

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: Modifications to the doctoral program are required to align with CACREP standards. We hope to apply for this accreditation (already earned for one of our master's programs) for the doctoral program in order to increase job opportunities for our graduates. Syllabus is included with proposal.

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature: see next page for digital signature

Chair of Originating Unit:

Name: Brandy Quinn

Unit: COE-Counseling, Societal Change & Inquiry

Signature: **Brandy Quinn**

Digitally signed by Brandy Quinn
Date: 2023.10.17 13:13:46 -05'00'

DRAFT EDGU 70073: Introduction to Dissertation

Instructor Name: Marcella Stark, PhD, LPC-S

Semester and Year: Fall 2027

Number of Credits: 3

Class Location: TBD

Class Meeting Day(s) & Time(s): Tuesdays 5:15-8:10pm

Office Location: Palko 342

Office Hours: By appointment - students should email Dr. Stark to request appointment; be sure to include multiple windows of availability in your message.

Telephone: 817-257-6776

Email: m.stark@tcu.edu

Response Time: I typically respond to email queries within 24 hours when received Sunday-Thursday; weekend queries may take an extra day.

Communication Policy: IF CLASS IS TO BE CANCELLED, I will contact you via email at least two (2) hours prior to class that day. Only the official TCU student email address will be used for all course notification so be sure to check your TCU email on a regular basis.

Final Exam Date & Other Important Dates

In lieu of an exam, student will submit a detailed research proposal outline and provide an in-class mock dissertation proposal presentation.

Course Description

This course is an in-depth study of the fundamental concepts and tools of research applied to counseling problems. Each student will prepare a detailed dissertation outline and present a mock-dissertation proposal presentation.

Learning Outcomes

Students will:

- Identify and articulate research question/s
- Create and articulate a theoretical framework
- Outline a literature review
- Identify and articulate data collection methods
- Identify and articulate data analysis methods
- Draft a detailed dissertation proposal outline
- Draft a viable IRB proposal
- Present a mock-dissertation proposal presentation

CACREP Standards for Doctoral Curriculum

Doctoral Professional	CACREP	Curriculum/Evaluation
-----------------------	--------	-----------------------

Identity: Teaching	Standard	Outcomes
Research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses	CES B.4.a	Dissertation Proposal Outline
Models and methods of sampling relevant to research design	CES B.4.d.	Dissertation Proposal Outline
Research questions or hypotheses appropriate for professional research and publication	CES B.4.g.	Dissertation Proposal Outline
Development of research proposals for a human subjects/institutional review board review	CES B.4.j.	IRB Proposal
Ethical considerations and strategies for conducting research	CES B.4.m.	IRB Proposal

Prerequisites

9 hours of graduate-level research courses and approval of doctoral advisor.

Required Texts / Materials

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

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

Additional / Supplementary Resources

Students will be expected to use a variety of journals, research studies, data bases, dissertations, available through the TCU Library.

Teaching Philosophy

In both counseling and teaching, I consider myself to be a constructivist. In counseling, this stance means that I see the client as the expert of his or her situation, and my role is to draw attention to clients' strengths and resources to help them construct new meaning in their lives. Similarly, I recognize that students come into my class with experiences and insights, and my role is to help them connect this knowledge to new information and strategies for helping their future clients. Therefore, I strive to create a safe environment in which students can explore content, and I provide students with opportunities to draw upon what they already know as they learn new material. A safe environment will require all of us being willing to listen to one

another. That includes me—I realize that I experience White privilege and am actively working to understand my role in undoing racism. However, my learning is ongoing, and I may make mistakes. I am open to non-defensively receiving feedback should my words or actions be biased, inaccurate, or hurtful to others. I expect you to take responsibility for your own learning, contribute to others' learning, and ask for help when you need it. I care deeply about your success—personally, academically, and professionally, and I am committed to my role in this venture.

Instructional Methods

During weekly class meetings, students will have opportunities to share their research and support one another in enhancing their research and writing skills.

Course Policies and Requirements

Assignments

Participation and Peer Review: Please keep in mind that your participation is limited if you are not engaged in online activities or present for synchronous class sessions and working sessions. To be actively engaged you should be able to make thoughtful comments throughout each class session that reflect that you have done the assigned reading or related work prior to class, that you are grappling with the implications, and applying it to your work. Additionally, students will work collaboratively to provide critical and substantive feedback to support their peers in developing their proposals.

Chapter 1: This opening chapter provides a broad overview and rationale for the research to be undertaken. Moreover, this chapter contains a statement of the problem, research question or questions, significance of the study, a conceptual framework, a brief summary of methods, limitations, and a set of definitions of terms.

Chapter 2: Chapter two contains a comprehensive review of the literature related to the areas of research focus. The literature review serves a number of purposes including: laying the groundwork of prior research, allowing the researcher to synthesize related research and gain perspective on the topic or topics, establishing a context for the topic/s or problem/s, places the research in a historical context, and/or helping to rationalize the significance of proposed research issues.

Chapter 3: This chapter delineates procedures and information related to the research design and methods of the proposed study. The articulation of methods, data sources, and data analysis should provide research plan that seeks to answer the stated research questions of the proposed study. Additionally, this chapter will also address ethical considerations and protections to human subject participants.

