Nova Southeastern University, Abraham S. Fischler School of Education
Syllabus

I. COURSE PREFIX, NUMBER, AND TITLE

ADS 8090 Applied Dissertation Services I

II. INSTRUCTOR/FACULTY MEMBER

Candidates needing to contact their instructor prior to the beginning of the course should consult the course schedule at http://www.fischlerschool.nova.edu/current-students/course-schedule to find the name of the instructor teaching this course. Right-click on the faculty member's name in the schedule and choose "Properties" in the menu to obtain his or her e-mail address.

Candidates should contact their instructor for any questions regarding this course.

CONTENT-AREA FACULTY (Responsible for Syllabus)

Name: Nydia Cummings, PhD
E-mail address: cnydia@nova.edu
Telephone: 954-262-8598, 800-986-3223, Ext. 28598
Fax: 954-262-3903

NOTE: To ensure program consistency, all sections of each course, regardless of delivery format, follow the same course outcomes as listed in this syllabus. Any modifications in readings, topics, or assignments may occur only with the approval from the content-area faculty listed above.

III. COURSE DESCRIPTION AND RATIONALE

This course governs the conduct of the dissertation. Students enrolled in this course may be at the concept paper, proposal, or applied dissertation stage. Students who are registered for this course will be required in each semester to participate in at least one online dissertation presentation (offered by the Applied Research Center). Participation is required until a student earns a Pass grade for the dissertation final manuscript (ARC 8968). (**NOTE**: This requirement applies to all dissertation benchmark courses and Applied Dissertation Services I and II). Information about the presentations will be sent to students at the beginning of each semester and will include dates, times, and registration information.

IV. COURSE STUDENT-LEARNING OUTCOMES

By the end of this course, the candidate at the concept paper stage will be able to

- understand the dissertation process
- utilize the library databases efficiently
- demonstrate scientific writing skills
- read research effectively
- synthesize verbal and nonverbal materials

- critique research studies
- demonstrate self-editing and proofreading skills

By the end of this course, the candidate at the proposal stage will be able to

- demonstrate mastery of technical and scientific writing skills
- synthesize written material
- critique research studies
- demonstrate mastery of the study's methodology
- understand all of the elements regarding human-subject research
- demonstrate self-editing and proofreading skills

By the end of this course, the candidate at the final report stage will be able to

- demonstrate mastery of technical and scientific writing skills
- review original findings in relation to the work of others
- form and design experiments to test hypotheses
- demonstrate self-editing and proofreading skills
- demonstrate an in-depth knowledge of the particular topic chosen
- apply the skills, techniques, and knowledge acquired during the EdD program to complete a relevant, substantial demonstration of independent work

V. COURSE OBJECTIVES

By the end of this course, the candidate at the concept paper stage will be able to

- introduce the dissertation topic
- produce a title for the dissertation
- provide the background and significance of an identified problem
- develop a purpose statement
- operationally define key terminology
- create a preliminary review of the literature and an appropriate conceptual framework
- apply theoretical and methodological understanding and skills into devising specific research questions
- demonstrate mastery of APA and Fischler School style
- understand the processes involved in writing a dissertation including stress, time and project management, committee formation, benchmark approvals, and human-subject reviews
- write an approved concept paper

By the end of this course, the candidate at the proposal stage will be able to

- compose an introduction (e.g., problem statement and purpose of the study)
- produce an exhaustive literature review with a well-developed conceptual framework
- apply theoretical and methodological understanding and skills to the development of research questions
- create a well-designed methods section (e.g., participants, instruments, procedures, design, and limitations)

- develop an IRB protocol, consent/assent forms, and any other ancillaries involved in the process of seeking IRB approval
- demonstrate mastery of APA and Fischler School style
- write an approved proposal

By the end of this course, the candidate at the final report stage will be able to

- implement and utilize research skills, which may be qualitative, quantitative, or mixed
- critically collect, evaluate, and interpret research data
- develop effective charts and figures
- demonstrate mastery of APA and Fischler School style
- draw conclusions from the findings of the study
- offer further directions for research
- describe the significance of experimental outcomes in a well-reasoned discussion
- write an approved doctoral dissertation

VI. REQUIRED MATERIALS

The following textbooks that students use in other classes will be helpful for the preparation of the dissertation.

A. Suggested Textbooks

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

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson.

