

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (“generic” is a placeholder for topics)														
4. Course abbreviation and Number:* MSW 698B														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Culminating Experience: Thesis II														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Culm Exp: Thesis II														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Completion of a thesis as the culminating experience in the MSW program. Under the guidance of a thesis advisor, complete a thesis informed by social work core competencies. <i>Enrollment restricted to students enrolled in the Master of Social Work program.</i>														
9. Why is this course being proposed? Students have 2 main options to complete the culminating experience. Students will take a comprehensive exam or complete a thesis. As the classification codes (and instructors) for each of these options are different, 2 new classes needed to be created which were formally incorporated into MSW 698. The 698B class is a continuation of the MSW 695 Thesis I course.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>S1</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	S1	Activity			Lab			
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Lecture	3	S1												
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11. Grading Method:* <input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input checked="" type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input checked="" type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check “yes” in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No MSW 695 Thesis I														
17. Corequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No MSW 695 Thesis I (Pre/Corequisite MSW 695)														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established? * each academic year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:


22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No


If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

 4-17-16
 1. Originator (please print or type name) _____ Date

 4-17-16
 2. Program Director/Chair _____ Date

3. College Curriculum Committee _____ Date

4. College Dean (or Designee) _____ Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

MSW 698B: Culminating Experience: Thesis II (3 Units)

Instructor: Ph.D.
Office: UNIV
Hours: By Appointment
E-mail: @csusm.edu

Days: Thursdays
Time: 1230-1515
Classroom: QUAD 101
Phone: 760-

CATALOG DESCRIPTION

Completion of a thesis as the culminating experience in the MSW program. Under the guidance of a thesis advisor, complete a thesis informed by social work core competencies. *Enrollment restricted to students enrolled in the Master of Social Work program.*

Prerequisite/Corequisite: MSW 695 (Thesis I)

Course Overview:

MSW 698B Culminating Experience: Thesis II is an integrative seminar at the end of the MSW program, intended to provide students the opportunity to demonstrate their readiness to practice social work at an advanced level in their area of concentration, and to contribute to the professional knowledge base. Completion of this course as evidenced by the Thesis II meets the culminating experience requirement of the graduate program in social work.

Student Learning Outcomes/Course Objectives:

Students successfully completing this course will be able to:

1. Identify an area of research within the field of social work (EPAS 2.1.6, PBs 21-22);
2. Utilize research skills to obtain knowledge of social work philosophies, policies, research, and interventions related to the identified area of research (EPAS 2.1.6, PBs 21-22);
3. Design and complete a thesis that will have a positive impact on social work policy or practice (EPAS 2.1.3, PBs 11-13; EPAS 2.1.6, PBs 21-22);
4. Adhere to social work ethical guidelines in the design and implementation of the thesis (EPAS 2.1.2, PB 10; EPAS 2.1.6, PBs 21-22); and
5. Apply knowledge of diversity to the design and implementation of the thesis (EPAS 2.1.4, PBs 16-17; EPAS 2.1.6, PBs 21-22).

Evaluation Matrix:

Student Learning Outcome	EPAS Competencies	Practice Behaviors	Measurement/Assignment
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1	2.1.6	21, 22	1, 5, 6
2	2.1.6	21, 22	5, 6, 9
3	2.1.3, 2.1.6	11-13, 21, 22	5, 6, 9, 12, 13
4	2.1.2, 2.1.6	10, 21, 22	5, 6, 9, 10
5	2.1.4, 2.1.6	16, 17, 21, 22	5, 6, 9, 10

Department of Social Work Classroom Conduct Policy

- Classroom attendance and active participation are essential for achieving the student learning outcomes for courses. Students are expected to be present and prepared for every class meeting to promote effective learning of the course content. Unexcused absences, frequent tardy arrivals, and/or leaving class early will affect a student's final grade. Petitioning for an excused absence is subject to the instructor's discretion.
- Graduate students are expected to be active participants in class meetings. Lack of contribution to in-class discussions, activities, and/or role play exercises will adversely affect the student's grade. Conversely, attempts to dominate class discussions, activities, and/or role play exercises will also result in lower grades.
- Cell phones, laptops, or tablets should only be used at breaks or as approved by the instructor. Laptop/tablet use unrelated to class activities, texting, and frequent side conversations are not behaviors that show investment in the learning process and distract from student learning.
- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit, i.e., a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class.
- All assignments are to be turned in on the due date **at the class meeting** per the class schedule. Assignments turned in after the time established by the instructor are considered late, with point deductions taken at the discretion of the instructor.
- Information shared in class about practicum agency, staff, and clients will be de-identified, in classroom discussion and in assigned papers. Personal material of students shared in the classroom as part of participating in class exercises and practice will not be shared with others outside of the classroom.
- As a social work graduate student, you are expected to know and adhere to the NASW Code of Ethics. This is essential to becoming a professional social worker. See: <http://socialworkers.org/pubs/code/default.asp>

