



**James I Perkins College of Education
Department of Human Services
COU 541 Section 020
Seminar in Research
Fall 2019**

Course Credits: 3 hours
 Email: wkillam@sfasu.edu
 Instructor: Dr. Wendy Killam, Ph.D., NCC, CRC, LPC-S
 Professor
 Office Hours: Face to Face Tuesdays 9:00am to noon and
 Virtual hours 1:00pm to 3:00pm Wednesdays
 Other times by appointment
 Office: 231 Human Services Building
 Phone: 936- 468-1366



Text/Readings:

Sheperis, C. J, Young, J.S., Daniels, M. H. (2017). *Counseling research: quantitative, qualitative, and mixed methods*, 2nd Edition. New York, NY: Pearson Publications.
 (Required)

American Psychological Association. *Publication manual of the American Psychological Association*. 6th Ed. Washington; American Psychological Association.
 (Required)

Successful completion of the course and program are dependent on submission of all required LiveText assignments. Failure to complete LiveText assignments can result in a grade of F in the course.

Course Description:

A survey of research methods in professional counseling including: mental health, school, rehabilitation and student affairs. Emphasis will be placed on knowledge, skills, values and ethics of professional counseling and the research relevant to professional counseling.

Credit Hour Justification - COU 541 Seminar in Counseling Research

Face-to-Face Lecture

Typically meets once each week for two hours and forty five minutes for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to be prepared to engage in small group activities and participate in course discussions. Additionally, students complete several small assignments and a major project/paper based upon the assignments that requires them to apply what they have learned. Students also have a mid-term exam and a final exam. Outside class activities average a minimum of 6 to 10 hours per week.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
Relation of the Course to the Mission Statement, Values and Vision of the College

Through the activities and objectives in COU 541 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the counseling profession and following the American Counseling Association guidelines will also be integrated into all aspects of the course. As described in this syllabus, COU 541 follows the mission, vision and core values of the college of education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

COUNSELOR EDUCATION PROGRAM –
Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)

Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)

Students will demonstrate an understanding of research methods to inform evidence-based practice.

Course Objectives/Intended Learning Outcomes:

Through the activities and objectives in COU 541 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 541 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments. This course is designed to meet **CACREP, SBEC, and NCATE standards** as described in the following matrix:

Objectives/Learning Outcomes	Method of Instruction	Performance Assessment	Standards
Understands the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Lecture, textbook	critique paper,	CACREP 2.F.8.a
Can identify of evidence-based counseling practices	Lecture, textbook	critique paper	CACREP 2.F.8.b
Understands needs assessments	Lecture, textbook	Exams	CACREP 2.F.8.c
Understands the development of outcome measures for counseling programs	Lecture, textbook	research proposal Exams	CACREP 2.F.8.d
Can engage in evaluation of counseling interventions and programs	Lecture, textbook	research proposal	CACREP 2.F.8.e
Understands qualitative, quantitative, and mixed research methods	Lecture, textbook	critique papers, exams	CACREP 2.F.8.f
Can identify designs used in research and program evaluation	Lecture, textbook	critique paper, research proposal	CACREP 2.F.8.g
Understands statistical methods	Lecture, textbook	research proposal	CACREP 2.F.8.h

used in conducting research and program evaluation		critique papers exams	
Understands analysis and use of data in counseling	Lecture, textbook,	critique papers exams	CACREP 2.F.8.i
Can articulate ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	Lecture, textbook	Exams, research proposal	CACREP 2.F.8.j
Understand the statistical methods, measurement concepts, and terms used in conducting research and program evaluation	Lecture , textbook	Exams, research proposal	CACREP 8.c

Student Learning Outcomes:

1. Understanding of the nature, purposes, and types of Professional Counseling research.
2. Understanding of procedures for reviewing Professional Counseling research literature.
3. Understanding of sampling procedures.
4. Understanding of procedures of selecting and administering tests and other measurement devices
5. Understanding of concepts and procedures relating to: descriptive research, causal comparative research, correlational research, experimental research and R&D studies.
6. Understanding of statistical techniques appropriate for analyzing data from different research designs.
7. Skills in preparing the various parts of a research proposal.
8. Review of qualitative, quantitative and evaluation research.

