I. **Course Description:**

Required of every candidate for the Bachelor of Science in Human Services, the thesis is a significant contribution of research/scholarship activity that reflects the beliefs undergirding the degree program as scholar-practitioner, responsible, disciplined inquiry in the candidate's major area of study, and an authentic contribution to the body of literature in Human Services. Except in special case scenarios as approved by the chair program faculty, students may enroll in undergraduate thesis no earlier than the mid-point (Spring semester) of the junior year with faculty advisor approval. The format of the thesis must be acceptable to the faculty affiliated with the program, the departmental advisory council, and adhere to the American Psychological Association (APA) guidelines for a publishable manuscript in an APA journal. The research must be an original work in that it should study participants in an original way based on recommendations embedded in the literature. It does not mean that the study must examine a subject of participant in a way never before considered. The final work must be prepared under the guidance of a Thesis Chair and Advisory Committee. The final manuscript must be acceptable in both content and expression and must be presented in a format consistent with the discipline.

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

General: The Bachelor 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 practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in various settings and a wide range of populations in general society.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. 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 COE Teacher Certification Program.

- Familiarity with the university and American Psychological Association standards, policies and requirements associated with the development of a publishable manuscript submitted for review for publication);
• Understand the psychological-emotional-behavioral adjustments involved in the development and writing of theses/research/scholarship; and
• Successful completion and submission of a full-length, publishable manuscript for review for publication.

The course will be required of all BS Human Services majors, who will be expected to engage in individual or approved research team, independent research projects. The course ALSO may be an option/elective for other undergraduate majors in programs housed within the Human Services academic unit. These students may also choose the individual or research team model for assignment completion. The expectations in process and outcome will be the same for both BS Human Services majors and non-majors. Each team and individual commitment will be guided by one thesis chair.

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 Intended 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

Last Revised: August 31st, 2023
• 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 through 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 through 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 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:
Please complete the drop box about your previous work first, here you should let me know whether you are taking this course for semester one, two, or three. – Semester two and three: Submit all previous work BEFORE you complete any other assignments.

Semester 1:
1. Review one journal article (e.g., from American Psychological Association or American Counseling Association) for structure and organization and submit a review to the instructor (thesis chair) for discussion.
2. CITI TRAINING: Training for SFA affiliates: CITI web site: Human Subjects Research (HSR)/Responsible Conduct of Research [https://www.citiprogram.org/](https://www.citiprogram.org/). Passing this examination is required!
3. Write a brief (1-2 page) summary on the purpose of literature review.
4. Work with Instructor (thesis chair) to develop a clear and well-defined research topic for thesis.
5. Watch and complete quiz on lecture designed for semester 1; this will be on D2L.

Semester 2:
6. Engage in an extensive literature review of the topic of interest and provide an annotated bibliography of at least 5 articles.
7. Learn about the IRB process and write a brief (1-2 page) summary of the importance and function of the IRB.
   Protection of Human Research Subjects (IRB)
   The Institutional Review Board (IRB) is responsible for reviewing and approving research involving the use of human subjects, including surveys. Principal Investigators (PIs) proposing research using human subjects at any level should review related policies and are encouraged to communicate with and submit the appropriate application to the chair of the IRB early in the process. This includes research conducted by students.
   Review:
   IRB Chair: Dr. Emmerentie Oliphant (Chair)
   Phone: 936.468.2291, oliphante@sfasu.edu
   ORSP Compliance Contact: Amanda Romig, Federal Compliance Coordinator Phone: 936.468.1067, romigad@sfasu.edu
8. Submit an Outline Draft of your literature review with clear operational definitions of the variables you are investigating as part of your literature review/thesis.
9. Do a “mini” literature review of 3-4 pages on 3-4 articles. This should become part of your final thesis.
10. Watch and complete quiz on lecture designed for semester 2; this will be on D2L.

Semester 3:
11. Work on your Thesis/Literature review
   a. Submit a detailed outline of your thesis. This should be significantly more detailed than what you submitted during your second semester.
   b. Submit draft of your introduction, including objective of the literature review, and overview of the subject
   c. Submit draft of the body of your thesis/literature review
   d. Submit final Thesis for review.
12. Receive feedback from committee members: Thesis Chair (Kayla Box), Program Director (Dr. Aguerrevere, Ph.D.), and Program Member (Tia Coleman)
13. The Thesis Presentation (15 minutes) is held at a time and place agreed upon by the student and all members of the Thesis Presentation Committee. If the Thesis Presentation Committee requires changes or additions to the thesis more extensive than just improvements in language, punctuation, format, or illustrations, approval of the thesis shall be delayed until each committee member has a chance to examine a new draft incorporating the changes. Committee members may choose to allow the thesis chair to ensure that recommendations are incorporated into the final manuscript prior to submission.

