you will have to do a CANVAS post.

You are to post your response (with in-text citations and a reference section) by the due date selected and respond to **two** colleagues' post by the date selected by professor. The posts will be worth 32 points total. Your posts include your post (16 points) and your response to a colleague (8 points for each colleague). You must complete them the week they are assigned for credit. **Active participation** in discussion board is very important! (Completing a post does not guarantee an "A." For specifics on grading criteria/rubrics for weekly posts please see Course Documents.)

What is active participation? Active participation requires that you develop a substantive initial posting for each of the discussion topics. In addition, you should also respond to the postings of at least **two** of your fellow classmates for each discussion question. These responses to other colleagues need to be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Read the discussion instructions on Canvas per week.

Respond by the day of class to at least two of your colleagues' postings in one or more of the following ways:

- Ask a probing question.
- Share an insight from having read your colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on your colleague's posting.

You must adhere to the following for your posts:

- **Written Communication:** Written communication is free of errors so that the overall message is clear. Can be written in first-person. All questions must be answered in full according to the instructions for that week. The content must be of graduate quality.
- **APA Formatting:** Discussion Posts are formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (6th Edition) Style. 10% of your grade is determined based on your adherence to APA format. *All* papers should use headings throughout. All papers should have a title page.
- **In-text citations and References:** Be sure to support your postings and responses with specific references to the Learning Resources. *You should include the references at the end of your post and use APA in-text citations throughout your posts.* You MUST use in-text citations and references from at least your text-book. Students who desire to earn an "A" should add additional information from scholarly peer reviewed articles (All of them should be published in the last 5 – 7 years).
- **Structure of Post:** Indicate that it is your first post, for example: Main Post - Temuera Morrison. Utilize headings throughout your post according to the questions asked. (Please see APA manual 6th edition for correct format.) You should be sure to rephrase the question in your response. I am not only interested in the answer you found in the literature, but I am interested in your scholarly thoughts and ideas. In your responses, think of how you

can apply what you are learning about research to your own journey as a practitioner as well as your own research interest. When responding to your colleagues please indicate the number of the response as well as the person that you are responding to: "Response #1 – Jasmita Singh (Response to Kwesi Tsonga)" and then "Response #2 – Maria Ortiz" (Response to Temuera Morrison)." Indicate in your post what you are responding to about his/her post.

- o **Length of Post:** Each initial response (your main post) to a discussion must be a ***minimum*** of 350 words but a ***maximum*** of 550 words, not including references and citations. Please include the number of words you used in the last line of your posting. Each response to your peer must be written using a minimum of 175 words, not including any references and in text citations.
- o **Font and Font Size:** Times New Roman, 12 point.
- o **Please choose 2 questions one from two chapters of your choice.** Please include the question you select in the post before your response. Type your post directly into the discussion board rather than attaching a word document.

**Make-ups are not given unless you have a University recognized excuse (e.g. religious holiday, death in the family, medically excused absence due to illness, inclement weather, or participation in a University related athletic event). Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not University recognized excuses.

Please Regularly Check Important Dates

Please be sure that you REGULARLY check the University calendar please and the Key Dates list sent out by the Department of Counseling and Higher Education Administration

1. **Assignment: Pre-Tests of Quantitative and Qualitative Research (50 pts for each = 100 pts)** If you complete these tests, grade them, and post them by the due date to Canvas you will receive full credit.

2. **Assignment: Post -Tests of Quantitative and Qualitative Research (50 pts for each = 100 pts)** Post tests will be taken without the aid of persons or content aid and graded for accuracy. Students will take test individually, grade them, and post them to Canvas.

3. **Assignment: CITI (Collaborative Institutional Training Initiative) & Reflection Paper (100 pts successful completion of CITI & reflection):**

CITI Program's Human Subjects Research (HSR) content includes two tracks, one with a biomedical focus, and another designed for **the social, behavioral, and educational disciplines (SBE)** (SBE for EDGR 5920) each of which covers the historical development of human subjects protections as well as current information on regulatory and ethical issues.

Content and audience
Basic HSR modules are suitable for all persons involved in research studies involving human subjects, or who have responsibilities for setting policies and procedures with respect to such research, including institutional review boards. These modules are typically assembled into a basic course, which is the learner's first exposure to the content.

