Course Time & Location: TBA
Office: Human Services Bldg. 302
Office Phone: 936-468-1238
Office Hours:
Credits: 3 credits (enrollment twice)
Email: stewardrj@sfasu.edu

Other Contact Information:

I. Course Description:
Required of every candidate for the Bachelors of Science in Human Services, this clinical rotation training experience provides training experiences designed to integrate application of the knowledge acquired in previous, concurrent, and prerequisite courses and hone interpersonal competencies and service delivery-related skills practices required to maintain longevity as a professional in working environments associated with human services provided to clients from diverse ethno-cultural and socioeconomic backgrounds. The course is designed to evaluate and strengthen students’ readiness to practice. Emphasis is placed on training experiences related to meeting client and family needs, engaging populations across the life span of development, and professionals’ role in addressing life adjustment, legal and ethical issues.

The clinical rotation provides the degree candidate with a means for acquiring supervised clinical experiences within a number of service delivery settings and in four key domains of professional development in fields related to human services. The training modules are structured to increase knowledge, hone written and oral communication, and enhance critical thinking, personal responsibility, personal and other-management, and leadership: 1) Observation Module; 2) Individual and Case Conceptualization across the lifespan of development; 3) Interpersonal skill development and supervision; 4) Introspection and Personal Analysis; and 5) Preparation for the introduction to accessing and securing placement and long-term participation in the world of work. Becoming a professional in human services involves the integration of learning content with blending theory and skills, and professional socialization. This capstone training experience addresses these competencies in a comprehensive manner.

Number of Credit Hours: Trainees must enroll in 3 credit hours of Clinical Rotation twice before degree completion. Successful completion of the first enrollment with a grade of ‘C’ or above is required prior to faculty-approved second enrollment. Students may not simultaneously enroll in both sections during the same semester.

II. Intended learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

General: The Bachelors of Science in Human Services program at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent practitioner-researchers who employ scientific knowledge and methods of problem solving in service delivery. The program’s philosophy of education holds that one learns best by engaging in closely supervised and evaluated application of knowledge. The mission of this program is to apply behavioral science knowledge and methods to address psychosocial, behavioral, and organizational problems in various settings and across a wide range of populations in general society.

The goals of this course are aligned with those of the College of Education (COE) Professional Preparation Programs, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in service delivery to client populations in general society. As a preliminary step in this process, the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the world of
work and successful completers would be most competitive in application for graduate education. In the following section, the learning outcomes are listed by module.

1) Observation Module
   a. Students demonstrate observation skills of verbal and non-verbal communication of professionals and recipients of services within various settings in the world of work in human services.
   b. Students demonstrate effective written and oral communication skills in expressing observations of practitioners and clients verbal and non-verbal communication in the world of work in human services.
   c. Students demonstrate critical evaluation and analysis of observation skills.
   d. Students knowledge of professionals’ effective and ineffective responses in the world of work in human services.

2) Individual and Case Conceptualization across the lifespan of development
   a. Students demonstrate critical thinking in identifying strengths and areas to be strengthened in individual, family and school system case conceptualization.
   b. Students demonstrate effective written communication skills in development of case notes.
   c. Students demonstrate knowledge of various potential interventions in work with individuals, families, and systems.
   d. Students demonstrate skills in monitoring/managing the potential influence of countertransference, values, and attitudes in service delivery and professional relationships.

3) Interpersonal skill development and supervision
   a. Students demonstrate competence in listening and responding in the helping relationship (professional/counseling) for the purpose of problem-solving.
   b. Students demonstrate knowledge and skill in writing case notes and developing treatment plans.
   c. Students demonstrate skill in accurate self-evaluation in counseling dyads.
   d. Students demonstrate skill in communicating observation based feedback to peers.

4) Introspection and Personal Analysis
   a. Students demonstrate knowledge in using standardized measures to develop case conceptualization and treatment plans.
   b. Students demonstrate knowledge in using standardized measure results for self-analysis and development of effective strategies for self-care as a practitioner in human services.
   c. Students demonstrate knowledge of positive and ineffective communication in relaying results of standardized measures.

