EDSP 994 Introduction to the Dissertation-NewCrs-2017-02-15

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

ⓘ **The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:**

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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*Indicates a required field

Proposer*	Lynanne Black	**Proposer Email***	lblack@iup.edu
Contact Person*	Lynanne Black	**Contact Email***	lblack@iup.edu
Proposing Department/Unit*	EDSP	**Contact Phone***	7-2483

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* EDSP
(B) Course Number*	*If Dual Listed, enter both course numbers* 994
(C) Course Title*	Introduction to the Dissertation
(D) Course Level*	graduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours: Lab Hours: Credits:3
(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	Doctoral Candidacy
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* * *Teacher Education: Please complete the Teacher Education section of this form (below)* * *Liberal Studies: Please complete the Liberal Studies section of this form (below)* * *Distance Education: Please complete the Distance Education section of this form (below)*
(M) Recommended Class Size	NO Number (Enter Zero if No):0 If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Designed to introduce students to the dissertation and the dissertation process; university and department policies and procedures related to the dissertation; and resources across the university for engaging in research; as well as facilitate topic selection; review of the literature; and Institutional Review Board (IRB) requirements and procedures. By the end of this course, students will have chosen an advisor (if not done so already) and committee, completed several of the initial requirements of the dissertation process, as well as produced a reasonable and appropriate timeline for completion of the dissertation and the degree.

(O) Student Learning Outcomes*	These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes
	If dual listed, indicate additional learning objectives for the higher level course.
	By the end of this course, students will:
	1. Apply knowledge and skills from previous research related coursework to the dissertation process in the Department of Educational and School Psychology (EDSP) and at Indiana University of Pennsylvania (IUP).
	2. Develop advanced skills and knowledge of writing academic papers by reviewing the practice of professional writing using the American Psychological Association (APA) Style Manual (current edition).
	3. Comprehend the dissertation process, including writing the document, as well as university and department policies and procedures related to the dissertation.
	4. Apply theoretical and methodological understanding from previous research-related coursework to choosing a feasible and relevant research topic and devising specific research questions and hypotheses.
	5. Conduct a thorough and focused review of the literature, create an appropriate conceptual framework, and develop a feasible and suitable research design.
	6. Use effective and efficient oral and written communication skills to discuss research ideas.
	7. Understand the demands of the dissertation process including stress, time, project management, chair/advisor selection, committee selection, dissertation proposal and defense, deadlines, and human subjects review.
	8. Complete the mandated Institutional Review Board (IRB) training.
	9. Examine and increase awareness of university and departmental resources for all aspects of the research process.
	10. Apply legal and ethical principles to the dissertation process.

(P) Brief Course Outline* For Each Outcome Describe How the Outcome Will Be Achieved	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*
	As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or
	direct faculty instruction, there should be a minimum of two hours of out of class student work.

Brief Course Outline including Outcomes/Achievement of Outcomes:

Student Learning Outcome	Topics	Outcome Achievement
Develop advanced skills and knowledge of writing academic papers by reviewing the practice of professional writing using the American Psychological Association (APA) Style Manual (current edition).	Reviewing Exemplar Completed Dissertations and Research Articles	1. Evaluate dissertations for quality 2. Critique articles for quality
Comprehend the dissertation process, including writing the document, as well as university and department policies and procedures related to the dissertation.	Demystifying the Dissertation Process Understanding the Dissertation Mindset Attend presentation on Dissertation Process – Guest Speaker(s) (Faculty, Former students, Current students, etc.)	1. Create a reasonable and realistic timeline for completion of the dissertation within a time frame selected by the student and instructor. 2. Track work completed during this semester using a spreadsheet or another information tracking tool.
Apply theoretical and methodological understanding to choosing a researchable topic and devising specific research questions and hypotheses.	Review University Dissertation Procedures Attend presentation on IUP SGSR Dissertation Requirements, Policies, and Procedures – Guest Speaker (SGSR Assistant Dean for Research, Representatives from SGSR, etc.)	1. Produce a summary document to attach to the Research Topic Approval Form (RTAF) that describes the research topic, lists the research questions, and outlines the hypotheses. 2. Documented attendance at presentations using attendance records, I-card swipe, and/or login information if available. If none of these are available, a summary of the material covered in the presentation/workshop will be required.