CSUSM Academic Honesty Policy

*Please refer to the CSUSM University Catalog section on Academic Honesty. Please

consult with the instructor if you have any questions concerning the completion of course requirements. Students are expected to adhere to the standards of academic honesty and integrity outlined in the CSUSM University Catalog section on Academic Honesty. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly.

*Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. I reserve the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students Web site: <https://biblio.csusm.edu/research-help/plagiarism-how-to-avoid-it>. If there are questions about academic honesty, please consult the department chair.

Students with Special Needs

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by e-mail at dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours in order to ensure confidentiality.¹

REQUIRED TEXT AND READINGS

Required Text:

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

Course Reserves via Instructor:

Coley, S. M., & Scheinberg, C. A. (2014). *Proposal writing: Effective grantsmanship* (4th ed.). Thousand Oaks, CA: Sage.

Cronk, B. (2014). *How to use SPSS: A step-by-step guide to analysis and interpretation* (8th ed.). Glendale, CA: Pyrczak.

Danto, E. A. (2008). *Historical research*. New York, NY: Oxford University Press.

¹ CSUSM Senate Resolution GEC 277-04 04/06/2005

- Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyczak.
- Gitlin, L. N., & Lyons, K. J. (2014). *Successful grant writing: Strategies for health and human service professionals* (4th ed.). New York, NY: Springer.
- Littell, J. H., Corcoran, J., & Pillai, V. (2008). *Systematic reviews and meta-analysis*. New York, NY: Oxford University Press.
- O'Neal-McElrath, T. (2013). *Winning grants step-by-step: The complete workbook for planning, developing, and writing successful proposals* (4th ed.). San Francisco, CA: Jossey-Bass.
- Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: Sage.
- Vartanian, T. P. (2011). *Secondary data analysis*. New York, NY: Oxford University Press.
- Wambeam, R. A. (2015). *The community needs assessment workbook*. Chicago, IL: Lyceum.
- Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: Wiley.

Supplementary Readings:

Supplemental reading materials are available on Cougar Courses for MSW 698. Please be advised that these reading assignments are subject to change. Please consult Cougar Courses often to keep up.

Required Material and Equipment:

Students will be expected to have access to a personal computer with Internet and Web browsing capabilities. Access to Cougar Courses is required for the course. There are many computing resources available on campus for students to utilize. Please make yourself aware of these.

****Recommended Resources:**

These are some helpful resources for APA formatting, literature reviews, and other aspects of research.

1. American Psychological Association - APA style section:
www.apastyle.org
2. Purdue University Online Writing Lab - APA style section:
<https://owl.english.purdue.edu/owl/section/2/10/>
3. APA Style Essentials by Douglas Degelman, Ph.D.:
<http://www.vanguard.edu/psychology/faculty/douglas-degelman/apa-style/>
4. University of Southern Mississippi Libraries - APA Style section:
http://www.lib.usm.edu/help/style_guides/apa.html
5. University of Maryland University College Library - APA style section:

http://www.umuc.edu/library/libhow/apa_examples.cfm

6. CSUSM Kellogg Library Research Guides - Social Work (home page)
<http://biblio.csusm.edu/guides/subject-guide/200-Social-Work/>
7. Georgia State University Library Research Guides - Social Work (home page):
<http://research.library.gsu.edu/socialwork>
8. NYU Libraries Research Guides - Social Work (home page):
http://guides.nyu.edu/sb.php?subject_id=56192
9. Social Work Policy Institute (home page)
<http://socialworkpolicy.org>

**Various other resources are available under Supplementary Readings.

COURSE REQUIREMENTS

Course Format:

Material will be presented in a variety of formats, including lectures, presentations, discussions, and in-class assignments. Students will also meet with their project/thesis advisors/committees as needed throughout the semester.