HSR module topics include: basics of IRB regulations and the review process, assessing risk to participants, avoiding group harms, conflicts of interest, cultural competence, FDA-regulated research, genetic research, HIPAA-regulated research, informed consent, international research, Internet research, IRB member

responsibilities, IRB chair responsibilities, records-based research, research in schools, research with protected populations, research with vulnerable subjects, unanticipated problems and reporting, and students in research.

Human Subjects Research –Social-Behavioral-Educational (SBE) Modules

For the purposes of this course you are to complete the CITI Program's Human Subjects Research modules. These basic modules provide an introduction to issues that arise in the context of SBE Research involving human subjects. All modules are required.

INSTRUCTIONS FOR THE ASSIGNMENT: You are to complete all the SBE modules. (Be sure to select SBE). CITI estimate it will take between 4 to 6 hours. (This estimate may vary person to person.) Upon completing the training you will receive a certificate of completion where you have passed all sections. Upload a .jpg or .pdf copy of your completion certificate. Also upload a 3 to 4 page reaction with APA title page in which you discuss the three most salient points things that you have learned and how those three points might impact you in your chosen career. (This should be in APA format.)

Instructions for CITI learners: https://www.citiprogram.org/citidocuments/citiinstructions.htm
To register for CITI training go to: https://www.citiprogram.org/Default.asp?

After completing the CITI training write a 3-4 page reaction paper and address the following:
1) What were the 2 to 3 things did you learn by completing the CITI training?
2) How do you believe that this information will **specifically** relate to your field?
3) After reading the article "Culturally Competent Qualitative Research With Latino Immigrants," what ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j.) (You may also make reference to the CITI Module, "Unanticipated Problems and Reporting Requirements in Social and Behavioral Research."

Title page, In-text citations & References: Even though this is a reflection paper, you need to include a title page, in-text citations and reference the film according to the APA format as well as any other scholarly references that you use to support your reflections.

o **Written Communication:** Written communication is free of errors so that the overall message is clear.
o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to the most recent edition of the APA manual. Style. 10% of your grade is determined based on your adherence to APA format.
o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points..
o **In-text Citations & References:** You may use peer-reviewed articles as needed.
o **Length of Paper:** No more than 3 - 4 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
o **Font and Font Size:** Times New Roman, 12 point.

4. **Assignment: MIND THE GAP and mini Proposal: Literature Review including Identification of the Problem, Rationale & Research Question(s)/Hypotheses** Students will select a research topic. Students will develop a brief (no more than 12 pages) lit review research PowerPoint on a topic of interest. It should identify the GAP (which includes a lit review), include research questions/aims, study design including any measures used, method of data analysis, GANTT chart, and what are the benefits of their proposed research. Findings will be presented to the class.

Identify the GAP: **Review the literature around your topic.** Then, write a literature review the summarizes the status of your topic and shows the reader where more research is needed. Consult pages of your textbook as well as the article "Writing a Literature Review." I would encourage you to examine peer reviewed articles of interest and emulate the style of how they formulate their literature section. The literature section should flow right into the research question(s) or hypotheses. I have provided some of my peer-reviewed articles as examples. Use APA style and APA headers (REQUIRED).

1. You should identify key words that relate to your topic & question. This will help you in your search. What has not been researched yet? Or what could be researched again using a different population? What is the research problem? (Research problem is defined as *"an interrogative sentence that states the relationship between two variables"* Christensen, Johnson & Turner, 2011, p. 87).
2. General overview of the literature: What does the existing literature and research say about your research topic or question?
3. Based on the gap you find in the literature, what is/are your research questions, AIMS, OR what is/are your research and null hypothesis? This should be a unique query that has not yet been researched or research in the way you desire.
4. What relevance does this topic have to your field—counseling or higher education or education? (This is both a personal reflection and one that you should use peer reviewed articles.)
5. Are there any ethical or cultural considerations?
6. What is the study design including any measures used, method of data analysis, and what are the benefits of their proposed research?
7. Which journal would you submit your research findings to and give justification why your research fits this journal's focus? (Review journals per your field and topic. Select at least one. Be sure to note the journals requirements for submission.)

o **Written Communication:** Written communication is free of errors so that the overall message is clear.
o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (7th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points. Examples of appropriate heading: "Literature Review," "Identification of the problem, ""Rationale for Research," "Research Question(s)" or "Hypothesis," "References."
o **In-text Citations & References:** You must use at least 7 peer-reviewed articles. (All of them should be published in the last 5-10 years). Use "pop" literature (i.e. Wikapedia or Psychology Today) or websites from non-scholarly sites very sparingly or not at all as it is usually not peer-reviewed.
o **Length of Paper:** No more than 12 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
o **Font and Font Size:** Times New Roman, 12 point.

