



Course Syllabus

EDLD 9631: Research Seminar I *(3 Credits)*

College of Education (COE)
Leadership, Technology, and Human Development (LTHD)
Educational Leadership (EDLD)
P.O. Box 8131
Statesboro, Georgia 30458
Telephone (LTHD Office): 912.478.5307
GASC: 912.478.8598

Fall 2019 Semester

Tuesday, August 13, 2019
EDLD 9631: Research Seminar I

INSTRUCTOR CONTACT:

Dr. Juliann Sergi McBrayer

Assistant Professor, Leadership, Technology, and Human Development, Educational Leadership

Phone: 912.478.5659 (office)

Email: jmcbrayer@georgiasouthern.edu (the best way to reach me)

Office Hours: Mondays 9:00AM-12:00PM; by Appointment Virtually or In Office as Scheduled

COURSE CATALOG DESCRIPTION:

This course serves to assist the doctoral student in identifying the major topic leading to the doctoral dissertation. This identification includes the approval of a dissertation topic and a conceptualization of the research background to be utilized in completing the dissertation.

PREREQUISITE:

Admission to Tier II Doctoral Program in Educational Leadership.

COURSE RATIONALE:

This doctoral level course critically examines various concepts related to the dissertation process (Pre-Prospectus phase). Authorship and successful defense of the dissertation is the culminating demonstration of scholarly accomplishment in a program of doctoral study prior to transitioning to Tier III. Accordingly, the dissertation is original in its conceptualization of a problem, comprehensive in its discussion of relevant professional literature, skilled in its research design, thorough in its collection and analysis of data, and articulate in the presentation of its conclusions. Toward these ends, this four-course sequence for Research Seminar I, II, III, and IV is designed to assist students as they transition through the EdD program to commence with the conceptualization, writing, and research processes that lead to the dissertation. Upon completion of the four-course sequence, candidates will have prepared a well-developed draft of their dissertation pre-prospectus, enabling them to undertake the next steps of forming a dissertation committee and preparing the Pre-Prospectus for defense. The four-course sequence will emphasize skills in academic writing and research design, as well as practical aspects of managing a research project. The classes will be conducted in seminar fashion, with students periodically presenting and defending their work in various stages of completion. In addition, candidates will participate in small group, writing workshop activities for critiquing one another's work, as well as the work of accomplished scholars.

COURSE OVERVIEW:

Please note that this is a blended class with both face-to-face and online components. See course schedule for meeting dates.

COURSE OBJECTIVES/SUBJECT MATTER CONTENT OUTLINE:

Throughout this course, the learning modules based on the course objectives will direct you to resources that are relevant for the course topics. Online and face-to-face activities will vary. Due dates for assignments will be included in the Folio Modules for each assignment. Assignments are typically due no later than 11:30 PM of the due date. Assignments received late may result in a 50%-point deduction. Folio Modules will be posted weekly or may be released as appropriate in advance. On the days that we meet face-to-face, candidates are expected to be ready to discuss

the topics reviewed in the prior Modules or as identified for class preparation. See the tentative Course Schedule for additional information (subject to change as needed). In addition, students are expected to bring a fully-charged laptop to each F2F class meeting.

STUDENT LEARNING OUTCOMES:

At the conclusion of the EdD, Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following Student Learning Outcomes (SLOs):

SLO #1: KNOWLEDGE AND SKILLS

Candidates in the Educational Leadership Programs will *identify* appropriate professional *knowledge* and skills of an educational leader.

SLO #2: STUDENT LEARNING

Candidates in the Educational Leadership Programs will *demonstrate* leadership decision-making skills in educational settings by *analyzing* problems of practice and implement appropriate leadership strategies to develop meaningful solutions that impact student learning.

SLO #3: PROFESSIONAL DISPOSITIONS

Candidates in the Educational Leadership Programs will *apply* the professional dispositions requisite of an educational leader.

SLO #4: THEORY AND PROBLEMS OF PRACTICE

Candidates in the Educational Leadership Programs will *synthesize* a professional knowledge base that integrates both practical and research experiences to link theory with problems of practice.