Writing Criteria:

All writing assignments will be completed and submitted in APA style. Final project or thesis work must comply with the E-thesis, Project, and Dissertation Submission (ETD Submission) Guide detailed on the CSUSM Kellogg Library Web site at: <http://biblio.csusm.edu/guides/subject-guide/193-ETD-Submission-Guide/?tab=2253>. For additional assistance with ETD submission, contact the CSUSM Scholarly Communication Librarian. The approved and completed capstone project or thesis meets the All-University Writing Requirement as described in the CSUSM University Catalog.

Course Assignments:

1. **Advancement to Candidacy.** Requirements for advancement to candidacy are:
 - a. completion of at least 30 semester units toward the MSW degree; (b) a minimum GPA of 3.0 in all courses required for the MSW degree; (c) satisfying the Graduate Writing Assessment Requirement; (d) approval by MSW faculty; and (e) approval by the CSUSM Office of Graduate Studies & Research.
2. **Thesis Advisor and Thesis Committee.** Selection of
 - a. thesis advisors and project/thesis committees must conform to the CSUSM Master's Thesis and Project Committee Composition policy and procedures as outlined on the CSUSM Office of Graduate Studies & Research Web site.
 - b. **The thesis advisor will serve as chair of the student's thesis committee.** Any changes in the composition of the committee require justification and must be approved by the appropriate MSW project/thesis advisor, MSW Director, and

Dean of Graduate Studies.

- c. The project advisor and the project committee will remain the same throughout MSW 698 for students completing a capstone project; the thesis advisor and thesis committee will remain the same throughout MSW 698 for students completing a thesis; in either case barring unforeseen circumstances such as absence, disability, or retirement of faculty. No changes of project/thesis advisor or project/theses committee assignments can be made without notifying the MSW Director.

3 . Thesis Advisor and Thesis Committee Responsibilities.

- a. The project/thesis advisor is responsible for monitoring the student's progress in MSW 698 Capstone Project/Thesis II. The project/thesis committee will review the student's project/ thesis work as appropriate.
- b. The project/thesis committee is responsible for approving the final Project or Thesis. **Please refer to the CSUSM Kellogg Library Electronic Thesis and Project Submission (ETD Submission) Checklist for details.** If the Committee does not approve the Project/Thesis, it will indicate the specific changes required for approval. The project/thesis advisor will prepare a report of these changes for delivery to and discussion with the student(s), with a copy retained for department files. Committees are allowed no more than 10 working days to review and respond to materials submitted to them by the student(s).

4. Thesis Topic.

The project or thesis topic must be consistent with the

- a. student's concentration: Children, Youth, and Families (CYF), or Behavioral Health (BH). Also, the project or thesis must cover one of these areas: (a) focus on a racial/ethnic minority, or other minority population, or another diverse group; or (b) analyze or discuss a racial/ethnic minority, or other minority population, or another diverse group in the literature review; or (c) address a multicultural diversity issue; or (d) discuss the research implications of the chosen topic and the study limitations in relation to diverse populations served by the social work profession. Any of these areas chosen requires incorporating relevant background information.

5. Final Thesis.

Students are required to complete their capstone project or

- a. research thesis to complete and earn credit (CR) for this course. Unless there are extenuating circumstances beyond the student's control, in which case the student must report these circumstances promptly to the project/thesis advisor, the student is expected to carry out the activities indicated in the final proposal as approved by the project/thesis committee for (1) MSW 698 (Capstone Project) for students electing to complete a project; or (2) MSW 698 (Thesis I) and MSW 698 (Thesis II) for students electing to complete a thesis. Students collecting data from human subjects or from records based on human subjects are required to obtain approval from the CSUSM Institutional Review Board prior to the actual data collection.
- b. Students should be aware that CSUSM master's theses and capstone projects and/or the abstracts of these works are documents publically available through the CSUSM Kellogg Library. MSW students should consider the possible privacy and confidentiality issues involved in their projects/theses, including the