5. **Assignment: Peer Review of MIND THE GAP and mini Proposal: Upload all reviews to Canvas and email review directly to colleague.**
6. **Assignment: Research Article Critique PowerPoint (Group Assignment)**

Using the articles Step by Step of critiquing qualitative and qualitative research, you and your group members will critique a qualitative and quantitative research article (Instructions forth coming.) You will present your findings in a PowerPoint presentation to the class.

o **Written Communication:** Written communication is free of errors so that the overall message is clear.
o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (7th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
o **Structure of Paper:** Include a title page (references and appendices if applicable). Utilize headings before the discussion of each one of the main points.

o **In-text Citations & References:** You must use at least 7 peer-reviewed articles. (All of them should be published in the last 5-10 years). Use "pop" literature (i.e. Wikapedia or Psychology Today) or websites from non-scholarly sites very sparingly or not at all as it is usually not peer-reviewed.
o **Length of Paper:** No more than 8 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
o **Font and Font Size:** Times New Roman, 12 point.
o

Critiquing Research PowerPoint Presentation

Step 1: Read the ***Step-by-step guides to critiquing research: Part 1 & 2*** carefully and thoroughly. Please note that the questions in the table coincide with the paragraphs in the article which will explain the question further.

Step 2: Decide among your group who will be doing what part. Each person should have a task to complete from the quant and qual critiques. Everyone should be well versed on each other's sections.

Step 4: Using the questions from Tables, please answer each questions as it relates to the qualitative and quantitative articles.

Step 5: Use APA format for in-text citations and references. Be sure that you have each page/slide numbered. Use images (at least 300 dpi) to enhance your presentation.

Step 6: Complete an APA Reference page/slide

Step 7: Proof Read your presentation. Make sure you are submitting your best work. Everyone should be prepared to present a portion of the presentation.

Step 8: Everyone should upload completed assignment to Canvas and be prepared to discuss what you learned about quantitative and qualitative research, the two research articles and the findings from your group's critiques.

7. **Assignment: Ethics and Human Subject Critique (In-Class Group)**: Write-up/PowerPoint

You just completed the CITI Human Subjects training. Using the knowledge, you have acquired evaluate the research experiment that you were assigned to:

Evaluating & Critiquing the Tuskegee Experiment, Sibling study or the Milgram Experiment
   a.   What was the purpose/goal of the research? What are/were the research questions?
   b.   Who were the principal investigators? What was their educational background and training?
   c.   What were the purported benefits of this research?
   d.   Describe the sample and the eligibility requirements for participating in the study.
   e.   Give an overview of the methodology of the research?
   f.   What were the outcomes of the study?
   g.   Were the goals of the study met?
   h.   Were there any ethical standards broken? Use the knowledge gained from the CITI training and your profession's ethical standards. What actions were taken if ethical standards were violated?
   i.   Be sure to make reference (using in-text citations) to specific literature or CITI content to support your critique.

- o **Written Communication:** Written communication is free of errors so that the overall message is clear.
- o **APA Formatting:** Paper is formatted according to the latest edition of the APA Manual. References and citations are formatted according to APA (7th Edition) Style. 10% of your grade is determined based on your adherence to APA format.
- o **Structure of Paper:** Include a title page (references and appendices if applicable). Use the questions as inspiration for the headers. There should be a header for each question.
- o **In-text Citations & References:** Use peer-reviewed articles throughout. (All of them should be published in the last 5-7 years). Use "pop" literature or websites from non-scholarly sites very sparingly as it is usually not peer-reviewed.
- o **Length of Paper:** No more than 10 typed double-spaced pages in the body of work (not counting the title page, references, or appendices). 1" X 1" margins.
- o **Font and Font Size:** Times New Roman, 12 point.

8. **Assignment: Leading the Chapter Discussion PowerPoint #1 - 95 pts** **Read the article entitled** "Leading a Discussion." Create a PowerPoint (15 minutes) to cover the material in the chapter. The article has great suggestions on how to do that creatively.
9. **Assignment: Leading the Chapter Discussion PowerPoint #2 – 95 pts**

Extra Credit: Weekly copious notes. Extra Credit due the last day of class. You must complete note weekly to earn the extra points.