COURSE: RESEARCH SEMINAR I RELATIONSHIP TO CONCEPTUAL FRAMEWORK:

The Georgia Southern University COE Conceptual Framework underpins all the programs and courses in the College of Education, including the EdD in Educational Leadership. The cornerstones of the Conceptual Framework consists of four commitments that are embedded in the curriculum, instructional practices, and professional community. Following is a list of the four commitments, each of which is cross-referenced with the objectives for this course and are in alignment with the COE Conceptual Framework:

1. Commitment to the Knowledge and Dispositions of the Profession: Candidates must possess adequate knowledge of the subject matter they plan to teach, a thorough understanding of central concepts, tools of inquiry, structures of their respective fields, and an understanding of professional, state, and institutional standards of the profession. Candidates must also be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development in the educational process. Candidates must be grounded in a strong ethical foundation and have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context.
2. Commitment to Diversity: Candidates must understand the history of the educational profession and be able to demonstrate a willingness to view knowledge as a personal construction affected by their own cultural beliefs. Candidates must also recognize their responsibilities to, and the rights and needs of, all students. Students must be able to enhance

students' learning by addressing diverse learning styles and abilities, by taking into account each individual's physical, cognitive, emotional, and social development.

3. Commitment to Technology: Candidates must recognize the critical role of technology in all facets of the educational process and experience and integrate broad range of technologies for the benefit of all students.
4. Commitment to the Practice of Continuous Reflection and Assessment: Candidates, as reflective educators, must continually engage in self-assessment and assessment of student learning. Candidates must be able to evaluate the results of past actions and use information to anticipate or plan for the future. Candidates must develop the ability to define and frame a problem, consider reasoned courses of action, act, and reflect on the appropriateness of their actions.

STANDARDS:

The Educational Leadership Doctor of Education Program conforms to the standards of the Carnegie Project on the Education Doctorate (CPED). A detailed list of those standards can be found in Appendix C.

KEY ASSESSMENT:

At the conclusion of the EdD Educational Leadership Program, each graduate will demonstrate competencies in meeting each of the following requirements as outlined in the Key Assessments (KAs) and Student Learning Outcomes (SLOs):

Key Assessments Crosswalk Aligned with Courses and Standards				
Key Assessment Number	Key Assessment Name	Key Assessment Rubric	Key Assessment Checkpoint	Standards Alignment: SLO
EDLD EdD Key Assessment 1.1 (1st iterations)	Course Writing Assessment	EDLD Performance Pre-Assessment Rubric/Writing	Research Seminar I/ EDLD 9631	SLO 1
Key Assessment 8.1 (1st iterations)	COE Dispositions	COE Graduate Dispositions Pre-Assessment Program Completion Factors Survey Assessment	Research Seminar I/ EDLD 9631	SLO 3

TEXT AND RESOURCE MATERIALS:

Order your textbooks immediately.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Creswell, J. W. & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed). Thousand Oaks, CA: Sage.

Galvan, J. L. & Galvan, M.C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, New York: Rutledge Publishing.

Roberts, C. M. & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed). Thousand Oaks, CA: Sage.

ADDITIONAL RECOMMENDED RESOURCES:

Bass, B. (2008). *The Bass handbook of leadership: Theory, research, and managerial applications*. New York, NY: Simon and Shuster.

Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the winning thesis or dissertation: A step-by-step guide* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Murphy, J., & Louis, K. S. (Eds.) (1999). *Handbook of research on educational administration*. San Francisco, CA: John Wiley and Sons.

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). New York, NY: Longman.

Recommended Journals of General Interest in Educational Administration:

On research in educational administration:

Educational Administration Quarterly

International Journal of Leadership in Education: Theory and Practice

Journal of Research on Educational Administration

Journal of Research on Leadership Education

Journal of School Leadership

Leadership Quarterly

Educational Researcher

American School Board Journal

Educational Leadership

Phi Delta Kappan

School Administrator

LIBRARY:

The library is central to all scholarship, but most especially research at the doctoral level. Students should become thoroughly familiar with the resources available and how to access them. The Henderson Library liaison to the College of Education. Ms. Kay Coates

(kcoates@georgiasouthern.edu) is available to answer questions regarding literature search strategies and locating sources.