5) Preparation for the introduction to accessing and securing placement and long-term participation in the world of work.
   a. Students demonstrate knowledge of the use of standardized measure scores in career decision-making.
   b. Students demonstrate knowledge of appropriate structure and content of professional resumes.
   c. Students demonstrate knowledge of appropriate structure and content of application for employment coverletters.
   d. Students demonstrate knowledge of effective employment/graduate school search strategies.
   e. Students demonstrate knowledge of effective professional poise and communication in job/graduate school interview process.

The course will be required of all BS Human Services majors, who will be expected to complete the assignments associated with the five modules, which will be covered across 2-3 hour enrollments. The first 3-hour enrollment will require successful completion of the tasks associated with Module 1 (Observation), Module 2 (Individual and Case Conceptualization), and Module 3 (Interpersonal skill development supervision). The second 3-hour enrollment will require successful completion of the tasks associated with Module 4 (Introspection and Personal Analysis) and Module 5 (Preparation for the Entry into the World of Work).

Program Learning Outcomes:
1. Practical Knowledge: Demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. Content Knowledge: Students will demonstrate basic knowledge of applied human services, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.
3. Behavior Assessment: Identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.

4. Pedagogical and Professional Knowledge, Skills, and Dispositions: The student demonstrates knowledge, skills, and professional work characteristics/dispositions and these are applied effectively in practice during internship.

5. Application of Principles and Procedures: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.

Student Learning Outcomes:
- Students demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- Students ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and organizational systems.
- Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
- Students demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as practitioners and in service delivery, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Additional Learning Outcomes/Goals/Objectives/Standards

Internal, Institutional Standards

The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- The Principle of Respect
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- The Principle of Caring
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- The Principle of Responsibility
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both
inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- The Principle of Unity
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:

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

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

External Standards: Texas Higher Education Coordinating Board standards

This course supports the Core Objectives established by the Texas Higher Education Coordinating Board: The core objectives established by the Texas Higher Education Coordinating Board (THECB) are clearly addressed in this course:

Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this is addressed through literature review and selection of research topic and method.
Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this is addressed though the production of an empirical research paper and in participation in class activities.

Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this is addressed though the production of an empirical research paper.

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this is addressed through collaboratively assisting other candidates in the selection and refinement of topics and possibly through the participation in research teams.

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this is addressed through extensive independent work to produce an empirical research.

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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

First Enrollment (3 hours) (400 points)

A. Observation Skill-building Module.
   1. Five 1-hour observations of practitioners in the process of service delivery in at least 3 different settings. Written verification must be provided with materials submitted by the site contact person. (20 points)
   2. Cogent and comprehensive narrative noting the date, describing the scenarios, settings and observations, detailing characteristics, qualities, and specific skills noted in practitioners’ work with recipients of services. Organization, grammar, and punctuation will be considered in the final grade. (50 points)
   3. Written narrative report comparing the personal account in #2 with sample(s) distributed by the instructor to identify similarities and differences; identifying learning points from the comparison; and detailing a plan for improvement in future tasks that require reporting written observations. (30 points)

B. Individual, Family, and System Case Conceptualization across the lifespan of development Module.
   1. The Story of a Boy video individual, family, and system written narrative case conceptualization and recommended treatment plan development. (100 points)
   2. Power point presentation (10-15 minutes) addressing countertransference points, how these positive and negative countertransference points and associated affect would have influenced your work with the individual, the family, and the school system; how you would manage/contain the countertransference. (Submitted electronically on due date.) (50 points)

C. Interpersonal Communication Skill Development and Supervision Module.
   1. Two one-hour video-taped mock counseling intake session with client notes, typed-transcription noting the category of each response, countertransference notes, self-evaluation highlighting strengths/weaknesses, and mock client evaluation. Video-taped sessions must have the student and mock client clearly visible and the authentic and spontaneous conversation (not planned or practices) of both the student and the mock counselor must be audible. Type-written transcripts must include the exact words of both the student and the client. (50 points each/100 points)
   2. Review and written evaluation of a novice counselor’s transcript, with recommendations for correction and identification of strengths. (50 points)
Second Enrollment (3 hours) (400 points)