Weekly Readings, Assignments, and other Tasks

MAIN TEXT: *Global Health Research: Designs and Methods (GHR)*

WEEK	TOPIC(S) & READINGS	FILMS AND SUPPLEMENTARY MATERIALS	ASSIGNMENTS	IN CLASS ACTIVITY
1/13/2025 WEEK 1	• No reading • Review Syllabus	• Watch YouTube Lecture: *The Nature of Social Research* (30 minutes) https://www.youtube.com/watch?v=pQ4RAHXtvS0	• Watch *The Nature of Social Research* and take copious notes. Be sure to paraphrase and summarize content under each heading and subheading. Also provide notes from The Nature of Social Research. Upload Notes on Canvas. • What does this statement mean to you in the context of research and your field? *"Improving the human condition by turning knowledge into*	**Please note: Two Pre-Tests (Qualitative and Quantitative) are due Week 3 at 4PM. You are to take them without the aid of any person or text and then grade it. Upload to Canvas.**

		practice." (Motto of RTI International)	
1/20/2025 **WEEK 2**			No work
1/27/2025 WEEK 3	• Read the **GHR Preface**: https://read.themethodsecti on.com/preface.html • Read the **GHR Introduction** to the https://read.themethodsecti on.com/introduction.html • Dr. Kurian will lead this discussion. **Step-by-Step guide to critiquing qualitative research**		Assignment Due: **Pre-Test Qual and Quan Test 4PM Uploaded to Canvas (Canvas)** Notes Due for GHR Reading	**Activity:** We will review manuscripts and identify the problems or hypothesis. Also we will examine the literature reviews to determine how they were written. **Next week:** In preparation for next week's in class activity be thinking about a problem or hypothesis you would like to research. Also, we will identify a problem or hypothesis for the class to use to develop a research proposal. Bring your laptop or tablet if you have one.

	Step-by-Step guide to critiquing quantitative research			
2/3/25 WEEK 4	**Module 1: Getting Started With Global Health Research** **By class time please read: GHR Chapter 1 &** *Discussion Lead: Group 1* **Chapter 2** *Discussion Lead: Group 2*	Evidence-based Practice Article: What is Evidence-Based Therapy: 3 EBT Interventions https://positivepsychology.com/evidence-based-therapy/	**Begin the CITI Human Subjects Training** **Leading the Chapter Discussion #1 PowerPoint** Notes Due for GHR Reading	As a class, using what we have learned from the readings we will develop a problem or hypothesis. **Research Problem and Hypothesis**
2/10/2025 WEEK 5	**GHR Chapter 3** *Discussion Lead: Group 3* **Chapter 4** *Discussion Lead: Group 4* *Article: Culturally Competent Qualitative Research With Latino Immigrants*		*In preparation for next week's class complete your CITI human subjects training and write your paper by next class.* Notes Due for GHR Reading **Leading the Chapter Discussion #1 PowerPoint**	Once we have developed hypothesis or come up with a problem, we will go to the internet to find possible scholarly articles to use as a part of the literature review.

2/17/2025 WEEK 6	**GHR Chapter 5 &** *Discussion Lead: Group 1* **GHR Chapter 6** *Discussion Lead: Group 2*	**Tuskegee Experiment, Sibling Experiment &** **The Milgram Experiment**	Assignment Due: **CITI Assignment** Notes Due for GHR Reading **Leading the Chapter Discussion #2 PowerPoint**	As a class we will briefly review CITI. We will select a population that will be the focus of our research. Discuss: What you have learned from completing the CITI as well as ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j.) Article: Culturally Competent Qualitative Research With [Latino/a/x] Immigrants
WEEK 7 2/24/2025	**GHR Chapter 7** *Discussion Lead: Group 3* **Article: How to write a literature review**	**Tuskegee Experiment, Sibling Experiment &** **The Milgram Experiment**	Assignment Due: **Ethics Review** Notes Due for GHR Reading **Leading the Chapter Discussion #2 PowerPoint**	
3/3/2025 WEEK 8	**GHR CHAPTER 8** *Discussion Lead: Group 4* *Article:* Needs Assessment: A Key Evaluation Tool for Professional Counselors	Needs Assessment: A Key Evaluation Tool for Professional Counselors: https://www.counseling.org/resources/library/VISTAS/2011-V-Online/Article_41.pdf Statistical tests: which one should you use?: https://www.scriCanvasr.com/statistics/statistical-tests/	Notes Due for GHR Reading **Leading the Chapter Discussion #2 PowerPoint** Install the add on for t-test https://www.excel-easy.com/examples/t-test.html	This week's activity will build upon last weeks.