See the following:

http://georgiasouthern.libguides.com/prf.php?account_id=69304

<http://georgiasouthern.libguides.com/c.php?g=523996>

<http://georgiasouthern.libguides.com/education>

COURSE DESIGN/OVERVIEW:

The four-course sequence, which consists of Research Seminar I, Research Seminar II, Research Seminar III, and Research Seminar IV, is designed with the following goals in mind, all with the intended purpose of contributing to the development of the candidate as a scholar-practitioner:

- To identify current issues and problems in the administration of complex educational organizations
- To critique reports of educational research, evaluation, opinion, and general knowledge that have an impact on educational administrators
- To synthesize research reports into a coherent discussion that informs research of a specific problem in educational administration
- To evaluate the applicability of various research methods for researching problems and issues in educational administration and to select appropriate methods for conducting a specific research project
- To discuss the interrelationship of educational philosophy, theory, and practice in educational administration
- To apply appropriate professional standards and follow guidelines (e.g., APA Publication Manual) in the preparation of a manuscript
- To create and sustain a community of professional educators whose practice is informed by research
- To enhance skills in academic writing
- To enhance skills in delivering oral presentations to professional audiences
- To prepare the first half of a preliminary dissertation pre-prospectus for presentation to a potential dissertation chair.

COURSE PROJECTS for EDLD 9631, RESEARCH SEMINAR I:

Understanding the EdD:

Candidates will study the literature on the reconceptualization of the Doctor of Education degree and the dissertation of practice vis-à-vis the Carnegie Project on the Education Doctorate (CPED). Students will complete a preliminary CPED Principles Survey Assessment (Topic Form) provided electronically via a survey link and will work to refine this survey and resubmit at the conclusion of Research Seminar I via an additional link. Lastly, students will refine again in Research Seminar II, III, and IV. The survey will ascertain student's understanding of the CPED Principles, including working as a scholarly practitioner to solve a Problem of Practice (POP) with a focus on social justice all leading to the Dissertation in Practice (DIP).

Background:

As a consumer of research whose work is grounded in existent literature published in peer reviewed journals, each candidate will prepare at minimum a 10-page Background of the Study that addresses the current (and/or seminal/landmark) research literature upon which her/his study is situated. Candidates will prepare a Background that consists of a minimum of 10 references; this initial Background will serve as a foundation upon which each candidate will begin to build the Introduction and Review of the Literature for the dissertation. The Background will follow the conventions of APA (6th ed.). The first draft of the Background is due to your assigned DropBox by Sunday, September 9. Professors will provide narrative feedback by September 21.

Statement of the Problem and Purpose Statement:

Each candidate will identify the Statement of the Problem of practice to which she/he seeks a solution. Although many believe this is an easy step in the dissertation process, it is not. In a short essay (minimum 250 words; maximum 300 words), identify your “problem.” The Statement of the Problem should lead directly into the Purpose Statement. This does not need to be a separate section. You can simply end the Statement of the Problem with: “Therefore, the purpose of this study will be to....” Nothing other than these two items should be presented in the essay. Students are to bring two hard copies of this work to class on September 15.

Title, Research Questions, and Significance of the Study:

Each candidate will identify a working title for his/her study. The title should include all variables; however, the title can contain no more than 12 words. In addition, each candidate will explain why his/her study is a unique approach to the problem being investigated, potential beneficiaries from the proposed study, and the ways in which the study results might make an original contribution to the field. This section should explain why the study is important and provide information that can contribute to current literature. The significance should include how the work will be useful and address the who, how, and why of the research in terms of value in the field. Discuss the importance of the contribution this research may make to current and future studies.

Lastly, each candidate will create an overall research question and sub-questions that will guide his/her study. Make sure that you indicate the variables in your study via an overarching question followed by sub-questions (generally 2-3 sub-questions). Candidates must provide a description of the relationship or comparison questions posed about the research focus. These three items will be included in student presentations on October 13, at which time candidates will provide a presentation of their work to date. Professors will provide narrative feedback on presentation contents; you will also have the opportunity to provide and attain feedback.

Pre-Prospectus and Academic Writing/Portfolio:

Throughout the four-course sequence of EDLD Research Seminar, candidates will work toward identifying a problem or practice that has the potential to be solved through research and, subsequently, the implementation of the study findings. In order to achieve that, candidates will identify a problem in P-20 education that pertains to educational

leadership, read, analyze, synthesize, and present in writing the associated scholarship use an appropriate methodology/ies to collect and analyze data, and present the findings of the research as they pertain to the identified problem. As a first step in this scientific process, each candidate will prepare an overview of her/his intended study for presentation to a dissertation committee. For this course, the focus will be on compiling a working draft of the first half of the Pre-Prospectus. This overview is the *Dissertation Pre-Prospectus*, which will be the culminating projects for each of the four courses as students work to refine their projects and improve their academic knowledge and writing skills. Students will submit a final working draft of the first half of their Pre-Prospectus no later than December 6. Appendix B presents the required outline for the Pre-Prospectus. Lastly, students will add final work completed into their EDLD Edd Portfolios after editing based on feedback from their professor(s).

COURSE SCHEDULE AND DUE DATES:

Refer to the Course Schedule posted to *Folio* for always up-to-date details regarding the course schedule due dates of assignments.

ASSESSMENT:

Evaluation Plan

Discussion Forums	40 points
Pre-Prospectus (draft#1)	25 points
Pre-Prospectus (draft#2)	25 points
Pre-Prospectus (final)	100 points
3MT Presentation	50 points
Activities	40 points
Participation	20 points
<hr/>	
Total 300 points	

Grading System:

Letter Grade	Percentage	
A	100-90 points	
B	89-80 points	
C	79-70 points	
D	69-60 points	Any grade below a "C" does not count in graduate work; course must be repeated.
F	Below 60 points	

Important Assessment Information on Practices:

1. Attendance requirements:

It is the student's responsibility to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration. As part of this, it is most important that students also attend the four scheduled on campus meetings. See Appendix A for Course Policies.

2. Penalties for late submission of required work:

Traditionally this does not happen if students contact the course instructor prior to the due date and request an extension. Failure to do this can result in grade penalties on work submitted late.

3. Requirements for student to be awarded a passing grade in the course:

To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items.

4. Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

5. Examination information:

*There is no examination in this course.

INSTRUCTOR TEACHING PHILOSOPHY:

The goal for graduate education should be to develop critically reflective educators whose practice and decisions integrate theory, research, and experiential wisdom in their professional and personal lives. As a result of their graduate education, learners should develop strong theoretical frameworks so that they can be critically reflective educators. The best manner to develop theoretical frameworks is to read extensively in the field and critically examine the literature with others in a collaborative learning environment. In a collaborative learning environment, both the teacher and learner are mutual partners in the learning process. The role of the teacher is to facilitate the collaborative learning process based on mutual respect for all the learners, positive interdependence among the learners, and individual accountability for creating and maintaining the collaborative learning process.

APPENDICES:

- Appendix A: Course Policies
- Appendix B: Pre-Prospectus Overview and Outline
- Appendix C: EDLD EdD Standards

APPENDIX A

COURSE POLICIES

Overview

The Department of Leadership, Technology, and Human Development within the College of Education at Georgia Southern University is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming for all. The integrity of the University community is contingent upon fulfillment of a trust – that members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism, which is defined as, but not limited to, the following: the use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgement. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials is also considered plagiarism. Course assignments are the responsibility of the student. It is expected that assignments will be turned in on or before the date indicated on the course schedule. It is the student's responsibility to reschedule due dates prior to the assigned date. It is also expected that the instructor will provide evaluative feedback in a timely manner.

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

Ethics

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

Respect

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in this online course and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

How to Get the Most from this Learning Experience

- Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
- Be open. Use your imagination, consider new possibilities, and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

Students' General Responsibilities

1. Attendance is required.
2. Participation is required.
3. Students are responsible for the timely completion of required readings.
4. Everyone is expected to submit assignments at the scheduled times.
5. Students will be required to be up-to-date with readings, discussions, activities, assignments, and/or reflections.

