

**Stephen F. Austin State University  
Perkins College of Education  
Department of Human Services**

- **COU.578.601. Independent Study in Student Affairs Research  
Fall 2019**

**Instructor(s): Human Services' Department Faculty**

**Course Time & Location: TBA**

**Office: Baker Pattillo Student Center, Room 3.105      Office Hours: By Appointment**

**Office Phone: 936-468-7249**

**Credits: 1-6 variable credits**

**Other Contact Information:**

**Email: peckae@sfasu.edu**

**I. Course Description:**

Required of many professionals in disciplines related to 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, graduate students may enroll in this special publishable paper thesis option as an elective with faculty advisor approval. In the Student Affairs and Higher Education program, 3 credits of enrollment is required. 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: Graduate education 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.

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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**

#### **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***

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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.

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**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**

**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 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. FOR THIS COURSE- this is addressed through the completion of IRB training, gaining IRB approval, and the production of an empirical research that ethically contributes to the literature in the field.

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

1. Review of one American Psychological Association or American Counseling Association journal issue for structure and organization and provide an outline to the thesis chair for discussion and reading assignments (see below) made available by the thesis chair.
2. Training for SFA affiliates: CITI web site: Human Subjects Research (HSR)/Responsible Conduct of Research <https://www.citiprogram.org/>. Passing this examination is required prior to completion of the IRB application form.
3. Writing Laboratory (GrammarBook.com). Students will be required to complete 10 quizzes from the website grammarbook.com. Students will be assigned a log in and password to the website where they will be able to select from several quizzes. For this class, students will have to select 10 (different topics) quizzes and score above 70% in each of these quizzes to receive full credit.
4. Work with thesis chair to develop a well-defined research area/question.
5. Engage in extensive literature review of the topic of interest.
6. Secure an IRB-approved research application.  
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

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appropriate application to the chair of the IRB early in the process. This includes research conducted by students. Review:

Copies of IRB approval letters and/or e-mails must be maintained in personal files and provided to the thesis chair.

Stephen F. Austin State University's IRB IORG number is IORG0000733.

IRB Committee

IRB-H Application Form - Application for Approval of Research Involving Human Subject:

[http://www2.sfasu.edu/orsp/Forms/irb\\_form.pdf](http://www2.sfasu.edu/orsp/Forms/irb_form.pdf)

Review the following policies:

SFA Policy 8.4, Human Research Subjects Protection

SFA Policy 8.8, Payments to Human Research Subjects

IRB Chair: Dr. Luis Aguerrevere

Phone: 936.468.1153, Neuroscience Laboratory, [aguerrevle@sfasu.edu](mailto:aguerrevle@sfasu.edu)

ORSP Compliance Contact: Amanda Romig, Federal Compliance Coordinator

Phone: 936.468.1067, [romigad@sfasu.edu](mailto:romigad@sfasu.edu)

7. Positively evaluated proposal meeting with committee members: Chair, 3 program-affiliated members, one non-program affiliated member with graduate faculty status, and one university-wide faculty/staff /advanced doctoral student member representation. Only program-affiliated faculty with a minimum of two experiences as thesis/dissertation committee member may be eligible to serve as Thesis Chair.
8. Complete SONA training in preparation for data collection.
9. Complete data collection and analyses.
10. Completion of a full-length, publishable manuscript for submission to a journal editorial board for review and successful defense of thesis during the Oral Thesis Examination.
11. Attending to committee members' feedback and timely submission of the final manuscript to the Chair and/or Committee members.
12. Students are expected to exhibit professionalism through the process. Attached is a rubric to define the expectations as a professional and expert in a body of knowledge. The rubric is to be completed by the student, the thesis chair, and each of the selected committee members during the oral.
13. A copy of the final draft or manuscript must be in the hands of each member of the Thesis Examination Committee at least two weeks prior to the examination.
14. The Thesis Examination is held at a time and place agreed upon by the student and all members of the Thesis Examination Committee. If the Thesis Examination 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 insure that recommendations are incorporated into the final manuscript prior to submission. The Thesis Examination Committee is comprised of the members of the Thesis Advisory Committee. The Thesis Director serves as chair of the Thesis Examination Committee.
15. The final draft, which includes all recommendations from the Oral Examination, would then be submitted to a chair-designated professional journal for review for publication.

