



EDAD 699.01W Resident Doctoral Seminar COURSE SYLLABUS: Spring 2015

Instructor: Dr. Major Nathan R. (Nate) Templeton, Ed.D.

Office Location: Young Education North, 123

Office Hours: 6 p.m. – 8:30 p.m. M,T, Th; **Saturday by appointment**

Cell: 936.371.1563 (preferred)

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Credits: 3

University Email Address: Nate.Templeton@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required

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

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2013). *Writing the winning thesis or dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies in the social and behavioral sciences*. Thousand Oaks, CA: Corwin Press.

Optional Textbooks

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th. Ed.). Los Angeles, CA: SAGE.

Ravitch, S.M. & Riggan, M. (2012). *Reason & rigor: How conceptual frameworks guide research*. Los Angeles, CA: SAGE.

Course Description

This course provides lecture notes, resources, and videos to help establish the foundation for developing a dissertation proposal (e.g., first three chapters of the dissertation). Students will use a planning worksheet to guide the writing of the dissertation proposal, complete the University Institutional Review Board form for the dissertation proposal, complete the required CITI training Courses, and complete the consent form for conducting the study.

Student Learning Outcomes

The student will be able to:

1. Focus on a selected issue with the goal of developing a researchable problem.
2. Develop the necessary thought processes to generate an introductory statement to a research problem and to write research questions and hypotheses.
3. Develop a purpose of the study from the research problem statement.
4. Develop a methodology that can be used to study the issue selected, with the constraints of the type of research problem
5. Complete the Institutional Review Board (IRB) protocol.
6. Master the Human Subjects training.
7. Compose a consent letter to obtain permission to conduct research.
8. Understand the ethical considerations to keep in mind when conducting research and reporting results.
9. Develop a dissertation research proposal suitable for submission to the doctoral committee.
10. Develop the necessary procedures to submit an IRB and the required training certificates to the University Institutional Review Board for protection of human subjects.
11. Understand how to develop a presentation for defending the proposal and final dissertation to the doctoral committee with the Planning Worksheet, Parts A&B as a guide.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Review all course modules. Conduct a cursory review of the module information, lecture notes, discussion threads, and assignments.

This course requires the successful completion of the first three chapters of your dissertation, the completion of the CITI training, Consent letter, and IRB protocol.

All three chapters must be written for this course. Chapters 1 and 2 must be completely written in their entirety – chapter 3 will be a “shell” to indicate general understanding. Simply submitting what you have submitted for another writing course will not suffice and. In some cases, and depending on feedback from your colleagues and me, this means you must start over and not attempt to revise what has been previously written. The Literature Review is to be a minimum of 20 pages in addition to the list of references. Chapters 1 and 3 are to include a minimum of 5-8 pages each in addition to the list of references.

Module Discussion Threads and Assignments:

Use the TAMUC Graduate School’s most recent Dissertation Template for each of the three chapters in this course. See URL below:

<http://www.tamuc.edu/academics/graduateSchool/graduateForms.aspx>

Module 1, Investigating Your Topic. Read Chapters 1 and 3 as well as pages 138-142 (Lunenburg & Irby). Use a scholarly search engine to survey literature related to your topic published in scholarly journals. For dissertations, there should be readily available 75+ scholarly sources available. Sources must have been written in the past 10 years. If this is not the case, please select another topic or contact me. The exception will be those sources that ground the study from a historical and conceptual or theoretical perspective. *Also, bear in mind that your topic MUST have a leadership focus. You are completing a doctorate in educational administration and that must be a focus. In some instances, this means writing to inform the practice or profession on K-12 administrators.*

*Begin reading and surveying the literature so that you are prepared to engage the assignment in module 4. Refer closely to pp. 138-142

Introduction to Classmates - No later than Wednesday at 10:00 p.m. go to the Student Lounge in your course and introduce yourself to the class. Upload a picture. Respond to at least two of your classmates about their introductions in the Student Lounge by Saturday at 10:00 p.m.

Discussion Thread: No later than Wednesday at 10:00 p.m. refer to Module 1 in the course to see the areas to discuss. In your initial posting, please indicate at a minimum your career goals and thoughts on your topic and its importance or relevance to you. Reply to at least 2 of your classmates by Saturday at 10:00 p.m.

