I. Course Description: (brief paragraph)

Purposes, principles and procedures of effective administration and supervision of plans, procedures and materials.

II. Intended Student Learning Outcomes/Goals/Objectives

This course supports the mission of the College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”.

The College of Education values and goals are:

- Academic excellence through critical, reflective, and creative thinking
  1. Life-long learning
  2. Collaboration and shared decision-making
  3. Openness to new ideas, to cultural diverse people, and to innovation and change
  4. Integrity, responsibility, diligence, and ethical behavior
  5. Service that enriches the community

Program Learning Outcomes:

1. The student will analyze and demonstrate familiarity with current literature of the discipline.
2. The student will produce work in the preferred style of the field (APA, ADA).
3. The student will be able to relate and explain how his/her area of specialization fits into the overall field of Human Sciences.
4. The student will apply current research to modern social situations.

Student Learning Outcomes

- Examine the structure of a thesis
• Identify a hypothesis/thesis statement
• Produce a literature review
• Prepare a thesis proposal

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

  Instructional Strategies:
  This class uses a didactic (lecture) format with class discussions and readings to supplement the online lecture.

  D2L
  This course is fully online. Your ability to log in and check D2L is imperative to your success.

Assignments

  Selection of Research Approach (100 pts)
  The student will examine different research approaches in their field. A summary of recent research studies related to their research topic will be produced. 
  Due Sunday, January 28 at 8 p.m.

  Literature Review Organization   25 pts. each   (250 pts.)
  The student will submit one – two citations and précis each week related to their research.
  Due online, weekly at 8 p.m. Sunday January 28, Feb. 4, 11, 18, 25, Mar. 4, 18, 25, Apr. 1, 8

  Literature Review   (200 pts)
  The student will submit a draft literature review for their thesis.
  Due Friday, April 6 at 8 p.m.

  Research Design/Methodology (200 pts)
  The student will submit a draft Methodology for their thesis. The student will work with committee members to develop a methodology that will support their research.
  Due online Friday, April 6 at 8 p.m.

  Final Exam (300 pts)
  Thesis proposal submission
  The student will submit a fully developed thesis proposal with Chapters 1, 2, and 3 completed.
Next Course:
THESIS PROPOSAL AND THESIS PROPOSAL form must be completed and submitted to committee CHAIR AND EACH COMMITTEE MEMBER no later than Monday, July 2.

STUDENT SHOULD SET A MEETING WITH committee BEFORE July 14. COMMITTEE WILL MEET WITH STUDENT AND SIGN PROPOSAL AFTER ANY RECOMMENDED edits. The thesis proposal will then be submitted BY THE STUDENT to HMS Director BEFORE April 16. The Director will return proposal back to thesis chair after review. The thesis chair will ASK STUDENT TO incorporate any edits needed and submit the finals proposal to COLLEGE DEAN BEFORE April 30. STUDENT SHOULD PUT A COVER SHEET ON ENTIRE PACKET WITH A NOTATION FOR DEAN THAT STUDENT WILL PICK UP TO SUBMIT TO Graduate School Office no later than August 1.
The final thesis proposal WILL BE THEN PICKED UP FROM Dean’s office August 10 AND DELIVERED TO THE GRADUATE SCHOOL OFFICE AT LIBERAL ARTS NORTH ROOM 425

NOTE: Further explanation of assignments will be discussed in Learning Modules or via email and/or during office hours on an individual basis. Also, tutors are available for assistance through Academic Assistance and Resource Center (AARC) located in the Steen Library.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Approach</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Literature Review/précis</td>
<td>250</td>
</tr>
<tr>
<td>Literature Review</td>
<td>200</td>
</tr>
<tr>
<td>Research Design/Methodology</td>
<td>200</td>
</tr>
<tr>
<td>Final (thesis proposal)</td>
<td>300</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>1050</strong></td>
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A = 1050-945
B = 944-840
C= 839-735
F below 735

Considerations in Grading

- If you have an extenuating circumstance/issue that could affect the timely submission of your assignments please contact me as soon as possible. Yu7
• If you have any doubt on how to write an article citation, refer to the APA Manual. Failure to follow the proper citation and writing procedures will result in grade reduction.