(O) Student Learning Outcomes*

Conduct a thorough and focused review of the literature, create an appropriate conceptual framework, and develop a feasible and suitable research design.	Using Research Tools Effectively 1. Engage in NVivo software training – Guest Speaker 2. Attend presentation on using the Resources at the University Library – Guest Speaker(s) (University Librarians, etc.) Applying Research Design, Methodology, and Statistical Knowledge to the Dissertation 1. Engage in Qualtrics training - Guest Speaker	1. Produce a written outline for the dissertation literature review based on chosen topic. 2. Produce in writing an appropriate research design based on chosen topic. 3. Produce in writing an appropriate research plan based on the chosen research design. 4. Documented attendance at presentations using attendance records, I-card swipe, and/or login information if available. If none of these are available, a summary of the material covered in the presentation/workshop will be required.
Use effective and efficient oral and written communication skills to discuss research ideas.	Seek Editing Services at the Kathleen Jones White Writing Center Attend presentation by Kathleen Jones White Writing Center – Guest Speaker (Representatives from the Writing Center) Attend presentation on Effective Use of Technology for Presentations – Guest Speaker(s) (Instructional Designers, etc.)	1. Documentation from Writing Center that student attended a session 2. Schedule and participate in a one-to-one editing session with the instructor regarding a class assignment. 3. Conduct presentation on chosen research topic. 4. Documented attendance at presentations using attendance records, I-card swipe, and/or login information if available. If none of these are available, a summary of the material covered in the presentation/workshop will be required.
Understand the demands of the dissertation process including stress, time, project management, chair/advisor selection, committee selection, dissertation proposal and defense, deadlines, and human subjects review.	Setting Goals and Goal Assessment Assigning and Meeting Deadlines Tracking Time Attend presentation on Faculty Expertise – Guest Speakers (Faculty) Attend presentation on the IUP Institutional Review Board (IRB) Policies, Procedures, and Submission – Guest Speaker(s) (IRB Chair, Representatives from the IRB, etc.) Attend presentation on Dissertation Proposal and Defense – Guest Speaker(s) (Current and Former students)	1. Track work completed during this semester using a spreadsheet or another information tracking tool. 2. Participate in small group work sessions outside of class time. 3. Documented attendance at presentations using attendance records, I-card swipe, and/or login information if available. If none of these are available, a summary of the material covered in the presentation/workshop will be required.
Complete the mandated Institutional Review Board (IRB) training.	CITI Training Overview Complete CITI Online Training Modules	1. Produce CITI training completion certificates.
Examine and increase awareness of university and departmental resources for all aspects of the research process.	Attend presentations on topics including, but not limited to, Research Week, Graduate Scholars Forum, EndNote, University Senate Research Funding, Workshops provided by the School of Graduate Studies and Research (SGSR), etc. – Guest Speaker(s) (Representatives from SGSR, University Senate Research Committee, IT, etc.)	1. Documented attendance at presentations using attendance records, I-card swipe, and/or login information if available. If none of these are available, a summary of the material covered in the presentation/workshop will be required.

	Apply legal and ethical principles to the dissertation process.	Complete CITI Online Training Modules Consent/Assent Process; Confidentiality v. Anonymity Handling, Storing, Analyzing, and Reporting Data; Data Interpretation Apply Legal and Ethical Principles to Research; Review Ethical Decision Rules for addressing Research Dilemmas	1. Produce CITI training completion certificates. 2. Conduct presentation on one aspect of legal and ethical guidelines as it pertains to the dissertation process. 3. Case study reviews.

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course is being proposed as part of the new Ph.D. program in School Psychology to assist doctoral candidates in making the all important transition from traditional course work to the dissertation process. Many students have little difficulty completing the program course work of the doctoral degree, but leave their program without completing the dissertation or necessitating one or more extensions in order to do so. The aim of this course is to help students understand what is required of the dissertation process and how it is different from regular coursework; keep students on track for timely graduation and increase their likelihood of degree completion within the School of Graduate Studies and Research (SGSR) allowable time limits (with limited use of extensions); and start them on the process of completing the beginning requirements of the dissertation process, such as the choosing an advisor/committee; completing the Research Topic Approval Form (RTAF); completing the Institutional Review Board (IRB) training; conducting a literature review; completing an IRB protocol; etc. The Ph.D. program in school psychology requires 9 credits of dissertation total to complete the degree. The first 3 credits of the required 9 credits of dissertation would be this EDSP 994 Introduction to Dissertation course. To date, we have had a large percentage of our students successfully complete all doctoral coursework and subsequently fall short on completion of the dissertation and ultimately the degree or timely completion of the dissertation/degree requiring one or two of the allowable extensions by the School of Graduate Studies and Research (SGSR). The goal of this course is to not only familiarize the students with the dissertation process, but also ensure that they have completed several of the initial required steps, as well as a reasonable and appropriate timeline for completion of the remaining parts of the dissertation and the program. The instructor of record for this course will be responsible for teaching the students about the dissertation process and the project itself, as well as review/revise documents produced by students for submission. The instructor will aid the students in honing in on and choosing an appropriate and feasible research topic, in addition to recommending a suitable faculty advisor (if necessary) and committee members (both within and outside the university, if applicable). Furthermore, the instructor will be responsible for working through potential research design and methodology with students, as well as potential statistical procedures applicable to their selected research topic.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* The EDSP 994 Introduction to the Dissertation course is being proposed to help students transition between the completion of formal course work in the Ph.D. program in School Psychology and the writing of the dissertation as the culminating activity of the doctoral degree. Many students are able to complete the course work of doctoral programs with little to no difficulty, but once in the dissertation phase of the degree, they fail to complete. The purpose of this course is to help students change their mindset and enter this next stage of their program with realistic notions about the dissertation process, what is required by the department and university, how long the dissertation will take to complete, timelines for completion, resources available, and evolution of knowledge learned to skills demonstrated.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Major Requirement If Other, please explain:
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment: A search of the graduate catalog revealed no similar courses in other departments.
(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	NO Please Provide Comment:
(V) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:

(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) This course is specifically designed for doctoral candidates in the Ph.D. program in school psychology. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? NA
(X) Attach Supporting Documents for Implications, **if Necessary**	**File Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	

Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu