



**EDAD 699.01w Resident Doctoral Seminar
COURSE SYLLABUS: SUMMER 2024**

Instructor: Dr. Major Nathan R. (Nate) Templeton, Ed.D
Office Location: Young Education North, 125^[L]_[SEP]
Office Hours: 6 p.m. – 8:30 p.m. M-Th; Saturday by appointment
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Office Fax: 903.886.5507^[L]_[SEP]
Credits: 3^[L]_[SEP]
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COURSE INFORMATION

Textbooks Required

American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington DC.

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

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.

Ravitch, S.M. & Riggan, M. (2016). *Reason & rigor: How conceptual frameworks guide research*, (2nd ed.). Los Angeles, CA: Sage Publications.

Course Description

This course provides lecture notes, resources, and videos to assist in the foundation for establishing a dissertation prospectus (e.g. shortened first three chapters of the dissertation). Students will use one of two approved templates (5 chapter traditional or 3 chapter Action Research) to guide the writing of the prospectus and completing the required Institutional Review Board (IRB) CITI training courses.

Student Learning Outcomes

The student will be able to:

1. Understand how theoretical frameworks guide research studies.
2. Focus on a selected issue with the goal of developing a researchable problem.
3. Develop the necessary thought processes to generate an introductory statement to a research problem and to write research questions and hypotheses.
4. Develop a purpose of the study from the research problem statement.
5. Develop a methodology that can be used to study the issue selected, with the constraints of the type of research problem
6. Master the Institutional Review Board (IRB) CITI Human Subjects training.
7. Understand the ethical considerations to keep in mind when conducting research and reporting results.
8. Develop a dissertation prospectus suitable for submission to the doctoral committee.
9. Assimilate the knowledge for defending the prospectus to the doctoral committee.

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.

We are completing a “prospectus” therefore, all three chapters (although abbreviated in length) 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; 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. The template is located in doc sharing.

The Department of Educational Leadership has also adopted a new 3 Chapter Action Research (Dissertation in Practice) model. The 3-chapter template is also located in doc sharing.

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 administration.*

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

Read (Required): *Reason & rigor: How conceptual frameworks guide research.* Ravitch & Riggan, (2012). Be ready to explain to the professor how the conceptual framework will frame the proposed research study.

Introduction to Classmates (Required) - 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 (5 points): 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 (5 points): 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 (10 points): 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 7. Do remember, that the visual depiction should now complement the narrative version.

Activity: Review of the Literature (Chapter 2 Outline) Read Chapter 7 and pp. 142-167 (Lunenburg & Irby). **Literature Review Outline** –Using the sources/literature investigated in EDAD 664 - 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. It is expected that each heading will contain 2-3 subheadings. Additionally, each heading and subheading should be inclusive of 3-5 references, written as Author (year). I have an example loaded in Doc sharing.

*While we will not revisit the completed Review of Literature in this course, it is expected that you will eventually present a 40-50 page completed Review of Literature (Chapter 2) for your dissertation. Additionally, a minimum of 35 pages is necessary for the Doctoral Comprehensive Exam.

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach a draft copy of your narrative theoretical framework. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 2 (20 points): 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 7.

Module 4 The Problem Statement Read Chapter 6 (Lunenburg & Irby) and view videos presented in the module. Download and view the Writing the Problem Statement Worksheet in doc sharing to ascertain and begin writing in narrative “why” the topic is a problem, “who” states the topic in a problem, and “what” should research findings contribute to “addressing” the problem. For clarity, the reading of Chapter 6 is necessary to complete the next 3 assignments!!!

Activity: Access ProQuest and search for dissertations on your topic. Download and view the manuscripts and compare/contrast the

Statements of the Problem. You may also use these examples as you complete other sections of the dissertation.

Omit Assignment 3 (-20 points):

No Discussion Thread: You are to focus on intensive research of relevant emergent literature necessary to fully understand the “problem” inherent to your topic.

Module 5 The Problem Statement Part II

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach a draft copy of the Statement of the Problem. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 4 (20 points): Submit the final copy of Statement of the Problem and the list of references to the dropbox for grading no later than Sunday at midnight.

Module 6 Purpose of the Study Refer again to Chapter 6 (Lunenburg & Irby) to complete this module.