D. Introspection and Personal Analysis
   1. Complete a battery of assessments: Myers-Briggs Type Indicator; FIRO-B; Millon Clinical Multiaxial Inventory. (20 points)
   2. Written narrative report identifying specific, detailed learning points from the practitioner relaying the interpretation of the scores; describing your impression of the experience; identifying ways that the experience will influence your work in service delivery in the future; identification of issues that you might find as challenges as a practitioner in a field of human services; and a description of how you will use this self-examination and reflections to enhance self-care as a practitioner in a field of human services. (100 points)

E. Preparation for the introduction to accessing and securing placement and long-term participation in the world of work Module
   1. Complete a battery of assessments: Myers-Briggs Type Indicator; FIRO-B; Strong Campbell Interest Inventory. (20 points)
   2. Written narrative report identifying specific, detailed learning points from the practitioner relaying the interpretation of the career development scale scores; describing your impression of the experience; identifying ways that the experience will influence your employment seeking behavior in setting and primary focus of service delivery/graduate school aspirations. Make sure that the narrative includes a description of the responsibilities and work environment that would best fit you based on the results of these measures. (75 points)
   3. Written narrative listing three search engines and variables to be considered, in the process of identifying employment opportunities. List six positions from the outcome of your search and present full job descriptions as posted. Include only positions for which you will be prepared after degree completion. (10 points)
   4. Select one of the positions noted in #3; select the one that you consider your top choice where you REALLY want to work, the ideal position. Indicate the reason this position is your best out of the six selected. Develop and submit a cover letter and updated professional resume in application for this position. (50 points)
   5. Based on the results of the assessments in #2, identify one area of study that you might pursue in graduate school, and write a cover letter in application for that area of study highlighting how your interests, personality, academic strengths, education, training, and life experiences best position you to be professionally advantaged by graduate education. (50 points)
   6. Mock professional employment interview. Students will submit two papers. Paper #1 will include a description of the interview experience, highlighting strengths and areas to be strengthened, with the completed self-evaluation rubric attached. Paper #2 will be a narrative that describes similarities and differences between the self-evaluation and commentary/ratings provided by interviewers, based on feedback forms provided by the interviewers. A listing of specific strategies for preparation that would be used to address the areas that were noted as weaknesses. There will be only one interview attempt. (75 points)

IV. Evaluation and Assessments (Grading)

For each enrollment there is a total of 400 points assigned. The following provide the point range associated with each grade assignment. It is critical to place all documented and graded assignments in both enrollments in one spiral notebook with tabs for FINAL submission at the end of the second enrollment. THESE ASSIGNMENTS FOR BOTH ENROLLMENTS ARE CRITICAL COMPONENTS required for degree completion and is partial credit to the CAPSTONE project, which will also include the following: thesis manuscript, the journal editor’s review commentary, thesis committee feedback/commentary, and the pre- and post-scores on the standardized measures of core curriculum objectives.

360 – 400 A
320 – 359 B
V. Tentative Course Outline/Calendar: All of the following must be completed within a 12-month period for a final grade assignment. See the attached checklist, which requires the Chair’s signature after verification of the completion of each requirement.

### Enrollment #1

<table>
<thead>
<tr>
<th>Session</th>
<th>Classroom Activity/Lecture</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of the Course Syllabus</td>
<td>Assignment A1</td>
</tr>
<tr>
<td>2</td>
<td>Documenting Reality in narrative: providing an outline For Listening, Seeing, and Feeling</td>
<td>Assignment A2</td>
</tr>
<tr>
<td>3</td>
<td>Observations in human services work settings</td>
<td>Assignment A3</td>
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<tr>
<td>4</td>
<td>Lazarus Multimodal Model</td>
<td>The Story of a Boy Viewing</td>
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<td>5</td>
<td>Considering the Gestalt and maintaining objectivity</td>
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<tr>
<td>6</td>
<td>Examining Individuals, Families, Systems</td>
<td>Assignments B1, B2</td>
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<td>7</td>
<td>Identifying Countertransference</td>
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<tr>
<td>8</td>
<td>Classroom presentations</td>
<td>Assignment B3</td>
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<tr>
<td>9</td>
<td>Classroom presentations</td>
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<tr>
<td>10</td>
<td>Legal Ethical Issues/Human Services, a Business</td>
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<tr>
<td>11</td>
<td>Common Errors in Practice and Evaluation</td>
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<tr>
<td>12</td>
<td>Counseling/Interview Skills/PAR</td>
<td></td>
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<tr>
<td>13</td>
<td>Practice/Modeling/Transcript reviews</td>
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<tr>
<td>14</td>
<td>Counseling Sessions Scheduled</td>
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<tr>
<td>15</td>
<td>Counseling Sessions Scheduled</td>
<td>Assignment C1, C2</td>
</tr>
</tbody>
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Finals week Review of Capstone project.

