# School of Human Sciences

## HUSC 5389 Thesis Research

### Fall 2021

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Donna J. Fickes, PhD</th>
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<tbody>
<tr>
<td>Contact:</td>
<td><a href="mailto:fickesdj@sfasu.edu">fickesdj@sfasu.edu</a></td>
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<td>936-468-2110</td>
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<tr>
<th>Course Location:</th>
<th>Arranged</th>
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<tr>
<td>Course Credit:</td>
<td>3 hrs</td>
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<tr>
<td>Office Hours:</td>
<td>Arranged (electronic and/or on campus)</td>
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## I. Course Description: 3 credits

A thesis is required for partial fulfillment of the MS in Human Sciences. The thesis reflects an original, scholarly contribution to the research literature relevant to human sciences. At a minimum, students will enroll in two consecutive semesters/terms for the thesis proposal/writing and the thesis oral defense which must be scheduled in two different semesters/terms. Students must register for at least one credit each fall/spring semester and summer term; must maintain continuous enrollment until the thesis is successfully defended, corrected/adjusted according to the committee’s will, and submitted to the Graduate School; must accumulate a minimum of 3 credit hours of thesis research and 3 credit hours of thesis writing.

HUSC 5389 Thesis Research is classified as independent study (as opposed to lecture, seminar, lab, practicum), meaning that the only focus of the credit is the independent, but guided work of the thesis research. For each credit hour, students should expect to spend at least 45 hours/15 week fall or spring semester in study.

Students are required to maintain contact with their committee chair EVERY enrolled long semester and summer term. The format of the thesis must be acceptable to the SFA Graduate School. Please refer to the most current version of the MS in Human Sciences Handbook for specific information.

**Prerequisites:** Permission of major professor/thesis chair

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

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

**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:

- Students must formally contact the thesis chair at least twice each semester/term to document engagement and to report progress
- Adhere to all Graduate School deadlines (http://www.sfasu.edu/graduate/83.asp)
- Apply for Graduation prior to the semester in which you plan to schedule the dissertation oral defense (http://www.sfasu.edu/graduate/109.asp)
- Prepare the thesis in a format that is consistent with APA style and format; see the MS in Human Sciences Handbook (most current version) for requirements
- Complete the Collaborative Institutional Training Initiative (CITI) training (http://www.sfasu.edu/researchcompliance/107.asp) on the Office of Research and Sponsored Programs website; CITI training may be completed prior to submitting to IRB
- Develop a comprehensive review of the literature; include all relevant scholarship published in the last 8 years related to the topic, the research questions, and the research design/methodology.
- Develop a problem-based, research question(s)
- Develop the thesis study proposal/prospectus, generally consisting of the first three chapters of a five or more chapter format: Introduction; Review of the Literature; Research Design & Methodology.
- Schedule the formal proposal/prospectus presentation; present/defend the proposal/prospectus; accept and refine the proposal/prospectus based on the chair and committee comments and requests; revise the proposal/prospectus
- Preparation of the IRB application. Submit the applicable CITI Training Completion Certificate with your IRB application (http://www.sfasu.edu/researchcompliance/103.asp).
- With submission of the proposal/prospectus and IRB approval, begin data collection and analyses

This course utilizes the Brightspace by D2L Learning Management System for assignment, activity, and communication purposes. While communication with the instructor may occur outside of D2L, the core of the course must be completed in D2L. As such, the ability to log in and check D2L regularly is imperative to your success.

IV. Evaluation and Assessments (Grading)
Student documentation of engagement and progress serve as the basis for assigning a grade of ‘P’ or ‘F’ for each enrolled term. The thesis chair determines the grade based on the student documentation – ‘P’ for adequate progress or ‘F’ for inadequate progress. The assignment of a grade of ‘F’ stops the continuation of enrollment in HUSC 5390 Thesis Writing and may result in dismissal from the program.

Students who fail to contact their thesis chair within the first 12 days of class each semester/first 5 days of class each summer term will be administratively dropped from enrollment in class.

V. Tentative Course Outline/Calendar:

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<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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| Weeks One & Two| Research Design | Complete CITI Training  
Meet with Advisor (TBA) |
| Weeks Three & Four | Literature Review | Schedule Mid-term Committee Meetings  
Meet with Advisor (TBA) |
| Weeks Five & Six | Literature Review | Schedule Mid-term Committee Meetings  
Meet with Advisor (TBA) |
| Weeks Seven & Eight | Methodology | Submit Literature Review (D2L)  
Meet with Committee Individually to Discuss Progress (TBA) |
| MID-TERM       |              |                                                                            |
| Weeks Nine & Ten | Committee Review | Submit Proposal (D2L & Committee Members)  
Submit IRB (D2L & SFA)  
Meet with Advisor (TBA) |
| Weeks Eleven & Twelve | HUSC Review | Revise Proposal  
|----------------------|-------------|---------------------
|                      |             | Submit Revised Proposal (D2L & HUSC Director)  
|                      |             | Meet with Advisor  
| Weeks Thirteen & Fourteen | Dean’s Review | Revise Proposal  
|                        |             | Submit Revised Proposal (D2L & Dean’s Office)  
| Week Fifteen FINALS   | Proposal    | Revise Proposal  
|                      |             | Present Proposal to Committee Members  
|                      |             | Submit Final Proposal (D2L & Graduate School)  

### VI. Text & Materials:

**Required:**
- MS in Human Sciences Handbook, most current version available.

**Suggested:**

### 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 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 (http://www.sfasu.edu/policies/):

#### Attendance (Policy 6.7)

Scheduled contact and submission of completed required documentation of progress as determined by the thesis chair are required. Enrolled students must have no less than two scheduled contacts with the dissertation chair during each semester/term of enrollment. This contact may be direct meetings during office hours, e-mail or electronic communication, or telephone communication.

#### Students with Disabilities (Policies 6.1 and 6.6)

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/](http://www.sfasu.edu/disabilityservices/).
Academic Integrity (Policy 4.1)
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 on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned assignment; and/or (3) helping or attempting to help other student(s) 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 include: (1) submitting an assignment as one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet 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/4.1-student-academic-dishonesty.pdf

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member.

Acceptable Student Behavior (Policy 10.4)
Graduate student behavior should not interfere with the instructor’s ability to conduct the dissertation writing experience or the ability of other students to learn from the instructional program (see policy 10.4, Student Code of Conduct Code, http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom, research sites, in electronic settings, or in one-on-one meetings within faculty offices.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

VIII. Other Relevant Course Information:
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 research. Enrollment in a graduate program assumes effective written communication. 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 solely with students. Students are strongly encouraged to consult with the campus writing skills center to attend to persisting issues in this domain for which faculty are not responsible.

English Proficiency: A candidate for the MS degree must be able to use spoken and written English to the satisfaction of the thesis committee.