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach the draft copy of the Purpose of the Study (3-5 well-constructed paragraphs) and the list of References to the discussion thread. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 5 (20 points): Submit the final copy of the Purpose of the Study (3-5 well-constructed paragraphs) and the list of references to the dropbox for grading no later than Sunday at midnight.

Module 7 Significance of the Study Read again Chapter 6 and read Chapter 8 (Lunenburg & Irby)

Activity: Begin using the research assembled to understand the Significance of the Study. Significance refers to the gap(s) in the literature to be addressed by THIS study.

No Discussion Thread (-5 points):

Module 8 Completing the Method of Procedures & Data Analysis

Read Chapters 9 and 10 (Lunenburg & Irby)

Assignment 6 (20 points) – Submit the final copy of the **Significance of the Study** to the dropbox for grading no later than Sunday at midnight.

No Discussion Thread

Module 9 CITI Human Subjects Training

Read Chapter 5 (Lunenburg & Irby)

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 7 (20 points): Submit pdf copies of completed CITI Training to the dropbox for grading.

Omit Assignment 8

No Discussion Thread

Module 10 Reflection and Closure.

Assignment 9 (20 points) – Make final corrections to the dissertation sections covered in this course based on the feedback provided throughout the course. Submit the DISSERTATION PROSPECTUS 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 (5 points): 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? **Replies not required.**

EDAD 699 Module Assignment Grading Rubrics

Source: *CLAQWA (modified), Flateby & Metzger – University of South Florida*

Please refer to the EDAD 699 D2L shell for assignment grading rubrics. Please refer to each assignment rubric before providing feedback to your peers in the discussion threads and completing assignments.

Module Discussion Forums:

Five modules within this course contain a discussion thread activity, which serves as a peer-review component for developing responses to Module Assignments 1, 2, 4, 5 and 6. The sharing of feedback with your classmates is expected to strengthen the results of your assignment responses as you are exposed to a variety of ideas and are provided with constructive criticism for improvement. Please refer to the following course module discussion thread rubric.

EDAD 699 Discussion Thread Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	Point Total = /5

GRADING

You must complete all assignments to earn an A in this course.

Grading Rubric (total points):

A – 144 – 160

B – 128 - 143

C - 112 - 127

D - <112

Policy on Late Work:

Late work is not accepted in this course. Any assignment (including the correct version of the assignment) or discussion not timely posted and/or submitted to the correct dropbox will receive zero points and will not be graded.

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

This is a 100% online class. All instruction and assignments will be delivered using the eCollege learning media platform. Please periodically review (a) updated announcements within the EDAD 699 *eCollege* course home page for updated information pertaining to this course, and (b) check your university e-mail account frequently.

COMMUNICATION AND SUPPORT

Quality of Online Course Communication

We will be sharing experiences and application of theoretical concepts. You are encouraged to share your personal and professional experiences. In order to assure that we can have a free and open discussion in which you may elect to discuss your experiences and your district's policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of classmates. At the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information. In other words, anything said in the classroom stays in the classroom.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. I suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. I expect you to be positive in your approach to

others and diplomatic with your words. As your professor, I am also committed to do the same in all of our communications.

Interaction with Instructor

Email is the primary mode of communication with the professor. Expect a reply within 24 hours, depending on when your message was sent. If you do not receive a response in that time frame, please assume your message was not received and email again or contact me via cell phone.

Virtual conferencing is available by appointment via Adobe Connect during office hours. If you want to talk on the phone you may call my cell at your convenience (936.371.1563). Please do not call after 9:00 p.m. (cst). Please also note that I am typically only in my office on campus two days each week; therefore, cell phone is the preferred method of contact.

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform eCollege. You will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email everyday, as I will be communicating with you both within the online course environment and through university email.

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.

Writing Style

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “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” (Policy A 122.07, 1998). 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. Be further notified that an Incomplete for this doctoral course is not available.

Academic Honesty:

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the 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. Academic dishonesty also includes using paper previously written for another course. Be hereby advised that such practice will result in disciplinary action and/or a grade reduction equal to zero points awarded.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association 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.

Recommended websites to review include:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 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).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

TENATIVE COURSE OUTLINE / CALENDAR

The Course Outline/Calendar is listed in the e-college shell of this course. Additionally, each module 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.