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

APA Style 6th edition must be followed for all papers. All documents submitted to live text must be submitted as a .doc or .docx file in 12 point Times Romans font.

1. Class Participation: Students are expected to participate in various course activities to continue the development of reflectivity and critical thinking skills. Activities will include lecture, group discussion, individual assignments, and experiential activities designed to enhance student comprehension of course content. Students are expected to read the chapters assigned for the class discussions and be prepared to fully participate. Cell phones and pagers should be turned off or put in the vibrate mode as these devices create a distraction. Students are expected to arrive on time for class. Students who miss more than two class sessions will receive a one letter grade reduction (ie. A student who has missed two classes and would have made an A would make a B). Students who are more than ten minutes late to class will be considered as half an absence.

2. Citi Online Training. Provide a copy of the completion certificate with you name on it that you successfully completed the Citi Online IRB training. It does take a few hours so please plan accordingly. The url is <https://www.citiprogram.org/>. This assignment is designed to assist students in identifying ethical issues and in understand the social and cultural issues that have impacted social injustice and unfair treatment of minority groups in society. **Submit to d2l by the deadline on the timeline.**

3. Journal Article Review and Critique: Students will select and review and critique one journal research articles relevant to counseling (one quantitative article). Reviews will address the relevance, usefulness, and applicability of the article for counseling. The paper will critique the research methods used pointing out specific strengths and limitations. In order to be graded, the assignments must also be **submitted to d2l and to livetext by the deadlines**. This assignment is worth 100 points.

4. Annotated Bibliography: Submit short summaries (like an abstract—about 1 paragraph long) of 5 articles that you intend to use in your proposal. Each summary should begin with the proper APA citation for this reference. The paper should follow APA Style 6th edition for formatting and must be **submitted to d2l** in order to receive a grade. This assignment is worth 50 points.

5. Exams: A mid-term and final exam will be given. The mid-term exam will be given in class and is closed book, closed notes. The final will be comprehensive in nature and on d2l. The exams will consist of multiple-choice questions. The mid-term is worth 100 points and the final is worth 200 points.

6. Research Proposal Drafts:

Draft 1: You are required to submit a 5 page draft of the proposal using APA Style 6th edition (Excluding title page and reference pages). The focus of this first draft is on developing a literature review and your overall idea. Feedback will be provided to help you with the final research proposal. This assignment is worth 50 points.

Draft 2: You are required to submit a 4 page draft of the proposal using APA Style 6th edition (excluding title page and reference page) that focuses on the methods section. This is worth 100 points. **See rubrics for additional information**

7. Research Proposal: The final proposal should reflect the suggested comments and revisions noted in feedback of your draft. Your final proposal should further expand but clarify what you started in your draft. Refinement of your writing for clarity, syntax, and style is important. This assignment is worth 300 points. You are also required to provide a brief 10 minute presentation regarding your proposal to your peers. The assignment must be **submitted to d2l and and to livetext**. This assignment is designed to allow students the opportunity to apply key concepts and utilize critical thinking skills in developing a workable research proposal. Students will demonstrate a solid understanding of the importance of considering ethical implications with research and utilizing solid research methods in the development of a proposal. The proposal will be a **quantitative proposal over a topic that is counseling related**. **Minimum Requirements:** You must have at least **10** *primary* sources from refereed journals or scholarly texts (current articles 2014 or beyond). Your paper will comprise at least **14** full pages excluding title page and reference pages using 12 point Times Romans Font following APA Style guidelines for formatting including margins. *If your proposal fails to meet any of the aforementioned requirements, it will automatically lose one letter grade.*

All assignments are due to d2l and in some cases also livetext by 7:15pm on the date noted on the timeline. Late work will not be accepted

Dropbox Information: The dropbox is set to only allow one submission per assignment. You need to be sure that what you submit is what you want graded. As a graduate student I expect you to ensure that you are submitting the correct paper or assignment.. Also, once submitted if time permits, I may grade the papers early and I will not be grading papers twice. Thus, once submitted there will be no opportunities for you to keep resubmitting work.