IRB Protocol: Using the TCU Institutional Review Board (IRB) format, each student researcher will craft a complete protocol suitable for submission to the College of Education Review Board and the University Review Board. The IRB protocol provides information on the proposed research project so that review board members can make decisions regarding the potential risks to participants and whether appropriate safeguards are being taken to protect human subjects.

Information on the TCU format, sample documents, and submission deadlines may be found at: <https://graduate.tcu.edu/graduate-resources/research-resources/>

Mock Proposal Presentation: Each student researcher will make an in-class presentation of their doctoral proposal, complete with supporting visual aids, for the instructor and their classmates. Students are encouraged to invite their dissertation chair to attend.

Grading

Final Grade Elements / Grade Breakdown:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage
	Participation and Peer Review	20%
Identify and articulate research question/s Create and articulate a theoretical framework Draft a detailed dissertation proposal outline	Chapter 1	20%
Outline a literature review Draft a detailed dissertation proposal outline	Chapter 2	20%
Identify and articulate data collection methods Identify and articulate data analysis methods Draft a detailed dissertation proposal outline	Chapter 3	20%
Draft a viable IRB proposal	IRB Proposal	10%
Present a mock-dissertation proposal presentation	Mock Proposal Presentation	10%

Grading Scales

Grade	Score
A	90–100%
B	80–89.99%
C	70–79.99%

Grade	Score
F	0–69.99%

Late Work

You should adhere to the course syllabus, as well as information provided in TCU Online, for due dates and an understanding of the grading rubric. Any late work will result in a 5% grade drop for that assignment for each day past the due date, and no late work will be accepted after December 10, 2027.

Grading Concerns

Contact me via email with any questions about a grade or feedback. It is best to do this prior to final grade being issued. If, after speaking with me, you are not satisfied, the steps for the appeal/complaint procedure may be found online: <https://deanofstudents.tcu.edu/student-handbook/academic-policies/grade-appeal-procedure/>

All students are expected to attend every class for the entire specified time as scheduled and participate in discussions and activities. Failure to attend class will affect your full experience in this class. *So, if you are absent, I assume that you have a good reason for not attending class, otherwise, you would be in class. Therefore, there is no need to bring a *written excuse.* Attendance and participation are considered in calculating your final grade.” If you miss more than two class meetings, you may be required to retake the course.

*Exception: When a student is absent to represent the university (as in athletics, chorus, band, national or state meetings of organizations represented at TCU), then an Official University Absence may be granted by the Dean of Students Office. Faculty members are required to permit students to make up work missed because of Official University Absences. Therefore, excused absences defined by TCU or excused absences defined by State and Federal Regulations (Holy Day, Active Military Service) cannot be factored into determining a student’s final grade.

<https://deanofstudents.tcu.edu/students/university-attendance-policy/>

Participation

It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and in general, give evidence of having read the assigned materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic and thinking about the material in relation to your own research. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from your writing experiences and reading. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of written assignments.

Class Norms & Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Student Handbook](https://deanofstudents.tcu.edu/student-handbook/) (<https://deanofstudents.tcu.edu/student-handbook/>) for TCU's network and computing policies and communication guidelines.

TCU Syllabus Policies & Resources

Please use this [link](#) or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.



Course Schedule

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date	Topic	Reading Assignment	Learning Activities
Week 1	Introduction/Course Overview	None	Overview of class; overview of Review Proposal Outline
Week 2	Model Dissertation Dissection	Find and Skim Chapters 1-3 of two model dissertations <ul style="list-style-type: none">one in your topic areaone that you like for style, organization, methods	Dissertation Critiques
Week 3	Generating Research Questions	Lunenberg & Irby chapters 1 & 2	Discussion of reading Form Writing Groups
Week 4	Research Questions to Problem	Lunenberg & Irby chapter 6	Discussion of reading Generate Concept Map (in class)

Date	Topic	Reading Assignment	Learning Activities
Week 5	Literature Review	Lunenberg & Irby chapter 7	Discussion of reading Writing Group Time
Week 6	Synthesizing the Literature	Lunenberg & Irby chapter 7	Introduction Outline (Ch. 1) due Discussion of reading Writing Group Time
Week 7	Conceptual and Theoretical Frameworks	Lunenberg & Irby chapter 6	Discussion of reading Writing Group Time
Week 8	Methodology	Lunenberg & Irby chapters 3 & 5	Discussion of reading Writing Group Time
Week 9	Group Writing Conference		Literature Review Draft (D: Ch. 2) due
Week 10	Data Collection	Lunenberg & Irby chapter 8	Discussion of reading Writing Group Time
Week 11	Data Analysis	Lunenberg & Irby chapter 8	Discussion of reading Writing Group Time
Week 12	Writing Day		Methodology Draft (Ch. 3) due
Week 13	IRB Procedures	https://research.tcu.edu/research-compliance/irb/	Discussion of TCU's IRB process Writing Group Time
Week 14	How to prepare a proposal defense	Lunenberg & Irby chapter 11	IRB Proposal Due Discussion of reading Writing Group Time
Week 15	Mock Proposals: Group 1	[Every class member is expected to attend]	Final Research Proposal Outline Due

Date	Topic	Reading Assignment	Learning Activities
			Mock Proposal Presentations
Week 16	Mock Proposals: Group 2	[Every class member is expected to attend]	Mock Proposal Presentations