3/10/2025 WEEK 9		Hello Spring Break!		
3/17/2025 WEEK 10	NCCU IRB Manual How to Conduct a t-test using Excel	Fundamentals of Qualitative Research Methods: What is Qualitative Research (Module 1) (Length 13:52) https://www.youtube.com/watch?v=wbdN_sLWl88&list=PLqHnHG5X2PXCsCMyN3_EzugAF7GKN2poQ Fundamentals of Qualitative Research Methods: Developing a Qualitative Research Question (Module 2) (Length 12:11) https://www.youtube.com/watch?v=_0HxMpJsm0I&list=PLqHnHG5X2PXCsCMyN3_EzugAF7GKN2poQ&index=2	**Assignment Due:** Post-Test Qual and Quan Test **(Scores Counts)** https://www.excel-easy.com/examples/t-test.html This example teaches you how to perform a t-Test in Excel. The t-Test is used to test the null hypothesis that the means of two populations are equal. Notes Due for Reading	This week's activity will build upon last weeks.
3/24/2025 WEEK 11		**Fundamentals of Qualitative Research Methods: Interviews (Module 3) (Length 22:17)** **https://www.youtube.com/watch?v=6PhcglOGFg8&list=PLqHnHG5X2PXCsCMyN3_EzugAF7GKN2poQ&index=3**	**Assignment Due:** Research Critique Group Presentation Notes Due for Reading	This week's activity will build upon last weeks.
3/31/2025 WEEK 11		Fundamentals of Qualitative Research Methods: Focus Groups (Module 4) (Length 21:37) https://www.youtube.com/watch?v=cCAPz14yjd4&list=PLqHnHG5X2PXCsCMyN3_EzugAF7GKN2poQ&index=4 Fundamentals of Qualitative Research Methods: Data Analysis (Module 5) (Length 17:12) https://www.youtube.com/watch?v=opp5tH4uD-w&list=PLqHnHG5X2PXCsCMy	Qualitative Research	This week's activity will build upon last weeks.

		N3_EzugAF7GKN2poQ&index=5		
		Fundamentals of Qualitative Research Methods: Scientific Rigor (Module 6) (Length 8:03) https://www.youtube.com/watch?v=7m0LVHK8a94&list=PLqHnHG5X2PXCsCMyN3_EzugAF7GKN2poQ&index=6		
4/7/2025 WEEK 12		ATLAS.ti: https://atlasti.com/ ATLAS.ti is a powerful workbench for the qualitative analysis of large bodies of textual, graphical, audio and video data.	Please go to ATLAS.ti and download a trial version of the software.	
4/14/2025 WEEK 12			Assignment Due: **MIND the Gap Assignment Due & Presentations**	Students Research Presentations
4/21/2025 WEEK 13		Assignment Due: **MIND the Gap Presentations**		
4/28/2025 WEEK 14		Assignment Due: **Peer Evaluations**		

Students will be evaluated as follows:

Assignment	Points
Disposition, scholarly discourse, Zoom Etiquette, quality of group interaction and professionalism. (14 weeks X 15 points)	210
Class Activity Participation (CAP) per week (14 weeks X 15 points)	210
Minding the Gap, Literature Review, Proposal, & Peer Evaluation (INDIVIDUAL)	100
Research Critique (GROUP)	100
CITI Training (70 pts) and reflection (30 pts) (INDIVIDUAL)	100

Ethics Critique: Tuskegee, Siblling, & Milgram	50
Pre-Test Qual and Quant (INDIVIDUAL)	100
Post-Test Qual and Quant (INDIVIDUAL)	100
Peer Review of the MIND the GAP in Literature Assignment	50
Discusion Lead PowerPoint #1	95
Discusion Lead PowerPoint #2	95
Total Points	**1210 pts**

Grading

This course will be graded using an A, B, C, F-system as follows:

90 and above	1068 -1200 pts	A
80 - 89	954-1067 pts	B
70 - 79	834 -953 pts	C
69 and below	0-833 points	F

Grammar and formatting: In addition to grading your content, your grammar and format and level at which you address the NCATE and CACREP standards will also account for your grade. Please adhere to the following:
1. **APA STYLE**: Each student is required to turn in all assignments using the latest APA style. No exceptions will be made. This is an advanced level course and points will be deducted for not following APA style.
2. **TITLE:** You must have a title page: In addition to the required components in the APA manual you are to include the course [CON 5360: Multicultural and Gender Issues in Counseling (Summer 2011) and the date you submitted the paper.] You also should have an appropriate Running head as well. Please see http://www.youtube.com/watch?v=5W2cfrJ6FCY for instructions on how to incorporate a Running head.

