



**Sam Houston State University
College of Education
Department of Counselor Education**

Course: COUN 7362 Methods of Counseling Research
Fall 2017

Instructor: David Lawson, Ph.D.

Office: CEC, SHSU Huntsville campus
e-mail: dml3466@aol.com (preferred)
Phone: 936-294-2529; 936-615-4008

Office hours: before and after class at the Woodlands; others by appointment

CELL PHONES. Please turn off your cell phones before you come to class. Do not check phone messages during class time. Do not leave class to answer your phone or return a call. Doing so will result in participation points. You may check your phone during the 10” break.

Class Format: Face-to-face with online features

Class location and time: SHSU - The Woodlands Campus room # 346. Be sure to check the screen at entrance in the case of changes. 5:30 PM to 8:20 PM on Tuesday.

Course Description: COUN 7362. Methods Of Counseling Research. 3 Hours. Study of both quantitative and qualitative research with emphasis upon an understanding of statistical concepts and procedures necessary to create and implement effective counseling research.

Prerequisite: Admission to doctoral program in counseling, [COUN 5379](#) or equivalent class with a grade of B or better.

Graduate Credit: 3 Semester Hours. **Prerequisite:** Admission into doctoral program.

Department Attendance policy:

- ☐ Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- ☐ With a second absence (3 hours), a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for **both** absences. The faculty will decide both the first and second absences are excusable. If one or both are disallowed, the letter grade drop will occur.
- ☐ A drop of a letter grade will occur for each subsequent absence.

- **Tardiness:** Please be on time to class. Tardiness is disruptive to other students and the instructor. Total time of tardiness will be tallied and may be added up to equal an absence.

Late Papers: Assignments are due as stated. Late work at the graduate level will be considered unacceptable. If you believe you have extenuating circumstances which require that you turn in late work, please put this in writing and email it to me prior to the deadline. This does not guarantee that I will also consider the circumstances extenuating.

Class Format: A majority of class periods will be divided in two sections. The first two hours will be dedicated to presentations of new material, small and large group discussion, brainstorming and working in pairs or groups on research assignments and activities relevant to new learning. The last 30-45 plus minutes of each class will be a “writers’ workshop” in which students practice writing their assignments, discuss the writing with each other, and have one-on-one conferences with the instructor.

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Heppner, P. P., Wampold, B. E., Owen, J., Wang, K. T., & Thompson, M. N. (2016). *Research design in counseling* (4th ed.). Boston, MA: Cengage Learning.

Optional but Helpful:

Creswell, J.W. (2012). *Research design: Qualitative, quantitative, and mixed approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping profession*. Belmont, CA: Brooks/Cole.

Course Objectives:

Doctoral students will be able to effectively explain, synthesize, and apply educational research methods, concepts, and strategies to address: (a) the contribution of research to knowledge about counseling and (b) the contribution of research to the practice of counseling. Students will:

Objectives	Activities	Assessment	Standards
Contribute to and promote scholarly counseling research; demonstrate the ability to develop and submit a program proposal for	Using the template provided, write a novice proposal to be submitted to a local, state, or national conference. Produce a	Grade the conference proposal relevant to content, writing style, and ability to follow directions. Grade the novice research	II – B.4 IV – F.4

presentation at state, regional, or national counseling conferences	novice program proposal.	proposal relevant to content, writing style, and ability to follow directions.	
Has knowledge and experience beyond the entry level in the design, implementation, and analysis of quantitative (primarily) and qualitative research	Complete quantitative design presentations; complete the novice research proposal	Grade the design presentations; grade the novice proposal relevant to content, writing style, and ability to follow directions.	II – C.5
Has knowledge of and experiences beyond the entry level of ethical and legal considerations in counselor education and supervision.	Read the ACA Code of Ethics relevant to conducting research and contribute to the class discussion. Complete CITI training	Students will complete the CITI Training for Students.	II – C.7
Knows models and methods of instrument design.	Read assigned chapters and complete quantitative design presentations. Complete the assigned research activities.	Graded research activities (mid-term evaluation); Graded design presentations (final evaluation).	IV – E.3
Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.	Write a grant proposal to fund research projects.	The grant proposals will be graded according to content, writing style, and following the directions of the funding agency.	IV – F.5

IDEA Evaluation Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Essential: Developing skills in expressing oneself orally or in writing

Course expectations:

1. All assignments must be submitted in class on the day it is due (even in the case of an absence) or the assignment will be lowered one grade.
2. Students are expected to arrive on time and remain in attendance for the entire class session.
3. Students are expected to participate and be courteous and professional to all colleagues and the professor.

