

Fall 2016

CE 621 Syllabus Research Design

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Winona State University
Department of Counselor Education
CE 621: Research Design
Fall 2016

Assistant Professor: Heather J. Fye, Ph.D., NCC, LPC (OH)

Office Location: 116B Gildemeister Hall, Winona Campus

Office phone: (507) 457-5339

E-mail: hfye@winona.edu (BEST way to contact me)

Skype: hd.smith123

NOTE: Please allow up to 24-48 hours for me to respond to your email correspondence

Office Hours:

Monday: 3-5pm (Rochester campus or virtual on D2L class dates)

Tuesday: 3-5pm (Rochester campus or virtual on D2L class dates)

Thursday: 11am-5pm (Winona campus) or by appointment

Course Location: Rochester Campus, Singley Hall, Room 105

Course Dates, Times, Delivery:

In person: Mondays 5-8 pm on 8/29, 9/12, 9/26, 10/10, 10/24, 11/7, and 11/21

Asynchronous D2L classes during weeks of 8/22, 9/5, 9/19, 10/3, 10/17, 10/31, 11/14, and 11/28

The course is taught through a combination of teaching methods, including, but not limited to: class lectures, guest speakers, small and large group discussions, experiential class activities, videos, and simulations. D2L quizzes, small and large group discussion, activities, readings, and videos will be additionally applied to the online portion of the course.

Course Description:

This course provides an overview of the fundamentals of research design and program evaluation in counseling. Current methods of research design and program evaluation in counseling practice and school settings will be discussed. *Prerequisite: a basic statistics course (undergraduate or graduate) and CE 601 Foundations of Counseling - 3 S.H. (or concurrent with CE 601) - Grade only.*

Course Objectives:

The course objectives encompass one area of critical importance to the practice of professional counseling: research design and program evaluation. The following specific objectives for this course are the 2009 CACREP standards for these areas:

Research Design and Program Evaluation:

Students will:

- a. articulate the importance of research in advancing the counseling profession;
- b. differentiate research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research;

- c. use qualitative and quantitative methods in conducting research and program evaluation such as interviewing, data coding, data analysis, statistical interpretation;
- d. demonstrate principles, models, and applications of needs assessment and program evaluation, and use findings to effect program modifications;
- e. use research to inform evidence-based practice; and
- f. practice ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Clinical Mental Health Counseling 2009 CACREP Program Standards:

Foundation

A. Knowledge

A1. Understands the history, philosophy, and trends in clinical mental health counseling

B. Skills and Practices

B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

Counseling, Prevention, and Intervention

C. Knowledge

C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

C9. Understands professional issues relevant to the practice of clinical mental health counseling.

Diversity and Advocacy

E. Knowledge

E4. Understands effective strategies to support client advocacy and influence public policy and government relations on the local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

I. Knowledge

I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.

I2. Knows models of program evaluation for clinical mental health programs.

I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

J1. Applies relevant research findings to inform the practice of clinical mental health counseling.

J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

School Counseling 2009 CACREP Program Standards:

Foundation

A. Knowledge

A1. Knows history, philosophy, and trends in school counseling and educational systems.

A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

H. Skills and Practices

H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

Research and Evaluation

I. Knowledge

I1. Understands how to critically evaluate research relevant to the practice of school counseling.

I2. Knows models of program evaluation for school counseling programs.

I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

I5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

J1. Applies relevant research findings to inform the practice of school counseling.

J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

J3. Analyzes and uses data to enhance school counseling programs.

Leadership

P. Skills and Practices

P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Required Texts:

Erford, B.. T. (2015). *Research and Evaluation in Counseling (2nd ed.)*. Stamford, CT: Cengage Learning.

Recommended Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Other Readings as assigned:

** Desire to Learn (D2L) readings can be found at <https://winona.ims.mnscu.edu/> and are required. You can access D2L with your Star ID and password.

My Teaching Philosophy:

I view the educational environment as a shared responsibility of learning between the teacher and students. I strive to ensure a balance of power between the teacher and students which provides an empowering environment for students to challenge assumptions and engage in critical thinking and dialogue. As an instructor, I view my role as a facilitator of knowledge with the goal of enticing students to engage in active learning independently. The function of content is to allow the students and teacher to be responsible for co-constructing their understanding and knowledge of the content with others. In the classroom, together, we will work towards moving to higher levels of reflection and deeper learning. The role of evaluations will have a greater emphasis on students applying and demonstrating what they know, not just knowledge recitation. It is my goal that every student will feel safe taking risks and engage in self-reflection to grow personally and professionally throughout the semester. Best wishes for a productive and successful semester!