Instructional Strategies/Activities/Technology

This course is designed to provide the learner with the opportunity to link the theoretical issues presented in the readings with the practical aspects concerning higher education policy. To facilitate linkages among the theoretical issues explored in class, the readings, and learners' own higher education experiences, learners will:

- Read the weekly assignments
- Engage in dialogue with peers on questions and topics generated by the instructor
- Discuss topics related to the study of higher education policy
- Actively engage in large and small group discussions, problem-solving activities, and inquiry exercises
- Complete written assignments
- Integrate the use of technology into learning and research efforts

Responsible Attendance and Absences

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your instructors, we too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

The format of the course is designed to maximize opportunities for class discussion; therefore, attendance is essential. Students are expected to arrive at each session on time and to remain for the scheduled time. Students who must be absent or tardy must contact the instructor(s) prior to class. One absence from any one of the face-to-face sessions may result in a one-letter grade reduction of the final grade. Absence from two or more sessions will result in a failing grade. The instructor may make exceptions for extreme extenuating circumstances. In cases where a student communicates with the Professor an appropriate exception, the EDLD faculty may decide to provide an alternate assignment to avoid this one-grade deduction.

An alternate assignment (as decided by the EDLD faculty based on the student's individual request and agreement that the exception does warrant an alternate assignment) may be provided so that student missing class for the approved exception has the opportunity to fulfill any extenuating professional/personal obligations while still satisfying the requirements of the faculty. These assignments evolve as the EDLD faculty collaborate and develop, are assigned with specificity, and are assigned a due date.

In addition, responsible attendance means that you will plan your schedule so that you can manage your time in order to enable you to complete your assignments and assessments on or before the date they are due. Late submission of an assignment may result in the loss of a letter grade for that assignment.

For our part, we have provided a syllabus with a schedule listing module sessions and due dates for assignments and assessments. We will work to keep the course on the published schedule. If it is necessary to make adjustments in the schedule, we will provide written notice explaining the change.

Academic Integrity / Dishonesty

Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity an essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912 486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

Students are expected to abide by the GSU Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs and appropriate penalties imposed that could affect course grade. See Student Conduct Code, Section III. The Office of Student Conduct is located on the second floor of Russell Union (912-478-0059).

(<http://students.georgiasouthern.edu/judicial/Documents/SCC.pdf>)

A hallmark of effective leaders in education is their demonstration of the highest standards of personal and professional integrity. Accordingly, candidates in a doctoral program for education administration are expected to adhere to principles for academic integrity that are stated in the Georgia Southern University Code of Student Conduct. The following statements on cheating and plagiarism are excerpted.

Cheating includes (but is not limited to):

- A. Submitting material that is not yours as part of your course performance.
- B. Using information or devices that are not allowed by the faculty.
- C. Obtaining and using unauthorized material.
- D. Fabricating information, research, and/or results.
- E. Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.
- F. Collaborating with others on assignments without the faculty's consent.

- G. Cooperating with or helping another student to cheat.
- H. Any other forms of dishonest behavior.

Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
- E. Self-plagiarism

In the case of an instance of cheating or plagiarism, the instructor will record a “zero” grade for the assignment; and further, the violation will be reported to the Chairperson of the Department of Leadership, Technology and Human Development for further action in accordance with university policies.

Reference Citations

Written work requiring references will be prepared according to the Publication Manual of the American Psychological Association (6th edition).

Academic Writing

Doctoral students are expected to demonstrate a quality of writing that is consistent with the norms of the professional academic community. Students who require editorial assistance in preparing a final draft for a written assignment should seek the assistance of the Writing Center. The instructor encourages students to prepare a first draft for any written assignment. However the instructor’s purpose will be to critique organization and content rather than provide line-by-line and word-by-word editorial assistance. For example, if a student needs help correcting the grammar of a paper the student should schedule a session with the Writing Center. On the other hand, if the student needs assistance in organizing the topics and evaluating the research for discussion in the paper or with interpreting the research and drawing conclusions, then the student should schedule an appointment with the instructor.

