

**PENFIELD COLLEGE**  
**Department of Counseling and Human Science**  
**Atlanta Campus**

Course Title:	COUN 901: Prospectus Design
Instructor:	Dr. Karen D. Rowland
Office Hours:	Monday 11 – 1PM, Tuesday & Wednesday 11 – 3PM or <i>by appointment only</i>
E-mail address:	<a href="mailto:rowland_kd@mercer.edu">rowland_kd@mercer.edu</a>
Office Phone:	678-547-6049
Class Meeting Time:	<b>SPRING 2017:</b> Wednesday: 5:00 – 7:30pm/Individual Meetings
Course Website:	<a href="http://drkdrcounselingcourses.weebly.com/">http://drkdrcounselingcourses.weebly.com/</a>

**Course Description:**

This course is the study of the processes and methodologies for the production of dissertation research including the development of a prospectus. The first three chapters for a dissertation will be completed. This will entail a thorough review of various research designs and methodologies for critical analysis of the dissertation prospectus.

**Course Prerequisites:** Advanced Standing (at least COUN 830, 831, 832).

**CACREP Standard:**

*Upon completion of this course students will have demonstrated competencies in the following objectives:*

KPI	CACREP 2016 Standards	Description
Students will be able to develop research questions and hypotheses appropriate for research in the field and articulate and utilize various research designs and methodologies for critical analysis involved in the production of original research, including a dissertation prospectus.	B.4.g	Develop research questions appropriate for professional research and publication.
	B.4.j	Design and evaluate research proposals for a human subjects/institutional review board review.

**Student Learning Outcomes:**

The counselor education & supervision student will:

Objective	CACREP Standard	Assessment
1. Define a problem statement, hypotheses/questions for their doctoral research project.	PhD – Research & Scholarship a, d, g	1. Chapter 1 2. Chapter 3
2. Complete a review of the literature, in the area of their study, which builds a case for their research.	PhD – R&S a, b, c, d, e, f, g, l	1. Chapter 2
3. Use an appropriate research design for their doctoral research project.	PhD – R&S a, b, c, e, f, g, l	1. Chapter 1 2. Chapter 3
4. Identify relevant sources from which to collect data.	PhD – R&S a, b, c, d, e, f, l	1. Dissertation Proposal
5. Engage in discussions of procedures for collecting their data for the study.	PhD – R&S a - g, j - l	1. Dissertation Proposal

6. Identify and select a sample from a population or provide justification of a case for case study research.	PhD – R&S e, j	1. Dissertation Proposal
7. Identify a tested and appropriate instrument for his/her research (if applicable).	PhD – R&S e, f	1. Dissertation Proposal
8. Provide a statement of appropriate techniques to be used for analyzing data of their study.	PhD – R&S a, b, c, d, e, f, j, l	1. Dissertation Proposal
9. Provide a statement of the limitations of their study.	PhD – R&S l	1. Chapter 1 2. Chapter 3
10. Provide a statement of the significance of their study	PhD – R&S d, g, l	1. Chapter 1 2. Chapter 3

**Required Textbook:**

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research. A guide for students in the helping professions.* Belmont, CA: Brooks/Cole.

**Suggested Book:**

Sheperis, C. J., Scott Young, J., & Harry Daniels, M. (2010). *Counseling Research: Quantitative, Qualitative, and Mixed Methods.* Upper Saddle River: NJ: Pearson.

**COURSE REQUIREMENT**

**Activities and Assessments**

Dissertation Prospectus/Proposal: the goal of this course is to complete the first draft of the first three (3) chapters in your dissertation. You will present your proposal in chapter increments on the dates noted in the schedule. Each chapter will be graded and a final grade will be provided for the “finished draft” and the PowerPoint presentation. All Prospectus draft will be presented in class in a PowerPoint presentation.

**Methods of Instruction:**

The following methods will be used to facilitate learning in this course:  
lecture, small group interaction, cooperative learning, independent work, discussion.

**Writing Expectations:**

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, referring to the APA Manual (6<sup>th</sup> ed.). **Papers will be evaluated based on content, writing, and APA style.**

**EVALUATION**

Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

## Grading Policy

A grade of **A, B, C, or F** will be earned based on fulfillment of all course requirements

Grading scale:

A	93-100%	mastery of content/concepts
<b>A-</b>	<b>90-92</b>	
B+	87-89	
B	83-86	good understanding of material
<b>B-</b>	<b>80-82</b>	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
<b>C-</b>	<b>70-72</b>	appropriately and at a professional level
F	<69	

## Assignment Evaluation

Dissertation Proposal Chapter 1	25%
Dissertation Proposal Chapter 2	25%
Dissertation Proposal Chapter 3	25%
Dissertation Proposal Draft Presentation	25%

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<b>Total</b>	<b>100%</b>
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- An “**A**” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work.**
- Grade in the “**B+/B**” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.
- Grades in the “**C+/C**” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “**F**” grade is failing.