Course Expectations, Evaluations, & Assignments – See Course Schedule for Due:

Netiquette Guidelines and Expectations

1. Be respectful when engaging in all correspondences to the instructor and peers. This includes emails, discussion board posts, etc. Start with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang (i.e., LOL, etc.).
2. When submitting a document in the Dropbox section of D2L, please include your last name and the specific assignment you completed. For example, Fye_Reflection_Paper_1
3. Please include the citation in APA format for all references of course materials in your discussion post. For example: Corey (2013) reported the three necessary conditions of person centered therapy as...
4. Email is the best form of communication to reach me. Please allow up to 24 hours for me to respond to your email during Monday-Friday and 24-48 hours during Saturday and Sunday.
5. Be respectful of others in the online environment. There isn't necessarily always a "right" answer. We can agree to disagree on certain topics. It is important for each class member to feel open to taking risks, having their view heard, providing constructive and growth-producing feedback, and be open to others' feedback. Context may be lost without the vocal tone of the writer so be as concise and accurate in your point as possible.
6. Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.

7. Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.
8. You should plan to receive feedback and a grade of an assignment approximately 7 days from the instructor after the deadline of the assignment.
9. Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

Professional Expectations

Professional expectations include open-mindedness, respectful interactions, responsibility and respect among others. Professionalism is an expectation of this program. The following dispositional expectations will help you embody professionalism:

1. Be prepared for class by reading the assigned material is part of your professional preparation.
2. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.
3. Work out conflicts, disagreements or issues in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course.
4. Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. *This is for emergency situations only.*
5. Attendance is expected. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible.
6. Participate actively in class discussions and activities. Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings.

In class, be sure to respond to members discussions. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).

Tips for Success in the Course:

1. Work consistently and stay up to date with readings and assignments.
2. Incorporate feedback from assignments into future assignments.

3. Incorporate course materials and other sources of information in your assignments to show your application of material.
4. Use APA 6th edition format and cite materials.
5. Avoid the use of words like normal, good, fine in your assignments as these terms have different meaning for people.
6. Be specific (use details) and provide examples in your assignments.

Readings: The textbook provides the foundation for the practical experiences of the class. It is expected that all readings be completed prior to class in order to maximize discussions. Readings are assigned topically and provide the foundation of all the activities, discussions, and assignments. Students are expected to read all of the materials and discuss them in class. Additionally, the reading assignments provide students with the necessary background information for understanding of research methods in the counseling profession. Students are encouraged to bring learning materials to interact with during class time.

1. Class Attendance and Participation (*15 classes x 10 points each class = 150 points total*):

Students are expected to be engaged in their own learning and to be an active participant in the classroom community. The success of this class depends on the participation of each class member. Students are expected to be on time for class, be present for the duration of class, and to participate in class discussion and small group exercises. The classroom format is largely discussion and experiential and therefore attendance and participation are paramount to making a successful learning experience for everyone. During class, relevant questions, pertinent comments, and risk-taking are welcomed and encouraged. If you miss class, it is your responsibility to obtain class materials for the missed session. Online (D2L) class attendance and participation count equally as in class attendance and participation. If a class is moved to online (D2L) due to inclement weather, online class attendance and participation count equally as in class attendance and participation towards your attendance. Therefore, if you do not “attend” online and participate in the online discussion or complete the online assignment, you will receive an absence for that class. **Each class, including the online D2L classes, are worth 10 points each.**

Attendance means arriving for class on time and staying for the duration of the class and remaining focused on the class for the duration of the class meeting. Participation means preparing for class by reading required texts/materials, periodically entering into class discussions with informed and relevant comments/questions, and participating in class activities.

Note on tardiness: a student who is 20 minutes or more late to class or leaves class with 20 minutes or more class remaining will be marked absent for the class attended. A student who is chronically tardy to class (i.e., more than three late attendance and/or leave early) but within the 20 minute timeframe will not receive a grade reduction for the specific classes but it may impact their overall attendance and participation grade at the end of the semester.

A student who rarely or never participates in class discussions or activities may also receive a grade reduction despite attendance. I am sensitive to significant life circumstances that can result

in class absence. In such instances, I will attempt to work with these students on a case-by-case basis. In summary, good attendance and reasonable levels of class participation are expected behaviors for graduate students in training to be counselors.

Note: Please contact me before missing a class.

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe for you to travel. The instructor will notify students of moving class to the online (D2L) format by 2pm the day of class. Notifications will be made via D2L announcements, the WSU homepage, and email.