3. **HEADERS:** You must utilize headers in all your paper. Headers help to organize your paper and thoughts. Please page 62-62 in the APA 6th edition manual for a written explanation as well as pages 41-51 for visual examples.
4. **IN-TEXT REFERENCES:** Several of your assignments require that you have references. Each paragraph should have at least one in-text citation to support the points you make in each paragraph. Parenthetical notation looks like this: (Author's Last, Name, Year). You may cite more references as you need to support your points. Please see pages 174-179 in the APA 6th edition manual for further details. Should you use a direct quote you must include the location (page number or paragraph number for websites with no page numbers). Note the rules for quotes under 40 words and 40 or more words.
5. **PARAPHRASE:** "To paraphrase means to express someone else's ideas or research in your own words. The paraphrase must be entirely in your own words. You must do more than merely substitute phrases here and there." (University of Toronto, 2002, p. 1). You must also completely alter the sentence structure. Be sure you use citations for all paraphrased and quoted material. (See for http://www.utoronto.ca/ucwriting/pdf/paraphrase.pdf for more on how to paraphrase.)
6. **PLAGIARISM:** "Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

"While some cultures may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American culture does. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing" (Stolley & Brizee, 2011). (Please see http://owl.english.purdue.edu/owl/resource/589/01/)

Also please read the types of plagiarism (e.g. self-stealer) on http://www.plagiarism.org/plag_article_types_of_plagiarism.html so that you understand the breath of what plagiarism is and what it is not.

7. **REFERENCE PAGE:** The references should match the sources listed in the in-text citations. There should not be any references that were not listed in the body of the document as well as none missing that were used in the body of the document. One way to ensure that the in-text citations are in the reference page is to add the references to the reference page as you cite in the text. Remember, the word "Reference" should be on the first line of page used for the reference. It should be centered and bold as well. Please see pages 180-224 in the APA 6th edition manual for extensive details on how to make a reference page.
8. **COMMON GRAMMATICAL & TYPOGRAPHICAL ERRORS:**
   (a) Periods and commas always go inside quotation marks, even inside single quotes. *For Example: The sign changed from "Walk," to "Don't Walk," to "Walk" again within 30 seconds. OR Mary said, "He said, 'We'll have pizza.'" For more information:* http://www.grammarbook.com/punctuation/quotes.asp ;
   (b) Be careful about your Subject Verb agreement. Remember singular subjects need singular verbs; plural subjects need plural verbs. For example, this is sentence is incorrect: "**They was** arguing so much that it was affecting their children." This is the corrected sentence: "**They were** arguing so much that it was affecting their children." Here is a link for more information on this topic: http://grammar.ccc.commnet.edu/grammar/sv_agr.htm ;
   (c) Please avoid contractions. Rather than "don't" use "do not";
   (d) Spell out aCanvasreviations when first used. For example "The American Counseling Association (ACA) includes a number of specialty divisions." After you spell out the aCanvasreviation you can then use the aCanvasreviation throughout the text. For example "I am a member of ACA.";
   (e) In order to reduce bias in language the APA manual states that "Racial and Ethnic groups are designates by proper nouns and are capitalized. Therefore, use *Black* and *White* instead of *black* and *white* (colors to refer to other human groups are considered pejorative and should not be used; *Publication Manual of the American Psychological Association*, 2009, p. 75)"; and
   (f) Remember that the word "your" indicates possession, as in your counselor. "You're" is a contraction for "you are."

Canvas Access Instructions

Effective Spring 2007
Your Canvas username and password will be the same as your NCCU e-mail account login.
To look up your username and password:

- Go to http://mail.nccu.edu
- Scroll down to PASSWORD MANAGEMENT
- Select 'Click here for PASSWORD MANAGEMENT'

- Select 'Lookup Account'
- Enter your 820 number and your last name
- Your email address, username, and password should appear.
*If your email account information does not appear, please contact the ITS department at 530-7676.
*(If you have registered recently, your account may not yet have been activated. Accounts will be available approximately 24 hours after you are REGISTERED COMPLETELY and have NO HOLDS on your account. You may also confirm the creation of your email account within Banner by clicking the Email addresses link under personal information. If you are a registered student and still cannot find your account information please call the ITS Technical Support at 919.530.7676 for further assistance.)