## POLICIES

### **Academic Integrity**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.

Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

### **Community of Respect**

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

#### *Respect for Academic Integrity*

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

#### *Respect for the University Community*

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

#### *Respect for Community Authority*

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

### **Diversity**

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

### **Mercer University ACCESS and Accommodation for Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act Amendments Act of 2009 (ADAAA), “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to “reasonable accommodations” intended to ensure equal access to all courses, programs and services without a change of curriculum. Examples of accommodations include: testing accommodations, providing alternative format textbooks and tests, notetaking support, and modifications of policies or procedures. Equal Access may require moving a class or event to a physically accessible room, making websites accessible to screen readers, providing sign language interpreters and captioning videos. All students requesting to be recognized as a student with a disability or requiring accommodations must first self-identify by registering with the designated ACCESS Coordinator for their campus or program by providing appropriate medical documentation that supports the need for the requested accommodations.

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for

accommodations under the ADA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley (stilley\_r@mercer.edu), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at <http://atlstuaffairs.mercer.edu/disability-services.cfm>.

## **Student Academic Grievance**

### Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on age, gender, religion, race, marital status, national origin, or disability.

### Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

### Informal Resolution Procedure

Student grievance procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the complaint by an informal meeting with the faculty member involved.

If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Process.

### Formal Resolution Procedure

The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this person a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the instructor's decision.
2. If the grievance is not satisfactorily resolved by the department chair or program director, the student should meet with the associate dean after submitting to the associate dean a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the department chair's or program director's decision.

3. If the grievance is not satisfactorily resolved by the associate dean, the student should meet with the provost after submitting to the provost a formal written account of the grievance. This narrative must be submitted no later than 30 days from the date on which the student was formally notified of the associate dean's decision.

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

## **Student Nonacademic Grievance**

### Policy

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

### Informal Resolution Procedure

Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

### Formal Resolution Procedure

When a student wishes to file a formal complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the

student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.

4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
  - a) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources. If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.
  - b) In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

## **RECOMMENDED STUDY MATERIALS**

Babbie, Earl R., *Survey Research Methods*, Belmont, CA: Wadsworth, (any edition)

Burgess, Robert G. (Ed.) *Strategies of Educational Research*, Philadelphia: The Falmer Press, 1985.

Cresswell, John, *Research Design, Qualitative, Quantitative and Mixed Method Approaches*, Sage Publications: Thousand Oaks, 2002.

Davis, Gordon B., and Clyde A. Parker, *Writing the Doctoral Dissertation: A Systematic Approach, Barrons Educational Series*,

New York: Woodbury, Second Edition, 1997.

Fox, David J., *The Research Process In Education*, New York: Holt, Rinehart and Winston, (any edition).

Kerlinger, Fred N. *Foundations of Behavioral Research*, New York: Holt, Rinehart and Winston, Inc., (any edition).

Merriam, Sharan B., *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey Bass, 1998.

### **TENTATIVE CLASS SCHEDULE**

<b><u>Date</u></b>	<b><u>Assignment</u></b>	<b><u>Activity</u></b>
1/11	H & H – Ch 1	Review Course Syllabus; Introduction to Writing a Prospectus
1/18	H & H – Ch 2	The Dissertation design <i>Read at least 3 dissertations for class meeting and before individual meeting.</i>
1/25	H & H – Ch 3-5	Individual Meetings with Course Instructor
2/1	H & H – Ch 6-8	Individual Meetings with Course Instructor or Independent work on Chapter 1
2/8	H & H – Ch 6-8	Individual Meetings with Course Instructor or Independent work on Chapter 1
2/15	H & H – Ch 9-11	<b><i>Chapter 1 due (email to the instructor)</i></b>
2/22	H & H – Ch 12-13	Individual Meetings with Course Instructor or Independent work on Chapter 2
3/1		Individual Meetings with Course Instructor or Independent work on Chapter 2
3/8		<b><i>SPRING BREAK</i></b>
3/15		<b><i>Chapter 2 due (email to the instructor)</i></b>
3/22		Individual Meetings with Course Instructor or Independent work on Chapter 3
3/29		Individual Meetings with Course Instructor or Independent work on Chapter 3
4/5		<b><i>Chapter 3 due (email to the instructor)</i></b>
4/12		Individual Meetings with Course Instructor or Independent work on Paper & Presentation
4/19		Individual Meetings with Course Instructor or Independent work on Paper & Presentation
4/26	Student Presentation	<b><i>Dissertation Prospectus Paper &amp; Presentation due</i></b>
5/3	Student Presentation	<b><i>Dissertation Prospectus Paper &amp; Presentation due</i></b>

**Note:** This syllabus is a guide that may be amended as needed: the schedule.