• Material should be current. Please try to use current (within the last 6 years) sources. You may contact the reference librarian for assistance as you search for sources. Our librarian is Tina Oswald. Her email is toswald@sfasu.edu

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks One and Two</td>
<td>Research Design</td>
<td>Meet with advisor</td>
</tr>
<tr>
<td>January 16-21</td>
<td></td>
<td>Research Approach</td>
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<tr>
<td>January 22-28</td>
<td></td>
<td>Due Sunday, January 28 at 8 p.m.</td>
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<td></td>
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<td>Précis Due Sunday, at 8 p.m.</td>
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<tr>
<td>Weeks Three and Four</td>
<td>Literature Review</td>
<td>Meet with Advisor</td>
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<tr>
<td>January 29-Feb. 4</td>
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<td>Précis Due Sunday, at 8 p.m.</td>
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<td>February 5-11</td>
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<tr>
<td>Weeks Five and Six</td>
<td>Literature Review</td>
<td>Meet with Advisor</td>
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<tr>
<td>February 12-18</td>
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<td>Précis Due Sunday, at 8 p.m.</td>
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<td>February 19-25</td>
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<tr>
<td>Weeks Seven and Eight</td>
<td>Mid-semesters</td>
<td>Meet with Committee</td>
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<tr>
<td>February 26-March 4</td>
<td></td>
<td>individually to discuss</td>
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<tr>
<td>March 11-18 Spring Break</td>
<td></td>
<td>progress</td>
</tr>
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<td></td>
<td></td>
<td>Précis Due Sunday, at 8 p.m.</td>
</tr>
</tbody>
</table>

Updated November 20, 2019
Weeks Nine and Ten
March 26-April 1
April 2-April 8

Literature Review Methodology
Meet with Advisor
Précis Due Sunday, at 8 p.m.
Submit Literature Review
Submit Thesis Proposal to Committee by Monday, April 2

Weeks Eleven and Twelve
April 9-15
April 16-22

Meet with Committee BEFORE April 14
Revisions as needed
Submit Thesis Proposal to HMS Director by April 16

Weeks Thirteen and Fourteen
April 23-29
April 30-May 6

Meet with Advisor
Revisions as needed
Final proposal must be submitted to Dean’s Office by April 30.

Week Fifteen
May 7-11

Meet with Advisor/Committee
Submit revised thesis proposal to Dean’s Office and Graduate School Office by May 11.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


Current journal articles, Internet

VII. Course Evaluations:

Updated November 20, 2019
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.8
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10:4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/jucidal/earlyalert.asp](https://www.sfasu.edu/jucidal/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

Updated November 20, 2019
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check, YOU are responsible for completing the information ofrm requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/) YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

*The following definition is found in Cabell's Directory of Publishing Opportunities: Psychology and Psychiatry, David W.E. Cabell, Editor, 2007-2008 on page XX.

With some exceptions a refereed article is one that is blind reviewed and has two external reviewers. The blind review requirement and the use of external reviewers are consistent with the research criteria of objectivity and of knowledge.

The use of a blind review process means that the author of the manuscript is not made known to the reviewers. With the large number of reviewers and journals, it is also likely that the name of the reviewers for a particular manuscript is not made known to the author. Thus, creating a double blind review process. Since the author and reviewers are frequently unknown, the manuscript is judged on its merits rather than on the reputation of the author and/or the author’s influence on the reviewers.
The use of two (2) reviewers permits specialists familiar with research similar to that presented in the paper to judge whether the paper makes a contribution to the advancement of knowledge. When two reviewers are used it provides a broader perspective for evaluating the research. This perspective is further widened by the discussion between the editor and reviewers in seeking to reconcile these perspectives.

In contrast to these criteria, some journals that have attained a reputation for quality do not use either a blind review process or external reviewers. The most notable is *Harvard Business Review* that uses an editorial review process. Its reputation for quality results from its readership whose continual subscription attests to its quality.

In addition to these criteria, some researchers include the journal's acceptance rate in their definition of a refereed journal. However, the method of calculating acceptance rates varies among journals. Some journals use all manuscripts received as a base for computing this rate. Other journals allow the editor to choose which papers are sent to reviewers and calculate the acceptance rate on those that are reviewed that is less than the total manuscripts received. Also, many editors do not maintain accurate records on this data and provide only a rough estimate.

Furthermore, the number of people associated with a particular area of specialization influences the acceptance rate. If only a few people can write papers in an area, it tends to increase the journal's acceptance rate.

Although the type of review process and use of external reviewers is one possible definition of a refereed article, it is not the only criteria. Judging the usefulness of a journal to the advancement of knowledge requires the reader to be familiar with many journals in their specialization and make their own evaluation.