Evaluation and Assessments (Grading):

Journal Article Review & Critique Quantitative	100 points
Citi Online Training	100 points
Annotated Bibliography	50 points
Mid-Term Exam	100 points
Final Exam	200 points
Research Proposal Draft 1	50 points
Research Proposal Draft 2	100 points
Research Proposal	300 points

Total Points possible 1000

Grades:

Grades will be based on the following scale:

A 100 % to 90% (1000 to 895)

B 89% to 80% (894 to 795)

C 79 to 70% (794 to 695)

F 69% and below (694 and below)

AnnotatedBibliography

<i>Content and Organization 30 points (15 points each)</i>		Comments:
Brief Summary (Six to 10 sentence paragraph for each article) that provides specific details about the article including the purpose of the study, methods used and results.		
Minimum of Five Recent Articles (2014 to Present). Ten points deducted if fewer than recent five articles are included.		
<i>Readability and APA Style 20 points (5 points each)</i>		Comments:
The tone is appropriate to the content and assignment. Third person is used.		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences. Spelling is correct.		
APA style is utilized for the referencing each reference and for formatting the title page.		
Overall formatting follows APA Style.		
Total Points Earned		

Article Review and Critique

<i>Content and Organization 70 points (10 points each)</i>		Comments:
Brief Summary of Article		
Relevance and Usefulness of Article		
Methods Used by Researchers		
Specific Strengths of Research Methods Used		
Specific Limitations of Research Methods Used		
Usefulness of Results with Various Populations		
Recommendations for Further Study (What did they recommend, what recommendations would you make)		
<i>Readability and Style 15 points (5 points each)</i>		Comments:
Paragraph and sentence transitions are present, logical and maintain the flow in the paper.		
The tone is appropriate to the content and assignment. Third person should be used.		
Sentences are complete, clear, and concise. Sentences are well-constructed, with consistently strong, varied sentences		
<i>Mechanics 15 points (5 points each)</i>		Comments:
APA guidelines are followed in the paper for relevant format including margins, in-text citations, title page and reference page		
The paper effectively uses headings, font styles, and white space as appropriate.		
Spelling is correct. Proper use of grammar/syntax. Third person is used.		
		Comments:
<i>Total Points Earned</i>		

Research Proposal – Draft 1

If the paper is less than 5 pages double spaced (excluding the reference page and title page) with one inch margins will be deducted 10 points per missing page. Times Romans 12 point font should be used.

<i>Content and Organization (20 points each)</i>		Comments:
Introduction includes a statement of problem and its scope. A rationale of justification for the study is provided. The theoretical perspective or conceptual framework is discussed along with underlying assumptions. A definition of variable and objectives of the study are included along		
Literature Review has at least 6 recent sources (2014 to present) that support the need for the proposed study. Recent developments are discussed.		
<i>Writing and APA Formatting (10 points)</i>		
The paper utilizes APA Style for formatting including for indents, title page, headings and reference page, in-text citations with few if any errors. APA Style is closely followed for other formatting/issues throughout the paper. Past tense is used whenever possible.		

Research Proposal Draft 2

If the proposal is less than 4 pages double spaced (excluding the reference page and title page) with one inch margins it will be deducted 10 points per missing page. Times Romans 12 point font should be used.