### Enrollment #2

<table>
<thead>
<tr>
<th>Session</th>
<th>Classroom Activity/Lecture</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Revisiting Counseling Session Assignment Outcomes</td>
<td>Assignment D1</td>
</tr>
<tr>
<td>2</td>
<td>Revisiting Counseling Evaluation Assignment Outcomes</td>
<td>Assignment D2/E1</td>
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<tr>
<td>3</td>
<td>Individual Consultation (on-call)</td>
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<td>4</td>
<td>Individual Consultation (on-call)</td>
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<td>5</td>
<td>Overview of measures</td>
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<td>6</td>
<td>Work and Psychological Well-being: Looking for a Career Site</td>
<td>Assignment E2</td>
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<tr>
<td>7</td>
<td>Developing a professional resume/vita</td>
<td>Assignment E3</td>
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<tr>
<td>8</td>
<td>Constructing a Strong, Competitive Employment Cover Letter</td>
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<td>9</td>
<td>Overview of the Employment Search process</td>
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<td>10</td>
<td>Why I should be hired presentations feedback session</td>
<td>Assignment E4</td>
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<tr>
<td>11</td>
<td>Graduate School: Should I or Shouldn’t I?</td>
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<tr>
<td>12</td>
<td>Overview of the Graduate School Search process</td>
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<tr>
<td>13</td>
<td>Constructing a Strong, Competitive Graduate School Cover Letter</td>
<td>Assignment E5</td>
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<tr>
<td>14</td>
<td>Preparing for the Interview</td>
<td>Assignment #6</td>
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<tr>
<td>15</td>
<td>The Interview</td>
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</tbody>
</table>

Finals Week

VI. Readings (Required and recommended – including texts, websites, articles, etc.): Instructor developed reading packet.
VII. Course Evaluations:
Part of the academic culture and student responsibility is to engage in the course evaluation process, which provides faculty members with opportunity to receive students’ feedback about points of strengths and areas for improvement. 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. The PCOE faculty body 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. The instructor will be able to view the names of students who complete the survey, all individual 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: Found at https://www.sfasu.edu/policies
Based on university policy, continuous enrollment in thesis hours is required until the total number of hours has been completed. Consequently, it is important that students enroll in the number of credits that most accurately reflect the anticipated time commitment and task completion. In the Human Services BS program, a minimum of 3 hours to thesis must be committed; however, failure to engage in successful completion of the thesis with an oral defense of the manuscript and submission for review for publication will require enrollment in additional credits thesis until completion. Students who are unable to complete the thesis/dissertation within the 3-credit rule WILL be required to enroll in a number of credits that exceed the total number of program-required credits. When a WH is assigned, the final grade, determined by the Chair of the thesis with contribution from the selected committee, will not be assigned until after the successful Oral Defense and submission of the feedback-based manuscript.

The candidate for the B.S. Human Services degree must pass the Final Thesis Oral Defense, conducted by the student's Examination Committee after each committee member has had time to examine the thesis. Other interested faculty members, students, and members in the community may attend the examination without vote. The thesis and student’s performance on the final oral examination must be approved by a positive vote of at least three-fourths of the voting examiners.

English Proficiency. A candidate for the Master’s degree must be able to use spoken and written English to the satisfaction of the Advisory Committee. The student deficient in such usage must take additional course work or other steps the Advisory Committee recommends.

Application for the BS in Human Services must be filed by the deadline indicated in the current Bulletin. A student must be formally registered at SFA for the semester or summer session in which the degree is conferred.

Attendance: Periodically scheduled contacts and submission of completed required paperwork as determined by Thesis Chair/Instructor are required. Enrolled students should have no less than bi-weekly contact with the Thesis Chair during the semester of enrollment. This contact may be direct meeting during office hours, e-mail communication, providing update, or telephone communication.