14. The final draft, which includes all recommendations from the Presentation and feedback, can then be submitted to an undergraduate journal for review for publication after submission to and approval from Thesis Chair (Instructor). Your final draft should be 8-10 pages long.

15. Watch and complete quiz on lecture designed for semester 3; this will be on D2L.

IV. Evaluation and Assessments (Grading)

All Submission – unless otherwise stated – are due on the Sunday night at 11:59pm on the day they are due.

Thesis (Pass/Fail): Failure to complete the following requirements will result in a grade of ‘WH’. Students are required to enroll in one credit each semester and are expected to complete all requirements within no more than three credits.

The first credit of enrollment requires successful and chair approved completion of assignments 1-5 listed above. The second credit of enrollment requires successful and chair approved completion of assignments 6-10 listed above. The third credit of enrollment requires successful, and chair and committee approved completion of assignment 11-15.

Failure to complete the requirements within a period of three academic year semesters (Fall and Spring only) of enrollment in one credit each semester. Summer enrollment will not be required and only approved in exceptional cases of exceptional progress in task completion. A grade of Pass will be assigned to those that complete the assignments associated with each credit hour of enrollment. A grade of WH or Fail will be assigned to those who do not in the appropriate time period. Continuation in the program and re-enrollment for the purpose of addressing missing required assignments during the academic semester will only be allowed by approval by the majority of the full-faculty body in cases of unanticipated student life emergencies (e.g., documented health issues, death, and military deployment).

All tasks listed in the attached checklist must be submitted within a 12-month period from the time of initial enrollment in courses. A grade of passing will be based on submission of all documented points.

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.

All Submission – unless otherwise stated – are due on the Sunday night at 11:59pm on the day they are due.

Note that each group (Semester1, Semester2, and Semester3) will have one lecture/class each, during which the instructor will go over the assignment for this semester and cover the main lecture points. The remaining semester will be self-guided studying and working as well as individual meetings with instructor if needed.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Task</th>
<th>Where</th>
<th>When</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td><strong>Everyone</strong>: Familiarize yourself with Syllabus, tasks, and materials on D2L. Ask instructor any questions you may have through email.</td>
<td></td>
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<tr>
<td>2</td>
<td>9/4</td>
<td><strong>Everyone</strong>: Welcome Activity: Introduce yourself, state if you are taking this course for semester 1, 2, or 3, and list the tasks you must complete during this semester for this course. <strong>Semester 3</strong>: Meet to discuss your work for this semester. Time/Day TBA</td>
<td>D2L drop box under Welcome Activity</td>
<td>Due: 9/8 at 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td><strong>Semester 3</strong>: Submit a detailed outline of your thesis. <strong>Semester 2</strong>: Meet to discuss your work for this semester. Time/Day TBA</td>
<td>Drop box on D2L</td>
<td>Due: 9/15 at 11:59 pm</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td><strong>Semester 1</strong>: Meet to discuss your work for this semester. Time/Day TBA. <strong>Semester 2</strong>: Submit annotated bibliography of at least 5 articles.</td>
<td>Drop box on D2L</td>
<td>Due: 9/22 at 11:59 pm</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td><strong>Semester 1</strong>: Review one journal article for structure and organization and submit a review.</td>
<td>Drop box on D2L</td>
<td>Due: 9/29 at 11:59 pm</td>
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</table>
| 6    | 10/2   | **Semester 1**: Complete CITI Training  
**Semester 2**: Learn about the IRB process and write summary paper.  
**Semester 3**: Submit draft of your introduction | Drop box on D2L               | Due: 10/6 at 11:59 pm                      |
| 7    | 10/9   | **Everyone**: Complete your lecture recording and take the associated Quiz | On D2L                        | Due: 10/13 at 11:59 pm                     |
| 8    | 10/16  | **Semester 1**: Write a brief (1-2 page) summary on the purpose of literature review.  
**Semester 2** Outline Draft of your literature review with clear operational definitions  
**Semester 3**: Submit draft of the body of your thesis/literature review | Drop box on D2L               | Due: 10/20 at 11:59 pm                     |
| 9    | 10/23  | **Semester 1**: Work with Instructor (thesis chair) to develop a clear and well-defined research topic for thesis | Drop box on D2L               | Due: 11/3 at 11:59 pm                      |
| 10   | 10/30  | **Semester 2**: “mini” literature review of 3-4 pages on 3-4 articles  
**Semester 3**: Submit final Thesis for review | Drop box on D2L               | Due: 11/10 at 11:59pm                      |
| 11   | 11/6   | **Semester 3**: Presentation Dates should be selected | Email Instructor/Chair        |                                           |
| 12   | 11/13  | **Semester 3**: Presentation scheduling | Email Instructor/Chair        | **11/17/23-Last Day to Submit all**       |