B. Required Supplemental Materials

Abraham S. Fischler School of Education. (2012, January). *Applied dissertation procedures manual*. Retrieved from Nova Southeastern University, Abraham S. Fischler School of Education, Applied Research Center website: http://www.fischlerschool.nova.edu/applied-research/arc

Abraham S. Fischler School of Education. (2011, May). *Style guide for the applied dissertation*. Retrieved from Nova Southeastern University, Abraham S. Fischler School of Education, Applied Research Center website: http://www.fischlerschool.nova.edu/applied-research/arc

VII. CLASS ACTIVITIES AND ASSIGNMENTS

Weeks	Topics	Class Activities & Assignments
1-16	Compose Chapter 1, 2, 3, 4 or 5	1) Submit documents to the dissertation committee chair using Microsoft Word. If the dissertation chair uses the reviewing and

	Revise Chapter 1, 2, 3, 4 or 5	tracking features in Microsoft Word, the student should become proficient with those features. 2) Submit work that conforms to Fischler School guidelines for format and style as described in the *Style Guide for the Applied Dissertation* found on the ARC website. 3) Use only an NSU account for any e-mail correspondence with the dissertation chair. 4) Maintain contact and communication with the dissertation chair at least once a month. 5) Understand that the working relationship between student and chair is unique and based on a trusting interaction between professionals. The student should contact the dissertation chair for clarification on points in questions concerning research and writing and for advice and information regarding the dissertation process. 6) Utilize the information received from the dissertation chair and member to make the recommended organizational, content, format, and style changes in the concept paper, dissertation proposal, and final report. 7) Inform the dissertation chair of any changes in position, address, and other contact information, as well as professional and personal changes that might affect the student's progress. 8) Follow the policies and procedures established by the university's IRB for research with human subjects and the regulations that the student's own agency or institution may have concerning the protection of human subjects in research. 9) Be current with CITI certification.

VIII. ASSIGNMENT CHECKLISTS

Students working on the concept paper should refer to checklists for Chapters 1 and 2.

Students working on the proposal should refer to checklists for front matter and for Chapters 1 and 2.

Students working on the final report should refer to all checklists.

Applied Dissertation Checklist (front matter)

Preliminary Pages

Item	Comments
1) Title Page a) Descriptive of AD study b) Useful for keyword searches c) Title is within 10-12 words	 a) b) c)
2) Table of Contents a) Contains first two levels of headings b) All tables, figures, and appendices (if any) are listed	 a) b)
3) Abstract a) Contains accurate and concise description of the study (approximately 270 words)	 a)

Applied Dissertation Checklist (Chapter 1)

Chapter 1: Introduction	
Item	**Comments**
1) Nature of the Problem a) Actual problem is indicated b) Impact of problem is clearly stated as a declarative sentence c) Problem statement is concise and focused d) Purpose of the study is clearly indicated and stated as a declarative sentence	 a) b) c) d)
2) Background and Significance of the Problem a) Detailed, documented evidence of problem is provided b) Brief review of literature supports the existence of the problem c) Definition of major issues is related to the problem d) Setting of the problem is described in detail e) Problem is in range of student's influence f) Includes other salient information	 a) b) c) d) e) f)
3) Definition of Terms a) Definitions provided for technical and professional jargon b) Variables in study are defined operationally	 a) b)

Applied Dissertation Checklist (Chapter 2)

Chapter 2: Review of Related Literature	
Item	**Comments**
1) Review of Related Literature a) Comprehensive review b) Includes subsection of proposed methods, including program evaluation model (if appropriate) c) Reveals related issues d) Reviews similar problems elsewhere e) Provides significance to your approach to the study	 a) b) c) d) e)

f) Includes major/seminal research articles pertaining to study g) Uses peer-reviewed research h) Written in an integrated manner i) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately	f) g) h) i)
2) Research Questions a) Formulation based on theory, previous research, and professional experience b) Stated in the form of a question c) Focused and clear	a) b) c)

Applied Dissertation Checklist (Chapter 3)

Chapter 3: Methodology	
Item	**Comments**
1) Participants a) Description of who and how many b) Demographics included c) Sampling method delineated	a) b) c)
2) Instruments a) All data-gathering instruments are cited b) Review of psychometric characteristics provided c) Source of instruments and proper citation provided d) Copies of instruments developed by student included as appendices	a) b) c) d)
3) Procedures a) Clear, precise, and sequential description of how the study will be conducted b) Indicates research design c) Explains rationale for methods d) Justifies appropriateness of methods to address the problem and answer research questions	a) b) c) d)
4) Limitations a) All shortcomings of study are presented b) Possible threats to the internal validity are included c) Threats to external validity are explored	a) b) c)