Module 2, Developing the Theoretical Framework. Read pp. 123-125 (Lunenburg & Irby). Using Fig 6.1 in your text as a guide, develop a visual representation of your Theoretical Framework and save as a pdf document. See handouts in doc sharing for "additional" reference

Discussion Thread: Attach the draft copy of your "visual" Theoretical Framework by Thursday at 10 p.m. Provide constructive and substantive comments to at least 2 of your classmates by Saturday at 10 p.m.

Assignment 1: Submit the final copy of your "visual" Theoretical Framework by Sunday at midnight.

Module 3, Refining the Theoretical Framework. From feedback on the visual representation of your Theoretical Framework, develop a narrative version using a minimum of 5-6 well-constructed paragraphs or approximately 1 ½ - 2 double-spaced pages written using APA 6. Do remember, that the visual depiction should now complement the narrative version. This assignment is due in Module 4; therefore, do avail yourself of the two weeks allotted to create and submit a quality product indicative of doctoral level inquiry.

Module 3, Assignment 2, CITI Human Subjects Training. There are two required institutional Review Board (IRB) training courses, with 80% passing rate. It takes 6-8 hours to complete the training. The two required trainings are: Social and Behavioral Research-Basic/Refresher, and Responsible Conduct of Research.

Go to the URL address: <https://www.citiprogram.org/Default.asp?>

No Discussion Thread

Assignment 2: Submit the two Course Certificates of the required training to the dropbox for grading by Sunday at midnight.

Module 4, Literature Review Outline (Chapter 2 Outline) Read Chapter 7 (Lunenburg & Irby). **Literature Review Outline** –Using the sources/literature investigated in module 1 - Develop an outline for your

literature review (Chapter 2). Include headings and subheadings in the literature review outline. See figure 7.2 (Lunenburg & Irby) to guide you.

Discussion Thread: No later than Wednesday at 10:00 p.m. attach a draft copy of your Literature Review Outline (Chapter 2 Outline) to the discussion thread. Complete the Discussion Thread Activity over the draft Literature Review Outline (Chapter 2 Outline) Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 3: Submit to the dropbox for grading the final copy of the narrative Theoretical Framework, which is to be inclusive of a minimum of 5-6 well-constructed paragraphs or approximately 1 ½ - 2 double-spaced pages written using APA 6.

Module 5, Review of the Literature Read pp. 142-167 (Lunenburg & Irby). Using your text as a guide, begin writing Chapter 2 – The Review of Literature. As a supplementary resource, see handout in doc sharing for an example Chapter 2.

Assignment 4: Submit the final copy of the Literature Review Outline (Chapter 2 Outline) to the dropbox for grading no later than Sunday at midnight.

No Discussion Thread: You are to focus on intensive writing of the Review of Literature (Chapter 2).

Modules 6-8, Review of the Literature (Continued)

No Assignments due: You are to focus on intensive writing of the Review of Literature (Chapter 2).

No Discussion Threads: You are to focus on intensive writing of the Review of Literature (Chapter 2). Your goal is to write 5-6 pages per week. Think of it as writing one page per day with a day off.

Google + EDAD 699 Hang-Out: During Modules 6-8 we will have a weekly Google + Hangout on Monday from 6:30 – 7:30 p.m. to discuss your progress, answer questions, and share ideas. If you have not already done so, please create a free google + account then search for me using my university e-mail (Nate.Templeton@tamuc.edu). I will then add you to the EDAD 699 Hang-out.

Module 9, Introduction to the Study Read Chapter 6 (Lunenburg & Irby). Begin to work on Chapter I, Introduction to the Study and the list of References along with the Planning Worksheet, Part A. **Do not** plan on a simple revision from a previous course. Use this time to fully engage the material and the text to craft a chapter 1 that is dissertation ready! Translation: what was “good enough” for a writing course IS NOT “good enough” for dissertation proposal. Plan on substantive revision or new work!!

Discussion Thread: No later than Wednesday at 10:00 p.m. attach a draft copy of your Review of Literature (Chapter 2). Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Module 10, Introduction to the Study (Continued) Continue to work on Chapter I, Introduction to the Study and the list of References along with the Planning Worksheet, Part A. Read Chapter 3 (Lunenburg & Irby)

No Discussion Thread

Assignment 5: Submit to the dropbox for grading the final copy of Chapter 2 (Review of Literature). Due Sunday at midnight.