Last Revised: August 31st, 2023
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Event Description</th>
<th>Instructor/Chair</th>
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<tr>
<td>13</td>
<td>11/20</td>
<td>THANKSGIVING BREAK</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>Semester 3: Presentation scheduling</td>
<td>Email Instructor/Chair</td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>12/5: Last Day to Present- Semester 3 Students</td>
<td>Email Instructor/Chair</td>
</tr>
<tr>
<td>16</td>
<td>12/11</td>
<td>Final Week: Semester 3: Submit Final Thesis including all changes and recommendations from committee.</td>
<td>Drop box on D2L Due Friday 12/12/23 by 12pm!</td>
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</tbody>
</table>

*NOVEMBER 17, 2023 is the last day to submit all materials missed from **weeks 1-13 by midnight**. Any drop boxes empty, or assignments not completed at that time will result in an automatic fail for the whole course!

VI. Readings (Recommended – including texts, websites, articles, etc.):


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)
Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 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, 936-468-3004 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/

Student Academic Dishonesty: Policy 4.1
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission 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**
Upon the request from student to the instructor of record and at the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH may 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 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. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

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 Early Alert Program at SFA.

**Mental Health Information**
SFA 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  
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic  
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

IX. Other Relevant Course Information: See Attached
STEPHEN F. AUSTIN STATE UNIVERSITY
APPLICATION FOR THESIS EXAMINATION

Name_____________________________________ Date ___________________

Degree Sought: Bachelor of Science in Human Services

Title of Thesis:

This will certify that the above-named student has passed the above titled Undergraduate Thesis.

Date requested for the exam: ______________

Time: ____________________ Bldg. and Room: ______________

Printed name: ______________________________

_________________________  ____________________________  ____________
Thesis Chair (Kayla Box)    Signature         Date Approved

_________________________  ____________________________  ____________
Program Director (Aguerrevere Ph.D.)  Signature         Date Approved

_________________________  ____________________________  ____________
Program Member (Tia Coleman)    Signature         Date Approved

Last Revised: August 31st, 2023
# Human Services BS
## Undergraduate Thesis
### Task Completion Checklist

<table>
<thead>
<tr>
<th>Task to Complete</th>
<th>Chair’s Initials</th>
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<td>Watch and complete quiz on lecture designed for semester 1; this will be on D2L.</td>
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<tr>
<td>Submit an Outline Draft of your literature review with clear operational</td>
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<tr>
<td>definitions of the variables you are investigating as part of your literature</td>
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<tr>
<td>review/thesis.</td>
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<td>Do a “mini” literature review of 3-4 pages on 3 -4 articles. This should become</td>
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<tr>
<td>part of your final thesis.</td>
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<td>Watch and complete quiz on lecture designed for semester 2; this will be on D2L.</td>
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<td><strong>Semester 3:</strong></td>
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<tr>
<td>Submit a detailed outline of your thesis. This should be significantly more</td>
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<td>detailed than what you submitted during your second semester</td>
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<tr>
<td>Submit draft of your introduction, including objective of the literature review,</td>
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<td>and overview of the subject</td>
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<td>Submit draft of the body of your thesis/literature review</td>
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<td>Submit final Thesis for review</td>
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<td>Receive feedback from committee members: Thesis Chair (Kayla Box), Program</td>
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<td>Director (Aguerrevere Ph.D.), and Program Member (Tia Coleman)</td>
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<tr>
<td>Presented the Thesis in front of committee (15 minutes).</td>
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<td>The final draft, which includes all recommendations from the Presentation, which</td>
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<td>can be submitted to an undergraduate journal for review for publication was</td>
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<td>submitted to their Chair.</td>
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<td>Watch and complete quiz on lecture designed for semester 3; this will be on D2L.</td>
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