4. Students are expected to use their own work and accurately cite original and primary sources. Turn-It-In programs are used consistently, and plagiarism in any form is unacceptable per university policy.
5. All formal presentations (e.g., Group Design, proposals) will be power point based.
6. Provide a typed copy of all formal presentation (3-6 pages). Email copies and power points to the class and me.
7. For all typed assignments, include a cover sheet, use APA publication format, and **STAPLE** in top left hand of the page.

Research Assistance:

1. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/> As a doctoral student, you can be assigned a personal librarian who will work with you throughout your program.
2. The Sam Houston Writing Center is now available at the Woodlands Campus to assist you with writing assignments. You can call 936-294-3680 to make an appointment. You can schedule an appointment with me.

Course Requirements:

1. Conference Proposal (Due 10-3; IV – F.4; II – B.4). Students will write a 2-3 page conference proposal, using the professor's suggestions below and the directions for the submission on the organization's website. **Please turn a copy of your proposal and conference criteria on due date** (see schedule).

Followed all directions in the organizations invitation to submit	10	
Used professional language and APA style	4	
Topic was innovative and would interest the participants at the particular conference	3	
Shows proof that proposal was submitted (email acknowledgement)	3	
Total	20	

Keys for a Successful Conference Proposal:

1. Write it with the reviewer in mind and with the audience in mind. For example, if you are focusing on mental health issues, what will a TMHCA member like to see in a program like this since they will most likely be your audience.
2. Develop at least three learning objectives that are measureable.
3. Develop an interesting title.
4. Formulate a topic sentence that engages the reviewer and that will draw participants to the program.
5. Always include a statement that handouts will be available (either hard copies or online).

6. Try to find ways to involve the audience towards the end of the presentation. Give them the necessary information first, then ask them to participate in a discussion, activity, etc.
7. Use the most current language and information in your proposal.
8. Make the program interesting by including demonstrations.
9. Word your proposal positively.

2. Research Design Presentation (Begin 10-10; II – C.5). Each student?group will be assigned one of the research designs studied during the semester (i.e., Experimental, Quasi-Experimental, Quantitative Descriptive, Single Subject, Qualitative, Mixed methods) and conduct a 25-30 minute presentation, allowing for questions. The presenter is charged with: a.) finding a study that represents the assigned design (it does not have to be a stellar example as long as the students are able to point out the weak areas of the study); b.) creating a power point that thoroughly explains the design with the study to the rest of the class; c.) answering questions about the study and design, and d.) submits the power point and the chosen research study to the professor. The presentation should include the following:

Clearly and accurately defines the problem/topic and the purpose of the study	3
Identifies the research questions and/or hypotheses, and the research design	5
Describes the sample	3
Describes the instruments in terms of validity and reliability	3
Describes the data collection process	3
Describes the data analysis process and determines if this was a “good fit”	3
Describes the findings and researcher conclusions	5
Evaluates the study as regards its impact on the field	5
Total	30

3. Grant Proposal (Due 10-17; IV – F.5). Students will write a 2-3 page grant proposal based on criteria from the granting agency. Organizations you might consider are: Texas Counseling Association, the Southern Association of Counselor Education and Supervision, the Graduate Studies at Sam Houston State University, or private organizations such as Robert Wood Johnson Foundation, Guggenheim Foundation, Mary Kay Foundation, etc..

Develops a proposal according to the guidelines of the funding entity (include guidelines)	15
Proposal is well written, clear, concise, and professional	5
Total	20

4. Research Design Assignments (Due: 9-19; 1-2 pages; 20 pts). The assignment is based on one specific research topic which is the context for the assignment. This assignment is intended to build on the previous one and ultimately can be included in your final proposal assignment.

a. Compose a problem statement and related purpose statement based on your research topic.	10
b. Compose a research question and a related hypothesis/expectation statement (null or alternative) clarifying your independent and dependent variables.	10
Total	20

5. Oral presentation of research proposal (Last two nights of class; 25 pts.): You will present your proposal in a **20-30 minute presentation**. You will be graded on:

- a. Content (10 pts)
- b. Reasoning (5 pts; connections between facts and theories, evaluation of evidence)
- c. Organization (5 pts)
- d. Style (5 pts)

6. CITI TRAINING (Due 9-5; II-C.7; 45 pts): You will complete the online CITI training for doing research with human participants. You will receive a message of completion when you complete the training, which you will turn in. You must turn in the certificate and indicate a minimum 80% pass rate on all items to receive credit for this assignment. See website below:

<http://www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/citi-training.html>

7. Research proposal (Due 11-28; II - C.5; 150 pts): A research proposal is a well-written description of a research design and a detailed description of a planned study. You will prepare a 20 page research proposal (including references and title page). The proposal will describe the research problem, questions (that are logically supported by related literature), hypotheses, theoretical framework, and proposed design (sampling, data collection, data analysis). Components of the proposal will be developed through class practice activities. A sample proposal and general rubric/checklist will be provided as a guide. **I suggest you enlist the services of another person to edit your paper before turning it in to me.**

Students will write a novice dissertation proposal focusing on chapters one and two.

Introduction:		
Identifies problem and provides a rationale for study based on need; include minimum of 2-3 sources of support	10	
States the purpose of the study	10	
States the research questions and hypotheses	10	
Literature Review (in depth review):		
Content is substantial	40	
Organization is clear	10	

Followed APA throughout paper	10	
Style and grammar	20	
Methods:		
Describe research design (e.g., experimental, quantitative descriptive)	10	
Sample is clearly described	10	
Instruments are clearly identified and reliability/validity discussed	10	
Data collection process is described	10	
Total	150	

Graduate Studies: <http://www.shsu.edu/dept/graduate-studies>

Right side of page -- Thesis/Dissertations

Dissertation Boot Camp

NLG Thesis/Dissertation Handbook

Workshops and Writing Days

8. Journal Article Critiques (Due 9-12, 9-26, & 10-10; 30 points, 10 pts/critique): Students will critique three research articles for rigor and value in the field of mental health. Each critique will be limited to one typed page and the content should be succinct and focused. The critiques will respond to each of the following questions:

- Are the authors research questions and/or hypotheses consistent with the stated goal/purpose of the study? Why or why not?
- Identify the specific type of research design used in the study and its appropriateness for the study based on the research questions and/or hypotheses?
- Discuss the strengths of the research design with respect to internal and/or external validity?
- To what degree were the conclusions consistent with the results of the study?
- How will the authors attention to diversity affect the generalizability of their study?

9. Participation in Class Discussion and Activities (30 pts):

30 points	25 points	20 points	15 points	10 points	0
Actively supports, engages, and listens to peers (ongoing)	Actively supports, engages, and listens to peers (most of the time)	Makes a sincere effort to support, engage, and listen to peers	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session ready to participate	Arrives fully prepared at almost every session ready to participate	Arrives mostly, if not fully prepared, at every session; therefore, participation is not optimal	Preparation and participation are both inconsistent	Rarely participates	Never participates
Plays an active role in discussions (ongoing)	Plays a mostly active role in discussions (ongoing)	Participates constructively in discussions much of the time	When prepared participates constructively in discussions	Comments are generally vague and drawn from outside of the assigned reading or activities	Demonstrates a noticeable lack of interest in the material (ongoing)
Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes some relevant comments based on the assigned reading (ongoing)	When prepared makes relevant comments based on the assigned reading	Demonstrates a noticeable lack of interest (on occasion)	Demonstrates a noticeable lack of interest in the material (ongoing)
Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	Group dynamic and level of discussion are significantly harmed by the student's presence

Course Evaluation and Tentative Point Totals

Conference Proposal	20 pts
Research Design Presentation	30 pts
Grant Proposal	20 pts
Journal Article Critiques	30 (10 points each)
Design Assignments	20 pts
Participation	30 pts
Proposal	150 pts
Proposal Presentation	25 pts
CITI Training	<u>45 pts</u>
Total	370 pts

(This is an approximate point total. The final total may vary slightly from the above.)

Grades will be calculated based on a percentage of the total points that corresponds to A's, B's, C's etc.

A's- $370 \times 90\% = 333\text{-}360$ total pts;

B's- $370 \times 80\% = 296\text{-}332$ total pts;

C's- $370 \times 70\% = 259\text{-}295$ total pts.

For all your papers, produce a quality paper that reflects doctoral-level writing skills. Use complete sentences, develop your paragraphs, use more active than passive sentences, check your spelling, and put together a paper that reflects quality. Your papers should reflect your own uniqueness and ideas--rather than merely giving a summary of the material in the book. In developing your ideas, use clear examples to illustrate your point. Tie your examples into the point you are making--avoid giving too many details or getting lost in the example. Poor writing style, grammar, etc. will detract significantly from your grade. Please adhere to the page limitations on the above assignments. I expect you to fully use the page length parameters and yet not to exceed them. Please refer to the *Publication Manual of the American Psychological Association 6th ed*) for proper reference style (citations and references), headings format, etc. Especially for your application paper and book review, I would suggest you enlist someone to proof read your papers prior to turning them in to me.