Content Section <i>40 points each</i>		Comments:
<p>Methods section includes an attempt at addressing:</p> <ul style="list-style-type: none"> -Hypotheses/Research questions -Research design (Identify and define variables, description of the design and comparisons being made along with strategies employed to enhance internal and external validity) -Sample (type of sample, who, how many, how recruited/selected, etc.) -Measurement strategies and procedures 		
<p>Conclusion section includes</p> <ul style="list-style-type: none"> -summary of the proposed study -strengths and rationale for proposed study -anticipated outcomes -limitations of proposed study -recommendations for future studies 		
APA Style and Writing <i>20 points</i>		Comments:
<p>The paper utilizes APA Style for formatting including for indents, title page, headings and reference page, in-text citations with few if any errors. APA Style is closely followed for other formatting/issues throughout the paper. Past tense is used whenever possible. Third person is used.</p>		

RESEARCH PROPOSAL OUTLINE

Title Page

I. Introduction

- Statement of the problem and its scope
- Rationale of justification for the study
- Theoretical perspective or conceptual framework
- Underlying assumptions
- Definitions of variables
- Objectives of the study
- Hypotheses to be tested or research questions to be answered
(Approximately 2 to 3 pages)

II. Review of Literature

- Give an overview of your research area.
- Describe at least 10 earlier studies related to your problem and their implications for your research.
- Include only those articles that support the logic of your argument.
- Discuss recent developments and areas of need for new research. (Approximately 6 to 7 pages)

III. Methods

- Hypotheses/Research questions
- Research design (Identify and define variables)
- Sample (type of sample, who, how many, how recruited/selected, etc.)
- Measurement strategies and procedures (operational definitions, description of instruments and how administered, reliability and validity considerations)
- Procedures (Where and when will the study be conducted? What exactly will be done?
Who will perform the tasks?)
- Research design (description of the design and comparisons being made, strategies employed to enhance internal and external validity)
- Data analysis (the kind of data expected, the statistical tools to be used, how the data will be analyzed and interpreted)
(Approximately 4 to 5 pages.)

IV. Brief Conclusion

- Summary of the proposed study
- Strengths and rationale for proposed study
- anticipated outcomes
- limitations of proposed study
- recommendations for future studies
(Approximately 1 to 2 pages)

V. References

- Only those appropriate to the topic and cited in the text - APA format

VI. Appendixes (Optional)

- Instruments (that are not copyrighted)
- Instructions to participants
- Consent forms

Research Proposal

Minimum Requirements:

The paper must use at least **10 primary** sources from refereed journals or scholarly texts (2014 to present). The paper will comprise at least **14 full pages** excluding title page, reference pages or appendix using 12 point Times Romans Font following APA Style guidelines for formatting including margins. **If your proposal fails to meet any of the aforementioned requirements, it will automatically lose one letter grade.**


<i>Content 200 points (50 points each)</i>		Comments:
Introduction includes a statement of problem and its scope. A rationale of justification for the study is provided. The theoretical perspective or conceptual framework is discussed along with underlying assumptions. A definition of variable and objectives of the study are included along with the hypotheses to be tested or research questions to be answered		
Literature Review has at least 10 recent sources (2014 to present) that support the need for the proposed study. Recent developments are discussed.		
Methods section includes -Hypotheses/Research questions -Research design (Identify and define variables, description of the design and comparisons being made along with strategies employed to enhance internal and external validity) -Sample (type of sample, who, how many, how recruited/selected, etc.) -Measurement strategies and procedures (operational definitions, description of instruments, how administered, reliability and validity considerations) -Data analysis (the kind of data expected, the statistical tools that will be used, and how the data will be analyzed and interpreted) -Procedures (Where and when will the study be conducted? What exactly will be done? Who will perform the tasks?)		
Conclusion section includes -summary of the proposed study -strengths and rational for proposed study - anticipated outcomes -limitations of proposed study-recommendations for future studies		
<i>Readability and Style 40 points (10 points each)</i>		Comments:
Paragraph and sentence transitions are present, logical and maintain the flow in the paper.		
The tone is appropriate to the content and assignment.		
Sentences are complete, clear, and concise.		
Sentences are well-constructed, with consistently strong, varied sentences.		
<i>Mechanics 40 points (10 points each)</i>		Comments:
APA guidelines are followed in the paper for relevant format.		
APA style is utilized for the reference page.		
The paper effectively uses headings, font styles, and white space as appropriate.		
Spelling is correct. Proper use of grammar/syntax. Third person is used.		
<i>Presentation to Peers (20 points)</i>		Comments:
<i>Total Points Earned</i>		Comments:

Tentative Course Outline/Calendar:

All assignments are due by 7:15pm by the date noted on the timeline. The dropbox will close at exactly 7:15pm. Therefore, you should not wait until the last minute to submit your work. Late work will not be accepted.

Timeline – subject to change with notice

Date	Readings	Topics	Assignments Due
Week 1 8/26-9/1	Chapter 1	Review of Syllabus Introduction – The nature of research in counseling	
Week 2 9/2-9/8	Chapter 2	The Research Process Ethics	Non-Graded Topic Selection by 9/4 – discussion in class
Week 3 9/9-9/15	Chapters 3 and 5	Literature Review Statistical Concepts	
Week 4 9/16-9/22	Chapters 4	Methodological Issues Multicultural Issues	Annotated Bibliography Due - submit to d2l by 9/18
Week 5 9/23-9/29	Chapter 18	Developing a Research Report	Citi Assignment Due by 9/25
Week 6 9/30-10/6	Chapters 6 and 7	Quantitative Research	
Week 7 10/7-10/13	Chapters 7 and 8	Quantitative Research	Article Review and Critique Due – Quantitative Methods – submit to both d2l and livetext by 10/9
Week 8 10/14-10/20		Mid-Term Exam – given in class.	
Week 9 10/21-10/27	Chapters 9 and 10	Qualitative Research Designs	Proposal Draft 1 Due (five pages with focus on the literature review) by 10/23
Week 10 10/28-11/3	Chapters 11 and 12	Qualitative Research Designs	
Week 11 11/4-11/10	Chapters 13	Survey Research	Individual meetings scheduled during the week and next week as requested to go over drafts for draft 2.

Week 12 11/11- 11/15	Chapters 14	Mixed Methods	Research Proposal Draft 2 Due – submit to d2l by 11/13
Week 13 11/16- 11/24	Chapters 15 and 16	Action Research/ Multicultural Issues in Research Program Evaluations	
Week 13 11/25- 12/1		Thanksgiving Break	
Week 14 12/2- 12/8		Presentations in class Review for the Final Exam	Research Proposal Due – submit to d2l and livetext by 12/4
Week 15 12/9- 12/13		Final Exam	Final Exam opens 12/9 at 8:00am and closes 12/31 at 5:00pm. You have two hours from when you start the exam to complete it

Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken with the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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.

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 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.

Attendance – After two absences the final grade will be lowered by one letter grade.

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

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; 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, 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).

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

Plagiarizing on a paper or cheating on an exam will result in a F in the course. You are expected to complete exams independently without help or assistance from anyone else.

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 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.

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. 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 policy 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 <http://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936- 468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.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 Martin at 936-468-1740 or snyderkel@sfasu.edu.

Course Specifics:

This course requires quite a bit of writing. You should have a backup plan in case your primary computer that you use goes out. It is also a good idea to back up your work especially for major assignments. Also, if you need to contact me please use my regular email wkillam@sfasu.edu rather than the email in d2l. Meeting the requirements as outlined is the student's avenue for successful completion of the course. No additional assignments will be given or accepted for "extra credit." Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization).

Classroom Etiquette

Electronic Devices - Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should refrain from sending or receiving text messages during class. If someone is trying to reach you in the event of an emergency, they should contact the University Police Department. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

Participation – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. If after being asked to refrain from doing so if a student or students continue to be disrespectful and have side bar discussions, the student or students may be asked to leave for the rest of the class period