In exceptional cases where assignment completion within the 3-semester period is un-avoidable, students are encouraged to submit a letter of request for a leave of absence that indicates an anticipated date of re-enrollment when use of university resources will once again resume.

Students with Disabilities
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/disabilityservices/.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

The Thesis Chair and Committee are to serve only as guides in manuscript organization, clarifying research design, analyses, and in raising critical questions about ‘holes’ in the organization, interpretation of data, and reasoning reflected in the manuscript. Although the Chair shall assist in typical editorial feedback for overall manuscript improvement and compliance to APA-style guidelines, the responsibility for attending to issues related to grammar, sentence structure, and paragraph organization resides primarily with students. Students are strongly encouraged to consult with the writing skills center to attend to persisting basic writing skill issues for which faculty are not responsible.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 the WH is assigned, or the grade automatically becomes an F.

According to the specifications indicated above, where indicated, a grade of WH will serve as a holding grade until the final grade is assigned about submission of the manuscript and a successful Oral Defense in the presentation of a committee of faculty.

During the semester of the approved oral defense, enrollment in at least one credit of thesis is required.

**Acceptable Student Behavior**
Students’ behaviors 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/office hours/learning environment. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**IX. Other Relevant Course Information:**
# Professionalism Assessment Instrument

For each observation, please complete the professionalism assessment instrument below by marking the appropriate box in each row.

<table>
<thead>
<tr>
<th>Component</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates punctuality and professional attendance</strong></td>
<td>Shows dedication by arriving early and staying late as needed</td>
<td>Has regular self-monitored Contacts with Chair</td>
<td>Excessive absences and late arrivals/early departures w/no contact.</td>
</tr>
<tr>
<td><strong>Works positively with committee members and other professionals</strong></td>
<td>Open and responsive to recommendations for revision and suggestions;</td>
<td>Follows through on recommendations for revision and suggestions</td>
<td>Rejects or ignores recommendations for revision and suggestions</td>
</tr>
<tr>
<td></td>
<td>Invites feedback with informed questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presents self professionally and appropriately</strong></td>
<td>Always presents professionally</td>
<td>Most of the times presents professionally, but is sometimes inappropriate, responding</td>
<td>Seldom presents professionally</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to feedback promptly</td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates collaboration with committee members</strong></td>
<td>Respects others; participates in discussion; values others’ perspectives</td>
<td>Participates in collaboration</td>
<td>Does not participate and may have a negative attitude</td>
</tr>
<tr>
<td><strong>Is organized and prepared meetings</strong></td>
<td>Takes initiative and asks for feedback; completing tasks prior to deadlines</td>
<td>Assignments are submitted on time and meet minimum standards</td>
<td>Products are late and/or incomplete</td>
</tr>
<tr>
<td><strong>Interacts ethically in the research process</strong></td>
<td>Consistently maintains confidentiality and respects the research process in standards, referring to standards to explain adherence to principles</td>
<td>Maintains confidentiality and respects and responds positively to feedback for correction</td>
<td>Engages in gossip; derides requirements and standards</td>
</tr>
<tr>
<td><strong>Uses appropriate language in oral and writing skills</strong></td>
<td>Recommendations for revision restricted primarily to need to add or restrict content; limited need to address grammatical corrections</td>
<td>Understands limitations in grammar and general writing; seeking support</td>
<td>Shows no awareness of written communication limitations and expects others to correct</td>
</tr>
<tr>
<td><strong>Models openness to multiple perspectives</strong></td>
<td>Models acceptance by anticipating multiple perspectives and associated implications</td>
<td>Listens makes needed modifications as directed</td>
<td>Dismisses feedback; does not address viewpoints that are not congruent with personal viewpoints</td>
</tr>
<tr>
<td><strong>Shows enthusiasm an interest in expertise</strong></td>
<td>Maintains high engagement and interest in presenting materials; voluntarily makes significant contribution to research process; invites multiple perspectives</td>
<td>Is interested and interesting in teaching and learning</td>
<td>Shows little to no efficacy in organization and presentation of materials</td>
</tr>
<tr>
<td><strong>Uses technology appropriately</strong></td>
<td>Consistently and effectively uses technology appropriately</td>
<td>Adheres to university guidelines</td>
<td>Abuses or does not use technology appropriately</td>
</tr>
</tbody>
</table>