- implications for themselves and others (e.g., clients, consumers, staff, agencies, organizations, institutions, and other stakeholders) who could be identified, even with the appropriate use of pseudonyms for study participants. Students should discuss these ramifications with their project/thesis advisors and other relevant individuals.
- c. Students must carefully assess the risks and cost/benefit ratios involved in their projects or theses.
6. **Statistical Consultation.** Students may utilize a statistical consultant for
 - a. assistance in conducting data analysis. Those students requiring additional assistance in this area should consult with their project or thesis advisors.
 7. **Copyright Release.** If a previously published instrument is used to gather data,
 - a. and the student wishes to reproduce the instrument in the project or thesis as an appendix, a copyright release from the author or publisher must be obtained and submitted. The CSUSM Kellogg Library has information on this process.
 8. **Oral Defense of Thesis.** **The thesis committee will determine a defense of the final project or thesis, and arrange as needed a date, time, and place for this defense. There is no other final exam for this course.** The project/thesis committee has four options upon review of the final project or thesis: (1) accept; (2) approve subject to minor revisions, with no resubmission required; (3) approve subject to major revisions, with resubmission required; or (4) reject.
 9. **Format and Length of Final Thesis.** Unless a student has consent
 - a. from the project/thesis advisor, the final project/thesis should be not less than 25 pages in length, and not more than 75 pages in length, not including all front material prior to Chapter 1, or references, tables, figures, and appendices.
 - b. The final project or thesis must be submitted electronically as a CSU system ADA- compliant Portable Document File (PDF), and must conform to all requirements detailed in the E-thesis, Project, and Dissertation Submission (ETD Submission) Guide listed on the CSUSM Kellogg Library Web site at: <http://biblio.csusm.edu/guides/subject-guide/193-ETD-Submission-Guide/?tab=2253>. For additional assistance with ETD submission, contact the CSUSM Institutional Repository Librarian.
 - c. The CSUSM Department of Social Work requires American Psychological Association (APA) style to be used in all capstone projects and theses. The most recent edition of the *Publication Manual of the American Psychological Association* should be used as a formatting guide. This syllabus lists several APA style Web sites (see Recommended Resources) to help students with APA format.
 10. **Thesis Expenses.** Students should be aware that completing a
 - a. thesis can involve additional expenses beyond course tuition fees.
 - b. Such expenses may include, but are not limited to, copying costs for project/thesis committee review, human subjects review, survey questionnaires, and informed consent documents, and costs for proprietary instruments.

- 11. Project or Thesis Deadlines.** Students are responsible for meeting all
- a. thesis deadlines as determined by project/thesis advisors, as well as meeting the CSUSM ETD Submission deadline for projects/theses. **ETD Submission deadlines are posted on the CSUSM Kellogg Library Web site.**
 - b. **Dissemination of Thesis.** The approved and completed project or thesis will be archived as open access via the CSUSM Kellogg Library.

Summary of Chapters and Completion Requirements for MSW 698:

1. Chapter 1 (introduction, statement of problem or purpose of project or thesis, definition of terms).
2. Chapter 2 (background/literature review).
3. Chapter 3 (methods).
4. Chapter 4 (product of project or results of thesis).
5. Chapter 5 (discussion, knowledge gained, limitations, implications, linkage to social work practice and policy).
6. Final project or thesis submission to and approval by advisor/committee.
7. ETD submission and ADA-compliance.
8. Dissemination of project or thesis via the CSUSM Kellogg Library.

Note: The student submits/completes above items as appropriate. Successful completion covers Student Learning Outcomes 1 through 5.

Grading Policy for the Course:

The completion of the final thesis is the primary course assignment for MSW 698 Capstone Project/Thesis II. This course is graded Credit/No Credit (CR/NC). All requirements listed above must be satisfactorily completed and submitted to receive a grade of Credit (CR). Satisfactory completion of assignments will be taken as an indicator that learning outcomes have been demonstrated. In addition to appropriate content, your project or thesis will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style as indicated under Course Requirements. Also, the final capstone project or thesis must comply with all CSUSM ETD Submission and ADA-compliance guidelines. **The project or thesis advisor assigns the grade of CR/NC for this course.**

COURSE CALENDAR

Week	Topic(s)	Activities	Assigned Readings & Assignments Due
Session 1 01/28 2016	Introduction and Orientation	Class Meeting: Course Overview of Project/Thesis	Will vary, depending on the project or thesis, and advisor/committee discretion.
Session 2 02/04/ 2016	Continuation of Course Orientation	Class Meeting: Course Overview of Project or Thesis Please note: Sessions 3 and 4 meet at locations shown below. Please note: Beginning Session 5: As needed, students arrange individual or group meeting times with instructor.	See above
Session 3 02/11/ 2016	CSUSM ETD Process / Library Research Consultation	Class Meeting: Class meets in Kellogg 4400; CSUSM Scholarly Communication and MSW Librarians // Follow up on Projects or Theses	See above
Session 4 02/18 2016	CSUSM GIS Research	Class Meeting: Class meets in ACD 211 GIS Specialist Presentation	See above

