

LEAD 9999
DISSERTATION IN LEADERSHIP
1 to 3 SEMESTER HOURS (Summer II, June/July 2012)

Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
Educational Leadership

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

Required Textbooks

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

Valdosta State University. (2011). *Dissertation Guidelines*. Valdosta, GA: VSU Graduate School.

Supplemental Learning Resources

The instructor may provide a number of additional learning resources throughout the semester to support course topics. Students can access these additional readings on BlazeVIEW. The instructor will post the due dates for any course readings on BlazeVIEW while also expecting students to find supplemental materials that contribute to class requirements.

Course Description and Purpose

The purpose of this course is to provide advanced doctoral candidates with the opportunity to conduct original research required for completion of the EdD degree in Leadership. May be repeated for credit.

Course Format

The objectives of this course will be met through a combination of written assignments and individual consultations with the instructor. This course may utilize the BlazeVIEW course management system for various class requirements. Students can access the BlazeVIEW shell for this course from the VSU homepage (www.valdosta.edu) or at the following address: <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>

Instructor

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Office Hours

By appointment

Class Meeting Dates, Times, and Location

Asynchronous online; individual consultations with the instructor to be arranged.

College of Education Conceptual Framework Standards (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives

The student will:

1. Work toward completion of an original research project appropriate to the dissertation.
2. Participate in collection and analysis of study data as appropriate.
3. Report research findings and discuss their significance.
4. Demonstrate effective oral and written communication skills.

Course Activities, Assignments, and Requirements

Active Progress Toward Completion of the Dissertation (50%)

Description: Criteria for evaluation: contains all pertinent elements (statement of problem, comprehensive literature review, procedures, data collection, analysis, conclusions), APA format used, written in clear and grammatically correct language, submitted on due date. All work for the dissertation is conducted independently by the student in the field. Guidance is provided through online and other communications with the Dissertation Committee Chairperson and Dissertation Committee.

Semester Goals and Timeline (20%)

Description. Students will submit a series of goals related to completion of various tasks related to the dissertation (e.g. submitting a draft of Chapter 1, making required edits for Chapter 2, etc.) and an anticipated timeline for achieving those goals. The instructor will review the student's goals and provide feedback on whether the goals are sufficient and achievable during the semester. **Submit a brief outline of goals and timeline through the Assignment Dropbox on BlazeVIEW by 11:59 pm EDT on Sunday, June 17, 2012.**

Submission of Deliverables (20%)

Description. Submission of a set of deliverables related to the dissertation (chapter drafts, results of data analysis, etc.) upon mutual agreement of the instructor and student. Criteria for evaluation: includes pertinent content, effective showmanship and use of visuals, presented in clear and grammatically correct language, submitted on due dates. **Submit to instructor by email as agreed upon deliverables are completed (based on semester goals and timeline).**

Dissertation Defense/Reflection on Dissertation Work (10%)

Description. Oral summary and critique of applied research study (if dissertation is defended) or submission of a reflection (3-5 pages, double spaced) of work completed over the semester if continuing dissertation work in future semesters. Students should reflect on a number of topics including, but not limited to, how the student achieved his or her set goals during the semester, what were the student's successes and challenges in completing dissertation work this semester, what were the most important concepts/lessons learned this semester, how can the dissertation advisor continue to support the student in future semesters, etc. Criteria for evaluation: includes pertinent content, effective showmanship and use of visuals, presented in clear and grammatically correct language, presented on due date. **Defend dissertation as agreed upon by committee or submit 3-5 page reflection paper through the Assignment Dropbox on BlazeVIEW by 11:59 pm EDT on Thursday, June 26, 2012.**

Course Evaluation

<u>Learning Activities</u>	Points
Progress Toward Dissertation	50
Semester Goals and Timeline	20
Dissertation Deliverables	20
Dissertation Defense/Reflection Paper	10

Grading Policy and Scale

The instructor expects quality in all products and performances and assigns grades according to the following scale:

80+ points = In Progress/Satisfactory (IP/S) <80 points = Unsatisfactory (U)

All written work should be typed, double-spaced, and in 12-point standard font (i.e., Times New Roman), follow APA 6th ed. guidelines, and use correct spelling, grammar, and syntax. All written work should be spell-checked, grammar-checked, **and** proofread (spell-check will not catch the use of “site” when “cite” is the intended word). If it is clear that an assignment was not spell-checked and proofread, the instructor may deduct one full letter grade from the assignment.

Policy on Late Assignments, Incompletes, and Extra Credit

Due to the nature of this course, the instructor will not accept late assignments for credit. In addition, the instructor will assign no incompletes in this class except for major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete simply because the student desires more time to complete course assignments. Finally, there are no extra credit assignments provided in this course.

Course Considerations

When communicating with the instructor through e-mail, students should use their official VSU e-mail address. In addition, students should identify themselves (provide first and last name, include the course number – LEAD 9999 in the subject line), be polite and tactful, and maintain an appropriate degree of professionalism. The instructor will respond to e-mails as soon as possible; however, please allow up to 48 hours to receive a response – especially over the weekend. Students should recognize that e-mail failures sometimes occur. Please be patient and resend the e-mail if several days pass with no response.

Computer Usage and Technical Support

Students enrolled at Valdosta State University have access to a variety of computing resources necessary to complete course requirements and to access the BlazeVIEW course site. If a student is unsure of how to access these resources, please notify the instructor immediately to ensure completion of all aspects of the current course.

Students who require technical support regarding the use of any hardware or software required to complete any requirements of the course should contact the VSU Helpdesk at <http://www.valdosta.edu/helpdesk/> or by phone at 229.245.HELP (229.245.4357).

Special Needs Statement

Any student requiring necessary accommodations to meet class requirements should consult with the instructor during the first week of class. The instructor would appreciate hearing from any student who would like to request an accommodation due to a disability or other concern. Students requesting course accommodations or modifications due to a documented disability must also contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Policy Statement on Student Opinion of Instruction (Dewar College of Education)

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Policy Statement on Plagiarism (Dewar College of Education)

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”