Module 11, Revised Chapter I, Introduction to the Study and List of References along with Planning Worksheet, Part A. (5-8 double-spaced pages). Read Chapter 4 (Lunenburg & Irby).

Discussion Thread: No later than Wednesday at 10:00 p.m. attach a draft copy of your Revised Chapter 1 Introduction to the Study and list of References along with the Planning Worksheet, Part A (5-8 double-spaced pages) to the discussion thread. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Module 12, Planning Worksheet, Parts A&B, Consent Letter, and TAMUC Institutional Review Board (IRB) Form Read Chapter 5 (Lunenburg & Irby)

Assignment 6: Submit final copy of Planning Worksheet, Parts A&B, Consent Letter, and IRB Form to the dropbox for grading

Assignment 7: Submit the final copy of Chapter 1 Introduction to the Study to the dropbox for grading. Due Sunday at midnight.

No Discussion Thread

Module 13, The Method of Procedure Chapter/Treatment of Data (Data Analysis) and References along with Planning Worksheet, Part B (Sections II-V) Read Chapters 8 (Lunenburg & Irby)

Discussion Thread: Method of Procedure Chapter/Treatment of Data (Data Analysis) with References. Attach the draft copy of the 5-8 double-spaced Chapter 3 Method of Procedure Chapter/**Data Analysis/List of References**, and Planning Worksheet, Part B (i.e., Sections II-V) to the Discussion Thread no later than Wednesday at 10:00 p.m. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Module 14, Finishing up Read Chapters 9 and 10 (Lunenburg & Irby)

Assignment 8 - Method of Procedures Chapter, Submit the final copy of the Method of Procedures Chapter/**Data Analysis** and Reference along with Planning Worksheet, Part B, 5-8 double-spaced paged paper to the dropbox for grading

No Discussion Thread

Module 15, Reflection and Closure.

Assignment 9 – Correct your paper based on the feedback given from your classmates and me. Submit to the dropbox for grading no later than **Thursday** at midnight. *Papers that are not inclusive of feedback and changes required from previous modules will receive a grade of F and no points will be awarded.*

Once your chair is assigned, I will forward my final comments and feedback to her/him. The process will be more beneficial if you have made changes and corrections by the time your chair is assigned, as they will have a copy of what I have recommended to you.

Discussion Thread: No later than Wednesday at 10:00 p.m., reflect on the process of beginning to write for dissertation. What did you learn in this course? What were your challenges and how did you overcome them? How will you use the information learned from this course moving forward?

Module 9	Discussion	5 points
Module 10	Assignment 5	25 points
	No Discussion	
Module 11	Discussion	5 points
Module 12	Assignment 6	15 points
	Assignment 7	25 points
	No Discussion	
Module 13	Discussion	5 points
Module 14	Assignment 8	25 points
	No Discussion	
Module 15	Assignment 9	25 points
	Discussion	5 points
Total Points		200 points

TECHNOLOGY REQUIREMENTS

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- External Microphone

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means that our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0)

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also

supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

INTERACTION WITH STUDENTS

This is a 100% online class. All instruction and assignments are delivered using the **eCollege** learning media platform. **Please periodically review new announcements within the EDAD 699 eCollege course home page for updated information pertaining to this course.** In order to minimize confusion and repetition, I like to communicate through personal email as little as possible. Therefore, each of the seven modules within our EDAD 699 course shell has a link entitled *Module Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the *Module Q&A* forums. Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue. If you prefer to correspond via the telephone, please contact me on my cell phone (936.371.1563) during posted office hours.

Another way to interact with me if you have questions about course content or course procedures and assignments is through **Google + -- search for me using my university e-mail address - Nate.Templeton@tamuc.edu** Periodically, I will host an EDAD 699 "hang out" to discuss your progress or to make additional presentations.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is

not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

University Specific Procedures

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)

(Texas A&M University –Commerce, Graduate Catalog)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TENATIVE COURSE OUTLINE / CALENDAR

The Course Outline/Calendar is listed in the e-college shell of this course. Additionally, each module of the syllabus contains each assignment and specific due dates. The faculty reserves the right to change the course

outline/calendar to improve the effectiveness of the course content and to adjust due dates as needed.