Session 5 02/25/ 2016	Consultation	Individual/Group Appointments	See above
Session 6 03/03/ 2016	Consultation	Individual/Group Appointments	See above
Session 7 03/10/ 2016	Consultation	Individual/Group Appointments	See above
Session 8 03/17/ 2016	Consultation	Individual/Group Appointments	See above
	Spring Break/Cesar Chavez Day	Class does not meet on 03/24/16 or 03/31/16	
Session 9 04/07/ 2016	Consultation	Individual/Group Appointments	See above
Session 10 04/14/ 2016	Consultation	Individual/Group Appointments	See above
Session 11 04/21/ 2016	Consultation	Individual/Group Appointments	See above
Session 12 04/28/ 2016	Consultation	Individual/Group Appointments	See above

Session 13 05/05/ 2016	Consultation	Individual/Group Appointments	See above
Session 14 05/12/ 2016	Please note: Actual completion dates for Spring 2016 Projects or Theses to be arranged with Project or Thesis Advisors and Committees	TBA	Due Date: CSUSM Kellogg Library ETD Submission Deadline for Spring 2016 Capstone Projects or Theses is 12:00 noon on Thursday, May 12, 2016

BIBLIOGRAPHY

Brun, C. F. (2014). *A practical guide to evaluation* (2nd ed.). Chicago, IL: Lyceum.

Frels, R. K., Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A step-by-step guide for creating tables. *Research in the Schools*, 17(2), xxxviii-lix. [Note: Available as a PDF under Supplementary Readings.]

Frels, R. K., Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A typology of verbs for scholarly writing. *Research in the Schools*, 17(1), xx-xxxi. [Note: Available as a PDF under Supplementary Readings.]

Green, W., & Levy Simon, B. (Eds.). (2012). *The Columbia guide to social work writing*. New York, NY: Columbia University Press.

Grinnell, R. M., Jr., Gabor, P. A., & Unrau, Y. A. (2012). *Program evaluation for social workers: Foundations of evidence-based programs* (6th ed.). New York, NY: Oxford University Press.

Hahs-Vaughn, D. L., Onwuegbuzie, A. J., Slate, J. R., & Frels, R. K. (2009). Editorial: Bridging research-to-practice: Enhancing knowledge through abstracts. *Research in the Schools*, 16(2), xxxvii-xlv. [Note: Available as a PDF under Supplementary Readings.]

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

- Hughes, G. D., Onwuegbuzie, A. J., Daniel, L. G., & Slate, J. R. (2010). Editorial: *APA publication manual* changes: Impacts on research reporting in the social sciences. *Research in the Schools, 17*(1), viii-xix. [Available as a PDF under Supplementary Readings.]
- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2013). *Designing and managing programs: An effectiveness-based approach* (4th ed.). Thousand Oaks, CA: Sage.
- Onwuegbuzie, A. J., Combs, J. P., Frels, R. K., & Slate, J. R. (2011). Editorial: Citation errors revisited: The case for *Educational Researcher*. *Research in the Schools, 18*(1), i-xxxv. [Note: Available as a PDF under Supplementary Readings.]
- Onwuegbuzie, A. J., Combs, J. P., Slate, J. R., & Frels, R. K. (2009). Editorial: Evidence-based guidelines for avoiding the most common APA errors in journal article submissions. *Research in the Schools, 16*(2), ix-xxxvi. [Note: Available as a PDF under Supplementary Readings.]
- Onwuegbuzie, A. J., Frels, R. K., & Slate, J. R. (2010). Editorial: Evidence-based guidelines for avoiding the most prevalent and serious APA error in journal article submissions - the citation error. *Research in the Schools, 17*(2), i-xxiv. [Note: Available as a PDF under Supplementary Readings.]
- Padgett, D. K. (2008). *Qualitative methods in social work research* (2nd ed.). Thousand Oaks, CA: Sage.
- Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (5th ed.). Sydney, Australia: Allen & Unwin. [Note: Second edition (2005) of this text is available as a PDF under Supplementary Readings.]
- Smith, M. J. (2010). *Handbook of program evaluation for social work and health professionals*. New York, NY: Oxford University Press.
- Thomas, R. M., & Brubaker, D. L. (2008). *Theses and dissertations: A guide to planning, research, and writing* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Troncoso Skidmore, S., Slate, J. R., & Onwuegbuzie, A. J. (2010). Developing effective presentation skills: Evidence-based guidelines. *Research in the Schools, 17*(2), xxv-xxxvii. [Note: Available as a PDF under Supplementary Readings.]