Class Assignments:

2. Research Paper Outline (25 points)

Using the sample on this syllabus, write an outline of your research proposal. This outline should be in *sentence format*; that is, be sure to write at least one sentence to show your main point for each 'arrowed' part of the outline. These should be uploaded to the Dropbox on D2L on the day it is due.

3. Paper 1 - Prospectus - Identify the Purpose of Your Study (35 points)

Using the Research Paper Outline, you will develop a research prospectus, which is a preliminary plan for conducting a study. This is not a detailed, technical research proposal, but rather, a planful analysis of the issues you are likely to confront in such a study. In essence, it is a *preliminary* proposal. In completing this 4-page prospectus, you should be sure to include at least the following:

Research Problem. What is the research problem you are trying to solve? [A problem is a situation that, left untreated, produces a negative consequence for some group, institution or individual(s). "Girls score lower on technology attitude scales than boys" isn't necessarily a problem; "girls are less inclined to pursue careers in technology-related fields" is.] What makes it a problem? For whom? Who says so? (5 points)

Rationale. What is the rationale for your study? Why is it important to the field, clients, etc.? (5 points)

Literature Review. What, in general, does the literature say about your topic? [This need not be a complete review, but you should cite some of the major theory, research and writers in the field.] For paper 1, be sure to include at least 5 references for this section. (10 points)

Research Questions. Based on your problem, what are the research questions you are trying to answer? Why and how will answering these questions contribute to solving the research problem? Remember...a research question can be answered ONLY with data or information. General Research Plan. In general, how would you propose to conduct this research study so that it answers your research questions? What kind of data will you gather (specify type, such as surveys, observations, interviews...or some combination of these types)? From whom will you

gather it? Why them? How will you reduce the data - make sense of it? How will you assure that the data are of high quality? (5 points)

Theoretical Perspective. What theoretical perspective will frame your study? For example, “theoretically,” how would you explain this problem and the results you suspect you might get to another scholar? (Do you take a behavioral view? Social systems view?) Are there other theoretical orientations that should be considered in the design of your study? Be sure to cite the theoretical perspective in your proposal. (5 points)

Note: Be sure your paper is appropriately formatted to APA 6th edition and includes applicable references, with correct spelling, grammar, punctuations, etc. throughout the document. (5 points)

**This should be a well-thought out and written paper. It will be the beginning of your final research paper for the course (and possibly your Capstone). The manuscript may be modified throughout the duration of the course, but should give clear direction on where you intend to go with your final paper and research study proposal.

4. Paper 2 - Methods - Explain how you will conduct your study (40 points)

Developed from the Research Paper Outline, you will formulate the Methods section of a research proposal for this assignment. The Methods section provides the methods and procedures used in a research study or experiment. You should provide detailed information on the research design, participants, equipment, materials, variables, and actions taken by the participants. The methods section should provide enough information to allow other researchers to replicate your experiment or study. The method section should utilize subheadings to identify each subsection. These subsections typically include: Participants, Materials, Design, and Procedure. (30 points)

Note: Be sure your paper is appropriately formatted to APA 6th edition and includes applicable references, with correct spelling, grammar, punctuations, etc. throughout the document. (10 points)

5. Final Research Paper (75 points)

The culmination of this class is the development of the outline, Paper 1 and Paper 2 into a well-developed research manuscript. Feedback from the instructor *will be* incorporated into the final submitted research paper. This final paper should be carefully cited, edited and proofread as if you were going to submit it to a publisher.

Class members will work individually to develop a research paper. Each student completes a comprehensive examination of the literature about that topic/category. This research will be compiled into a paper, which should include an introduction, a literature review, a methods section, and a discussion of the expected findings in relation to the findings in the literature. Your paper should be no longer than 12-15 pages (not including title and reference pages), double spaced, using APA format (*APA manual, 6th edition*). You must include at least 8-10 references. You may find it difficult to stay within the page limit, but it is great practice to work on “cleaning” up your writing so that you are concise and to-the-point, while still using

your best writing skills. Your APA manual should be able to help with the process of writing in this manner. A general outline is displayed below.

Note: There is a great example on pages 41-51 of the APA 6th edition of a manuscript. Your paper should look very similar to this sample.