Fall 2017 Tentative Schedule

Date	Focus/Topic	Readings & Assignment Due
8-29	Discuss syllabus; importance and process of conducting research; philosophies of science; science and practice research, and dissertation proposal template. Examples of conference proposals; venues for your proposals. Proposal: exploring belief systems	Read Heppner Chapters 1 and 2; pp. xiii-xvi and 3-20 APA 6 th Ed. Pub. Style Manual
9-5	*Identifying Interests Discuss identifying a research problem; statement of the problem and purpose (practice identifying); professional writing. Writing Workshop: examples of grant proposals; statement of the problem and purpose exercise. Proposal: initiating the literature review process and selecting a topic	Read Heppner Chapter 5; read pp. 21-40 APA 6 th Ed.; Assign Group Design Presentations starting 10-10. Due: <u>Complete the Citi** training</u> and turn in a copy of your certificate (see website at bottom of table for instructions)
9-12	*Professional Writing and Ethics; Review Literature; Talk about criteria from grant organizations. Proposal: exploring the literature and identifying themes and formulating a focus by selecting themes. Writing workshop: begin outline of introduction to your study: rationale, problem statement, and purpose statement.	Read Heppner Chapter 3 and 4; pp. 41-59 APA 6 th Ed. Due: <u>First article critique</u>
9-19	*Choosing Research Designs and Process Research Discuss research questions, hypotheses, and objectives in research studies. Proposal: analyzing, interpreting, integrating the literature. Writing workshop: Write research questions, and hypotheses.	Read Heppner Chapter 6 and 21; read APA 6 th Ed., pp. 61-86; Due: <u>Statement of problem and purpose, and research questions and hypotheses assignment.</u>
9-26	*Validity Issues in Research Discuss sampling strategies and validity issues Writing workshop: Proposal: Writing the review of the literature.	Read Heppner Chapter 7; read 87-111 in APA 6 th Ed. Due: <u>Second article critique</u>
10-3	*Population and diversity issues Discuss the process of data collection; look at IRB examples; sampling; instruments; administering the data collection Writing workshop: based on need	Read Heppner Chapter 8 and 9. Work on your reference list. Due: <u>Conference proposal</u>
10-10	*Experimental Designs Discuss: analyzing the data; scoring; reporting and interpreting results Writing workshop: based on need	Read Heppner Chapter 11; read pp. 111-137 in APA 6 th Ed. Due: <u>Third article critique;</u> <u>Presentations:</u> Experimental designs.
10-17	*Quasi-experimental and Longitudinal Designs Discuss: choosing a statistical analysis; reporting and evaluating research Writing workshop: Reporting statistical analysis and rationale	Read Heppner Chapter 12; read pp. 137-187 in APA 6 th Ed.; Due: <u>Grant Proposal;</u> <u>Presentation: Quasi-experimental and Longitudinal Designs</u>
10-24	*Quantitative Descriptive Discuss Data Analysis Writing workshop: draft 1 of lit review and data analysis	Read Heppner Chapter 13; Due: <u>Presentation: Quantitative descriptive designs</u>
10-31	*Single-Subject Designs Writing workshop: revise lit review and begin draft of methods	Read Heppner chapter 15; Due: <u>Presentation: Single-</u>

	section	Subject Designs
11-7	Qualitative Research Designs Writing workshop: based on need	Read Heppner Chapter 16; Due: <u>Presentation</u>: Qualitative designs
11-14	*Mixed Methods Designs Writing workshop: work on draft of research design. Chapter 3 Methodology section.	Read Heppner chapter 17; Due: <u>Presentation</u>: Mixed methods designs;
11-21	*Counseling Outcome Research	Read Heppner Chapter 20
11-28	*Process Research Oral presentations of proposals	Read Heppner Chapter 21. Due: <u>Proposal</u>; <u>Oral presentations</u>
12-5	Oral presentations of proposals	Due: <u>Oral presentations</u>

***Heppner et al. text reading**

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - [Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION](#)
 - [Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS](#)
 - [Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES](#)
- [Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.](#)

Bibliography:

APA citations for electronic media: <http://www.apastyle.org/elecref.html>

- Brown, S. M., & Walberg, H. J. (1993). Motivational effects on test scores of elementary students. *The Journal of Educational Research*, 86, 133-136.
- Combs, J. P., Bustamante, R. B., & Onwuegbuzie, A. J. (2010). An interactive model for facilitating development of literature reviews. *International Journal of Multiple Research Approaches*, 4(2), 159-182. doi:10.5172/mra.2010.4.2.159
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson.
- Lauer, P. A. (2006). *An education research primer: How to understand, evaluate, and use it*. San Francisco, CA: Jossey-Bass. (list price \$28.50). The Lauer book contains a simple review of research concepts. This will be helpful if you are unfamiliar with research concepts covered in an undergraduate or master's research course.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson.
- McMillan, J. H. (2004). *Educational research: Fundamentals for the consumer* (4th ed.). Boston, MA: Pearson.
- McMillan, J. H., & Wergin, J. F. (2002). *Understanding and evaluating educational research* (2nd ed.). Upper Saddle River, NJ: Pearson.

- Straus, J. (2008). *The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. San Francisco: Jossey-Bass. ISBN 978-0-470-22268-3
- Strunk, William. (1918). *Elements of Style*. Geneva, NY: WP Humphrey <http://www.bartleby.com/141/>
- Wong, K. W., & Nicotera, A. C. (2004). *Brown v. Board of Education* and the Coleman Report: Social science research and the debate on educational equality. *Peabody Journal of Education*, 79, 122-135.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Honesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 6th edition, for citing sources.

Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as *Turnitin*. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

PLAGIARISM: WHAT IT IS

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

The following comments are taken verbatim from Campbell, Ballou, and Slade's (1986) book entitled, *Form and Style Theses, Reports, Term Papers* (7th ed.).

"Quotations in a research paper, thesis, or dissertation can be of two types: indirect (paraphrased or summarized), or direct (verbatim). Both indirect and direct quotations must be documented. That is, you must indicate the source either with parenthetical documentation accompanied by a list of works cited...

Plagiarism-the use of another person's ideas or wording without giving proper credit-results from the failure to document fully and accurately. Ideas and expressions belong to the individual who first puts them forward.

Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. When intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.

Any fact or opinion that you read in one of your sources, whether you first discovered the idea there or have assimilated it so thoroughly that it seems to be your own, should be documented in your paper. Two exceptions are facts that are common knowledge (e.g., John Hancock signed the Declaration of Independence) and facts that can be verified easily and would not differ from one source to another (the headquarters of the Common Market are in Brussels, Belgium). Under most circumstances, these kinds of materials would not need to be documented. On the other hand, material available in only one source or a limited number of sources (a fact about changes in the birth rate in China) should usually be documented." (p. 59).

In reference to note taking, Campbell, Ballou, and Slade (1986) state: "When you write a summary during note taking, you must be careful to avoid inadvertently using the author's wording. Changing an occasional word or reversing the order of phrases or sentences does not result in an adequate summary. A good discipline is to try to write a summary without looking at the source. After writing a summary, look at the original and make a critical comparison, checking for duplication of wording and accuracy in statement of the ideas. If you find that you have used more than two consecutive words from the original (with the exception of articles or prepositions), place them in quotation marks. Carelessness in writing a summary can result in unintentional plagiarism...Even though the summary contains your own words, you will want to give credit for the ideas if you use them in your paper. Be as careful about recording the author's name and page numbers for a summary or paraphrase as you would be for a direct quote" (p. 14-15).

Commenting about paraphrasing, Campbell, Ballou, and Slade (1986) add: "Your paraphrase or summary should represent the source's ideas accurately, avoiding distortion through misstatement or improper emphasis. At the same time, your summary should be stated entirely in your own words. Avoid imitating sentence structure, rearranging words and phrases, and borrowing phrases even of two or three words, since these constitute plagiarism. If you find that you cannot avoid using a phrase from the original, place the words in quote marks. Even when you have restated a passage completely in your own words, indicate that you encountered the information in your reading by" (p. 59-60) citing the reference and including the reference on your reference page.

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Professionalism: The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study.

Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Counselor Education, doctoral students are expected to demonstrate regular attendance, active participation in class, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for class and interact in discussions in a way that clarifies learning and adds new understanding. Debate is encouraged, assuming students demonstrate professionalism. Student dispositions will be factored in the final grade for the course.

Electronic Devices: All cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.

Dropping the Class/Withdrawing from the University:

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: <http://www.shsu.edu/syllabus/>

University Policies:

Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.html