## IV. Evaluation and Assessments (Grading)

### 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 6-9**

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listed above. The third credit of enrollment requires successful and chair and committee approved completion of assignment 10-15.

**Failure to complete the requirements within a period of three academic year semesters (Fall and Spring only) of enrollment in one credit each. 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).**

1. Completion of a session proposal for a regional or national conference in student affairs such as NASPA, ACPA, or ACUHO-I.
2. Completion of data collection on a topic and using a methodology that is mutually agreeable to student and faculty member.
3. Successful presentation of the session at a regional or national conference in student affairs such as NASPA, ACPA, or ACUHO-I. If the proposal is not accepted, presentation as part of a professional development offering at SFA would be acceptable.
4. 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.

#### **VI. Readings (Required and recommended – including texts, websites, articles, etc.):**

Sample literature review form: attached.

American Psychological Association (2010). Publication manual of the American Psychological Association, Sixth Edition. American Psychological Association, Washington, D.C.

Baumesiter, R.F. & Leary, M.R. (1997). Writing narrative literature reviews. Review of general psychology, 1, 3, 311-320.

Pyrczak, F. (2005). Writing empirical research reports: A basic guide for students of the social and behavioral sciences. Pyrczak Publishing: Los Angeles, CA.

Steward, R.J., Breland, A., Neil, D., & Miller, M. (1999). Research Teams in masters' counseling programs? ED 430 201: CG 029 294.

#### **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

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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](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,

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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:**

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### Professionalism Assessment Instrument

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

Candidate Name: \_\_\_\_\_ Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_

Component	Exceeds	Meets	Does Not Meet
<b>Demonstrates punctuality and professional attendance</b>	Shows dedication by arriving early and staying late as needed	Has regular self-monitored  Contacts with Chair	Excessive absences and late arrivals/early departures w/no contact.
<b>Works positively with committee members and other professionals</b>	Open and responsive to recommendations for revision and suggestions;  Invites feedback with  Informed questions.	Follows through on recommendations for revision and suggestions	Rejects or ignores recommendations for revision and suggestions
<b>Presents self professionally and appropriately</b>	Always presents professionally	Most of the times presents professionally, but is sometimes inappropriate, responding to feedback promptly	Seldom presents professionally
<b>Demonstrates collaboration with committee members</b>	Respects others; participates in discussion; values others' perspectives	Participates in collaboration	Does not participate and may have a negative attitude
<b>Is organized and prepared meetings</b>	Takes initiative and asks for feedback; completing tasks prior to deadlines	Assignments are submitted on time and meet minimum standards	Products are late and/or incomplete
<b>Interacts ethically in the research process</b>	Consistently maintains confidentiality and respects the research process in standards, referring to standards to explain adherence to principles	Maintains confidentiality and respects and responds positively to feedback for correction	Engages in gossip; derides requirements and standards
<b>Uses appropriate language in and writing skills</b>	Recommendations for revision restricted primarily to need to add or restrict content; limited	Understands limitations in grammar and general writing; seeking support	Shows no awareness of written communication limitations and expects others to correct

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	need to address grammatical corrections		
<b>Models openness to multiple perspectives</b>	Models acceptance by anticipating multiple perspectives and associated implications	Listens makes needed modifications as directed	Dismisses feedback; does not address viewpoints that are not congruent with personal viewpoints
<b>Shows enthusiasm and interest in expertise</b>	Maintains high engagement and interest in presenting materials; voluntarily makes significant contribution to research process; invites multiple perspectives	Is interested and interesting in teaching and learning	Shows little to no efficacy in organization and presentation of materials
<b>Uses technology appropriately</b>	Consistently and effectively uses technology appropriately	Adheres to university guidelines	Abuses or does not use technology appropriately



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### Sample literature review form

**Citation:**

Brown, M.T., Fukunaga, C., Umemoto, D. & Wicker, L. (1996). Annual review, 1990-1996: Social class, work, and retirement behavior. *Journal of Vocational Behavior*, 49, 159-189.