Introduction and Literature Review (20 points)

- ⇒ States the purpose of the study
- ⇒ Cites earlier works on the problem (review of literature)
- ⇒ States how the study will contribute to understanding the problem (rationale) and research question

Method (20 points)

- ⇒ General
 - Another person could replicate your study based only on a reading of your method section
 - A reader could evaluate your study well enough to tell whether your conclusions will be valid
 - Covers the following: participants, measures, design, and procedure
- ⇒ Participants
 - Describes who are the participants and their characteristics (Demographic variables)
 - Tells how the participants were selected (inclusion and exclusion criteria)
 - States what incentives (if any) were offered for participation
- ⇒ Materials
 - Lists equipment, computer programs, questionnaires, or assessments to be used with citations
 - If apparatus is specialized, refers to articles that describe it
 - Describes custom equipment, programs, training protocol
- ⇒ Design & Procedure
 - Describes the logic of the experiment
 - Lists variables (IV and DV) and may include levels of independent variables
 - How would you plan to collect and analyze the data? Provide specific details of the process and tools required for data collection and analysis.
 - Describes steps to be used in carrying out design (Procedure subsection may be incorporated into design).
 - Lists methods of control, such as randomization or counterbalancing
 - Summarizes or reproduces verbatim any specialized instruction to participants

Results (5 points) Since this is a study you could launch, answer accordingly:

- What did you expect to find? You can choose to write general or specific results. We will discuss this detail at a later date in class.
- What are some anticipated limitations to your results based on your methods and design?

Discussion (5 points)

- o How can your findings be used?
- o What are the limitations to your findings?
- o What will your findings contribute to future research?

Research Outcomes (10 points)

- o Provide supporting IRB documentation for your study. We will discuss this process further in class.
- o Provide brief description of a Grant or Monetary Incentive that may be used to support your research.
- o What or where may be an appropriate outlet to present your research findings? Who may benefit from your research findings?

References (5 points)

- o Cite all of your in-text references fully in this section in APA format.

Note: Be sure your final paper meets the criteria for APA 6th edition formatting, spelling, grammar, punctuations, etc. (for 10 points)

Rubric for points:

100% of points	75% of points	50% of points	25% of points	0 points
Answered the section in its entirety with meaningful content.	Answering approximately 75% of the section with meaningful content or all of the section without meaningful content	Answering approximately 50% of the section with meaningful content or approximately 75% of the section without meaningful content or reflection	Answering approximately 25% of the section with meaningful content or 50% or less of the section without meaningful content	Did not answer the section

6. Quizzes (75 points)

Students will be required to complete three quizzes in D2L throughout the course of the semester. Each quiz will be worth 25 points. The quizzes will cover the course readings and class discussion materials to date and are not cumulative. Students will be able to take the quizzes **two times** to receive their desired grade. Students will have 3 hours to complete each quiz.

Grades

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:

Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

F = 69% or below

GRADE BREAKDOWN

100-90%	360-400 points	A
89-80%	320-359 points	B
79-70%	280-319 points	C
Below 70%	279-0 points	F

Attendance and Participation	= 150 points
Research Paper Outline	= 25 points
Paper 1	= 35 points
Paper 2	= 40 points
Final Research Paper	= 75 points
Quizzes (3 total)	= 75 points
Total	= 400 points

NOTES:

- All assignments must be completed or the resulting final grade will be “F.”
- All assignments need to be double spaced, and follow APA 6th edition format
- All assignments will be completed and submitted in D2L. Label each assignment with you last name and name of assignment (i.e., Fye_Final Research Paper)

****Policy on Late Assignments:**

- Unless other arrangements are made with the course professor, course assignments are due by the date indicated in the syllabus.
- Assignments will be penalized 10% of the assignment grade for each day late (Ex. assignment turned in to D2L one day after the deadline = maximum grade of 9/10)
- In the event of an emergency: Please call or e-mail me *before* the assignment is due if you are experiencing difficulties turning the assignment in on time.

Course Schedule

The following is a guide to this course. Some variations may occur but not anticipated as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, b) additional readings to be announced during the course, and (c) the needs of students.

DATE	TOPICS/READINGS	ASSIGNMENTS DUE
Week 1 August 22, 2016 D2L	Course Introduction, Review of Syllabus, Ch. 1: The Nature of Research Inquiry	<i>Supplemental assignment in D2L due between August 22 and August 29 at 4:45 pm.</i>