The course is divided into modules that will open and close on specified dates. Please see course calendar tab for specific dates. Completion will require participation and submission of assignments in each module. Any changes in the course outline and due dates will also be posted under the announcements.

Module 1 June 3-9 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 administration.*

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

Read (Required): *Reason & rigor: How conceptual frameworks guide research.* Ravitch & Riggan, (2012). Be ready to explain to the professor how the conceptual framework will frame the proposed research study.

Introduction to Classmates (Required) - 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 (5 points): 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 June 10-16 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 (5 points): 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 (10 points): Submit the final copy of your “visual” Theoretical Framework by Sunday at midnight.

Module 3 June 17-23 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 7. Do remember, that the visual depiction should now complement the narrative version.

Activity: Review of the Literature (Chapter 2 Outline) Read Chapter 7 and pp. 142-167 (Lunenburg & Irby). **Literature Review Outline** –Using the sources/literature investigated in EDAD 664 - 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. It is expected that each heading will contain 2-3 subheadings. Additionally, each heading and subheading should be inclusive of 3-5 references, written as Author (year). I have an example loaded in Doc sharing.

*While we will not revisit the completed Review of Literature in this course, it is expected that you will eventually present a 40-50 page completed Review of Literature (Chapter 2) for your dissertation. Additionally, a minimum of 35 pages is necessary for the Doctoral Comprehensive Exam.

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach a draft copy of your narrative theoretical framework. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 2 (20 points): 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 7.

Module 4 June 24-30 The Problem Statement Read Chapter 6 (Lunenburg & Irby) and view videos presented in the module. Download and view the Writing the Problem Statement Worksheet in doc sharing to ascertain and begin writing in narrative “why” the topic is a problem, “who” states the topic in a problem, and “what” should research findings contribute

to “addressing” the problem. For clarity, the reading of Chapter 6 is necessary to complete the next 3 assignments!!!

Activity: Access ProQuest and search for dissertations on your topic. Download and view the manuscripts and compare/contrast the Statements of the Problem. You may also use these examples as you complete other sections of the dissertation.

Omit Assignment 3

No Discussion Thread: You are to focus on intensive research of relevant emergent literature necessary to fully understand the “problem” inherent to your topic.

Module 5 July 1-7 The Problem Statement Part II

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach a draft copy of the Statement of the Problem. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 4 (20 points): Submit the final copy of Statement of the Problem and the list of references to the dropbox for grading no later than Sunday at midnight.

Module 6 July 8-14 Purpose of the Study Refer again to Chapter 6 (Lunenburg & Irby) to complete this module.

Discussion Thread (5 points): No later than Wednesday at 10:00 p.m. attach the draft copy of the Purpose of the Study (3-5 well-constructed paragraphs) and the list of References to the discussion thread. Provide constructive feedback to at least two of your cohort members no later than Saturday at 10:00 p.m.

Assignment 5 (20 points): Submit the final copy of the Purpose of the Study (3-5 well-constructed paragraphs) and the list of references to the dropbox for grading no later than Sunday at midnight.

Module 7 July 15-21 Significance of the Study Read again Chapter 6 and read Chapter 8 (Lunenburg & Irby)

Activity: Begin using the research assembled to understand the Significance of the Study. Significance refers to the gap(s) in the literature to be addressed by THIS study.

No Discussion Thread

Module 8 July 22-28 **Completing the Method of Procedures & Data Analysis**

Read Chapters 9 and 10 (Lunenburg & Irby)

Assignment 6 (20 points) – **Submit the final copy of the Significance of the Study** to the dropbox for grading no later than Sunday at midnight.

No Discussion Thread

Module 9 July 29 – August 4 **CITI Human Subjects Training**

Read Chapter 5 (Lunenburg & Irby)

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 7 (20 points): Submit pdf copies of completed CITI Training to the dropbox for grading.

Omit Assignment 8

No Discussion Thread

Module 10 August 5-8 **Reflection and Closure.**

Assignment 9 (20 points) – Make final corrections to the dissertation sections covered in this course based on the feedback provided throughout the course. Submit the DISSERTATION PROSPECTUS 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 (5 points): 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? **Replies not required.**