Applied Dissertation Checklist (Chapter 4)

Chapter 4: Results	
1) Results a) Results presented relative to each research question b) Only the results are presented c) Includes effective use of tables and figures where needed d) Participant data, if necessary, is presented only in appendix	a) b) c) d)

Applied Dissertation Checklist (Chapter 5)

Chapter 5: Discussion	
1) Discussion a) Overview of the applied dissertation, including the purpose of the study, is included b) Elaboration and interpretation of results as related to research questions are included c) Discussion of conclusions is provided d) Relationship of findings to literature is discussed e) Implications of findings are reviewed f) Limitations of the study are indicated g) Recommendations for further research and for practice are included	a) b) c) d) e) f) g)
2) References a) List is accurate and consistent with text citations b) Peer-reviewed research is utilized c) APA style is used	a) b) c)
3) Appendices a) Include instruments created by student only b) All necessary information is included c) Conforms with guidelines of *Applied Dissertation Procedures Manual* and *Style Guide for the Applied Dissertation*	a) b) c)
4) Overall a) Consistent with APA and Fischler School style b) Verb tense in Chapters 1-3 is changed where appropriate c) Literature review is expanded and updated d) Identifies and clarifies any changes from the proposal	a) b) c) d)

IX. SATISFACTORY ACADEMIC PROGRESS

Prior to receiving approval (i.e., a Pass grade), students are expected to demonstrate progress by the end of the term in which they are enrolled.

See the ARC website (http://www.fischlerschool.nova.edu/applied-research/satisfactory-academic-progress) for details and for the NSU—FSE Dissertation Progress Report form. The following may be considered as examples of progress:

- searched databases
- downloaded articles

- consulted with chair
- developed design ideas
- created outline of various sections
- read books and articles on study design
- read books and articles on content area
- read books and articles on analysis
- worked on reference section
- worked on format and style of manuscript
- wrote elements of Chapters 1, 2, 3, 4 or 5
- revised elements of Chapters 1, 2, 3, 4, or 5
- achieved approval of concept paper or proposal

X. GRADING CRITERIA

A. Grading Scale

Letter Grade
Pass (P)
Progress (PR)
No progress (F)

Pass: Approval of concept paper, proposal, or applied dissertation (final report) by chair, member, and ARC

Progress: Documented by progress report form

No progress (Fail): Document by progress report form

B. Definition of Progress

Progress is evident and documented by the student and chair at the end of the semester (i.e., NSU—FSE Dissertation Progress Report).

The progress report consists of two sections: (a) student's self-assessment and objectives for the next term, and (b) dissertation chair's assessment and objectives for the next term.

XI. STANDARDS

As professionals in the field of education, students who complete this course will be expected to understand and comply with standards established by the research and program evaluation professional communities. In particular, students should pay close attention to the standards promulgated in the following documents:

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing.* Washington, DC: American Educational Research Association.

Yarbrough, D. B., Shulha, L. M., Hopson, R. K., & Caruthers, F. A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.). Thousand Oaks, CA: Sage.

American Educational Research Association. (2000). Code of ethics. *Educational Researcher, 40*(3), 145-146, doi:10.3102/0013189X11410403

XII. UNIVERSITY POLICIES

A. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarism and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author), or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit).

If the faculty member or administration determines that plagiarism has occurred, the following disciplinary action will ensue:

1. Initial Occurrence: Failing grade (F or N/P) for the course.
2. Any Subsequent Occurrence: Immediate dismissal; ineligible to return to the Fischler School of Education at any time in the future.
3. Any Occurrence of Plagiarism on a Practicum or Applied Dissertation: Immediate dismissal; ineligible to return to the Fischler School of Education at any time in the future.

B. Americans with Disabilities Act (http://www.ada.gov/)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.

The Fischler School's ADA Policies and Procedures, and the necessary forms for requesting disability-related accommodations, can be obtained by contacting the FSE Office of Student Judicial Affairs at 954-262-8617 or 1-800-986-3223, ext. 8617, or via e-mail at seldines@nsu.nova.edu.

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSE Office of Student Judicial Affairs a minimum of 4 weeks prior to the commencement of classes for any given semester.

Students with disability-related needs are encouraged to request services as early as possible, preferably at least 4 weeks before the beginning of the first term of enrollment for which disability-related services are sought. Certain accommodations may involve other professionals and specialists and, therefore, may require considerable time to implement.

C. Last Day to Withdraw from Course

In accordance with policy, students wishing to withdraw from a course must do so formally through the registrar prior to the last class session.