

EDSI 6161.066 – Dissertation

Instructor: Dr. Dana Morris

Term: Fall 2026

Online includes occasional scheduled synchronous sessions TBD

Course Description

The course is intended to guide Ed.D. students through the dissertation process, including the identification of a problem related to school improvement, the preparation of a proposal for approval by dissertation committee, a protocol for review and approval by Institutional Review Board and writing of the dissertation.

Students must enroll in this course starting in their second semester of the program and continue to register in a dissertation course until completion of the dissertation.

Program Goals

- a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
- c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.
- e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.
- f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.
- g. Prepare educators with a deep understanding of assessment and accountability systems.
- h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

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Student Learning Outcomes

Upon completion of this course, the students should be able to:

1. Document ongoing research related to the dissertation.
2. IRB Submission and Modifications
3. Complete Chapters 1-3 (Cohort 1); Chapters 1-2 (Cohort 2)
4. Continue Annotated Bibliography
5. Present the status of the research project to colleagues.
6. Prepare Literature Review Manuscript for Journal Submission by end of Summer

Required Textbook

Publication Manual of the American Psychological Association 7th Edition

Course Expectations

Course Content and Evaluation

Assignment	Description
IRB	IRB Approvals and Modifications
Weekly Updates/Consultations	Canvas Update and Phone/Zoom Consultations (3)
Annotated Bibliography	Submit Running Annotated Bibliography
Chapter 1: POP-Intro	Submit Draft Chapter 1
Chapter 2: Literature Review	Submit Draft Chapter 2
Chapter 3: Evaluation Study	Submit Draft Chapter 3
Chapter 4: Evaluation of Intervention	Submit Draft Chapter 4
Manuscript Review	Most recent manuscript draft(s)

Grading Criteria: (IP or NP).

IP reflects that you met the course expectations and will earn credit once you have successfully defended your dissertation.

NP is Failing

Resources

Relevant Websites

TEA Websites

Comparison Groups

<https://rptsvr1.tea.texas.gov/perfreport/account/2019/group.srch.html>

Texas Academic Performance Reports

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Accountability

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-rating-system>

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Other Useful Sites

www.eval.org The website for the American Evaluation Association, the leading professional association for evaluators. See also, www.eval.org/hstlinks.htm, which is AEA's chronicle of state-based activities on high-stakes student testing.

www.wmich.edu/evalctr

Western Michigan University's Center for Evaluation, which is one of the premier sites for thought and practice in evaluation.

<http://ericae.net>

The ERIC Clearinghouse for Assessment and Evaluation. Also chronicles education news from media outlets around the country.

<http://oerl.sri.com>

The Online Evaluation Resource Library catalogues plans, data collection instruments and evaluation reports.

<https://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need to make evidence-based decisions.

Video Resources

IES Evaluation Overview <https://ies.ed.gov/ncee/projects/evaluation/>

Types of Program Evaluations <https://youtu.be/XNR3KZzDoGQ>

Program Evaluation 101 <https://www.youtube.com/watch?v=ZGsNJ1jJJD0>

Logic Models https://youtu.be/2HrG5ButP_g

IES Logic Models in Education <https://www.youtube.com/watch?v=3DAAjgc4YYo>

IES From Logic Model to Program Evaluation

<https://www.youtube.com/watch?v=qhbPd2dyXOQ>

Impact Evaluation <https://www.youtube.com/watch?v=HEJIT8t5ezU>

Program Evaluation Standards <https://evaluationstandards.org/program/>

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School of Education (SOE) Mission

The mission of the SOE is to prepare competent and passionate professionals in the field of education; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

SOE Vision

The SOE will be a global leader in responding to needs in the field of education with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.