SPSY 6138: Dissertation

James I. Perkins College of Education
Department of Human Services
SPSY 6138: Dissertation

Spring 2024

Instructor: Dr. Nina Ellis-Hervey (Harness)  
Ph.D., LP, LSSP, NCSP, CPC

Course Time & Location: TBA

Office: HSTC 211

Office Hours:

Zoom
Link to Office Hours (Dr. A):

Office Phone: 936-468-1153
Email: aguerrevle@sfasu.edu

Credits: 3

Course Description:

A doctoral dissertation is required for partial fulfillment of the degree. This reflects an original, scholarly contribution to the research literature relevant to school psychology and child and family issues. Students will work closely with the chair of their supervisory committee to formulate dissertation ideas. Students will register for this course a minimum of three times.

The required course dissertation course is SPSY 6138 Dissertation, which can be taken for a total of nine (9) credit hours. As per Graduate School policy, if the student is unable to complete the dissertation by 9 credit hours, the student must continuously enroll in a minimum of one credit of SPSY 6138 every Fall, Spring, and Summer semester, until the dissertation is defended and approved. At a minimum, the student will meet with the dissertation committee two times; once for the proposal defense and once for the final dissertation defense. The student's committee may request additional meetings if necessary. Students may not propose and defend their dissertation within the same semester.

Course Credit Hour Justification:
The class will require students to devote a minimum of 20 hours per week to reading material and completing the necessary course requirements. [total out-of-class activities=130 hrs for the 3 credits]

I. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The School Psychology programs at Stephen F. Austin State University are dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and
treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Program Learning Outcomes (PLOs)

1. **Human Diversity**: Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations**: Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. **Content Knowledge**: Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.
4. **Research & Technology**: Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. **Professional Skills and Dispositions**: Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.
6. **Application of Principles and Procedures**: Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication**: The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.

Student Learning Outcomes:

1. At the end of the course, the student will write a comprehensive and empirical study based upon research that makes an original contribution to the literature.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Within the initial two weeks of classes, students are scheduled to have one-on-one sessions with their dissertation chair to establish key milestones for the semester. These milestones are to be documented and must be achieved by the specified deadlines. Flexibility is incorporated into the process, allowing adjustments based on the student's progress in previous semesters and their graduation objectives. The submission of all milestones is required through the Dissertation D2L shelf, a dedicated digital platform. It's noteworthy that the dissertation chair will conduct meetings and provide feedback after the completion of each milestone.

IV. Evaluation and Assessments (Grading):
Dissertations are graded on a Pass (P), Withheld (WH) or Fail (F) scale.

- Students will receive a Pass (P) grade for the 9 credits required for SPSY 6138 upon successful completion of their proposal (6 credit hours) and defense (3 credit hours) (refer to the program handbook and graduate school website for additional details).
- A grade of Withheld (WH) will be assigned to indicate progress on the project without a successful proposal or defense. Progress in the course is defined as the student meeting the three established milestones mentioned above.
- The grade of Fail (F) will be assigned to students who fail to make progress (do not meet their individual milestones) during the enrolled semester.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2nd</td>
<td>Meet with Chair to develop milestones</td>
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<tr>
<td>March 1st</td>
<td>Milestone 1 due</td>
</tr>
<tr>
<td>April 1st</td>
<td>Milestone 2 due</td>
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<tr>
<td>May 1st</td>
<td>Milestone 3 due</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.
Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
  - using or attempting to use unauthorized materials on any class assignment or exam; - falsifying or inventing of any information, including citations, on an assignment;
  - helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_EvaluationFAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.