**Summary: Discuss what article is about in general terms. Discuss if it is a theory paper or research paper. Discuss the purpose of the paper.**

Example: Review article. Focused on the effects of social class (defined in economic terms) on work attitudes and behaviors. Good review of previous studies + specific components of how class influences attitudes, etc. Little treatment of social class as a relationship to the opportunity structure.

**Description: Briefly describe the population, measures used, statistical significance, and findings of the study. Is the sample urban, White & middle-class, international? Note significant limitations.**

Example: Large-scale study conducted in Wisconsin by sociologists. 1957 cohort of graduating high school seniors given measure with follow-up in 1964. Found SES factors to most affect the attrition of students from high school to college. 1<sup>st</sup> chapter (pp. 1-14) excellent summary of findings.

**Quotations: If you believe quotes from the work are particularly illustrative or related to our project, quote the work WORD FOR WORD and give the page numbers of the quote.**

For example: “Those with higher status origins, as indicated by numerous studies, on the average score higher on ability and achievement tests, earn better grades in school, have higher educational and occupational aspirations, are more likely to obtain the education that will qualify them for more demanding and higher prestige occupations, and consequently, tend to earn more money.” p. 2

**Final summary:**

Discuss your overall impressions of the article. If you believe it is particularly related to your project; state why and how.

**Citations to follow-up on:**

Identify any citations that appear particularly relevant from the reference list of the work. This can be an excellent source of information, as well-done reference lists may serve as a comprehensive review of the literature that has already been conducted – your job is then to look into any more recent citations that have subsequently been published.

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**Human Services BS  
Undergraduate Thesis  
Task Completion Checklist**

	<b>Chair's Initials</b>	<b>Date</b>
____ Review of at least one APA journal article for structure and organization and provide an outline to the thesis chair for discussion.	_____	_____
____ Training for SFA affiliates: CITI web site: Human Subjects Research (HSR)/Responsible Conduct of Research <a href="https://www.citiprogram.org/">https://www.citiprogram.org/</a> .	_____	_____
____ GRAMMAR BOOK completion of 10 quizzes	_____	_____
____ Identify Thesis Committee and complete paperwork	_____	_____
____ Development of the thesis proposal, which will consist of the introduction and methods section of a publishable manuscript.	_____	_____
____ Proposal meeting scheduled using Doodle Invitation.	_____	_____
____ Distribute Intro and Methods section to committee member 2 weeks in Advance of the scheduled date	_____	_____
____ Committee approves proposal during Proposal meeting.	_____	_____
____ Submit an IRB research application and secure approval.	_____	_____
____ Complete SONA training to begin data collection process.	_____	_____
____ Complete data collection.	_____	_____
____ Complete data analyses.	_____	_____
____ Complete Results section of manuscript and receive chair approval.	_____	_____
____ Complete Discussion section of manuscript and receive chair approval.	_____	_____
____ Submit full-manuscript to Chair for final approval prior to Oral.	_____	_____
____ Once approved, send out Doodle invitation to committee members to schedule Thesis Oral Examination.	_____	_____
____ Electronically distribute to committee members the full-length, publishable manuscript for defense of thesis at least 2-weeks in advance of the scheduled Oral Examination	_____	_____
____ Successfully pass the Oral Examination.	_____	_____
____ If needed, make necessary revisions in manuscript and submit to Chair for approval.	_____	_____
____ Submit the manuscript to the chair-designated journal for review for publication.	_____	_____