Week 2 August 29, 2016	Ch. 2: Characteristics of a Research Study, Ch. 3: Locating, Reviewing, and Writing Research	
Week 3 September 5, 2016 D2L	Ch. 4: Outcome Research in Counseling	<i>Supplemental assignment in D2L due by September 12 at 4:45pm.</i>
Week 4 September 12, 2016	Ch. 5: Qualitative Approaches to Research Ch. 6: Qualitative Research Designs	<i>Research Paper Outline DUE by 5 pm</i>
Week 5 September 19, 2016 D2L	Supplemental Library Materials	<i>Quiz 1: Chapters 1-6 due by September 26 at 4:45 pm.</i>
Week 6 September 26, 2016	Ch. 7: Quantitative Research Designs in Counseling Ch. 8: Practical Counseling Research Approaches: Using Action Research and Single-Subject Research Designs	<i>*Complete Rough Draft of RP1 for feedback</i>
Week 7 October 3, 2016 D2L	Ch. 9: Needs Assessment Ch. 10: Program Evaluation and Accountability	<i>Research Paper 1 DUE by 5 pm</i> <i>Supplemental assignment in D2L due by October 10 at 4:45pm.</i>
Week 8 October 10, 2016	Ch. 11: Collecting Data Ch. 12: Describing Data	
Week 9 October 17, 2016 D2L	IRB Process	<i>Quiz 2: Chapters 7-12 due by October 24 at 4:45pm.</i>
Week 10 October 24, 2016	Ch. 13: Deriving Standardized Scores Ch. 14: Statistical Hypothesis Testing	<i>*Complete Rough Draft of RP2 for feedback</i>

Week 11 October 31, 2016 D2L	Ch. 15: Using SPSS for Introductory Statistical Analyses, Ch. 16: Univariate Inferential Statistics	Research Paper 2 DUE by 5 pm <i>Supplemental assignment in D2L due by November 7 at 4:45pm.</i>
Week 12 November 7, 2016	Ch. 17: Correlation and Regression, Ch. 18: Nonparametric Tests of Statistical Inference	
Week 13 November 14, 2016 D2L	Qualtrics and Launching your Research Study; SPSS	Quiz 3: Chapters 13-18 due by November 21 at 4:45pm.
Week 14 November 21, 2016	Closing Activities Ch. 19: An Overview of Multivariate Statistical Analyses	<i>*Individual consultations available (optional)</i>
Week 15 November 28, 2016 D2L	Closing Activities, cont'd.	Final Research Paper DUE by 5 pm

University Expectations and Resources:

Academic Integrity: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Accommodations: According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/accessservices/>

COMMITMENT TO INCLUSIVE EXCELLENCE: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations,

please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/inclusion-diversity/>

Graduate Student Resources:

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center - Rochester - For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

COMPLETION OF ALL ASSIGNED READINGS IS ESSENTIAL:

Resources to support graduate students can be found using the following link:

<http://www.winona.edu/gradstudies/currentstudents.asp>

PLAGIARISM AND CHEATING: The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>

SEXUALLY EXPLICIT MATERIAL POLICY:As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or adviser.

Campus Resources

- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595, www.winona.edu/inclusion-diversity/
- KEAP Diversity Resource Center, Kryzsko Commons Room 162, 457-2286, <http://www.winona.edu/inclusion-diversity/keap.asp>
- Access Services (Services for Students with Disabilities), Maxwell 314, 457-5878, www.winona.edu/accessservices/
- KEAP Diversity Resource Center Faculty Liaison, Professor Chuck Ripley, Minné Hall 307, 457-5445, wripley@winona.edu
- Warrior Success Center, Maxwell 314, 457-5878, <http://www.winona.edu/wsc/>
- Advising Services, Maxwell 314, 457-5878, www.winona.edu/advising/
- [Winona] Tutoring Services, Krueger Library 220, 457-5680, <http://www.winona.edu/tutoring/>
- [Winona] Writing Center, Minné Hall 348, 457-5505, www.winona.edu/writingcenter/
- [Winona] Student Support Services, Krueger Library 219, 457-5465, www.winona.edu/studentsupportservices/
- [Winona] Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330, www.winona.edu/counselingcenter/
- [Rochester] UCR Learning Center, UCR Room AT 306, 285-7182
- [Rochester] Student & Campus Services, UCR Room SS 128, 285-7100, rochss@winona.edu, www.winona.edu/rochester

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support/Campus Services* and the *Inclusion and Diversity Office*. Both offices are dedicated

to helping students of all racial, ethnic, economic, national, sexual, and gender identities. They can facilitate tutoring and point you to a wide range of resources.

- If you have a mental, physical, or learning disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please contact Access Services as soon as possible.
- College can be very stressful. *Counseling* offices on both campuses are here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- The KEAP-Diversity-Resource-Center Faculty Liaison can direct people to multicultural resources on and off campus.
- To find out about web registration, placement tests, program requirements and support tools to help students succeed, visit the *Advising Services* office and website for answers to all your questions!
- On the Rochester campus, the *UCR Learning Center* provides help with both the development and the writing of papers.
- On the Winona campus, for help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in Krueger Library 220 or go on-line and use TutorTrac to schedule a session, <https://tutortrac.winona.edu/TracWeb40/Default.html>.
- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.