Writing Standards

1. All written work should be double-spaced with one-inch margins.
2. Please use Times New Roman font, size 12.
3. Include a page number on all pages except your title page.
4. Use references (frequently) and quotes (sparingly) to strengthen your writing. Follow APA Style.
5. Support all claims with evidence.
6. Make sure anything not written by you is properly referenced.
7. Check grammar, spelling, and punctuation before submitting your paper/project.
8. All assignments submitted must conform to the conventions of scholarly/academic writing and APA Style Manual guidelines. Student work will be evaluated on their strength in the following areas:

Analysis	Ability to identify patterns; organization of parts; identification of components Writing Cues: <i>analyze, separate, order, explain, connect, compare</i>
Synthesis	Make generalizations from given facts; relate knowledge from several areas; draw conclusions, integrate into own experience Writing Cues: <i>combine, integrate, modify, create, design, rewrite</i>
Evaluation	Compare and discriminate between ideas; assess value of theories; make choices based on reasoned argument; verify value of evidence Writing Cues: <i>assess, measure, recommend, discriminate, support, evaluate, conclude</i>

Submission Guidelines for Assignments

1. Create your assignment in a “Word Document” (or whatever you use) and save a copy.
2. Submit your assignment/posting to the instructor using the Assignment feature, which will take you to the Assignment Screen.
3. You will use the link [BROWSE] and [SUBMIT] of this page. All assignments will be submitted this way. Please ensure that you hit the browse only button after completion of the assignment. Clicking the “OK” button will turn in your assignment.
4. Please ensure that you hit the Submit button after completion of the assignment. Clicking the Save button will not turn in your assignment.
5. The instructor will grade your submission and give you feedback.

Quality of Submissions

Students are expected to submit high quality assignments during this course. In this regard, ensure that your submissions are edited and grammatically sound. The quality of the exposition and the content will certainly impact the grade of each assignment and subsequently the final course grade.

Late Submissions

Students may be penalized for assignments, which are submitted late. Consistently late assignments can impact the final grade for this course. In the case of late assignments, the instructor will weigh the quality of the submission versus the lateness to determine the grade for the assignment or the course. Students may be eligible to receive an Incomplete “I” grade with prior approval of the instructor where the outstanding assignments are submitted after the grades have been officially submitted.

Communication:

Speaking Rules for F2F and Online Class Discussion

This course can prove to be very reflective and engaging in terms of ideas, arguments, and different and often unique personal experiences regarding the topics being addressed. In order to ensure that we are able to deal honestly, respectfully, and at the same time critically with the subject matter, particularly related to personal or work experiences, it is essential that in any differences of opinion about any point of view each “speaker” will take responsibility for his/her critical position and personal or work experiences or opinions and be able to distinguish between the two. Following all course ground rules and engaging in confidentiality will help us accomplish our course outcomes.

Communication Away From Class

The nature of your program requires frequent consultation and collaboration outside of class. The course website (i.e., Folio) facilitates this process. When students need to communicate directly with the instructor on matters that pertain to this course, they should utilize the e-mail feature in Folio for this course. If students need to communicate directly with the instructor on a matter unrelated to this course, they should use her/his regular e-mail address Georgia Southern (XX@georgiasouthern.edu). All general communication to the class for this course (e.g., announcements, clarification on assignments, etc.) will occur through the e-mail feature of the course’s Folio website. Further, students must be aware that all official communication from Georgia Southern University will utilize the student e-mail address that is assigned by the university; and, it is this e-mail address that university officials will use when the need arises to communicate with students individually.

Etiquette on Email and/or Discussion Board

Please understand that any posting that contains one or more of the following characteristics will be deleted from the course system and the student will not receive credit for it. Students will be notified (via email) about the deletion of the posting and given the opportunity to post a replacement message for credit.

1. Language that attacks the argument on purely emotional grounds.
2. Shouting-using words in all capitals.
3. Misspellings or grammar errors that compromise your ability to communicate.
4. Personal experiences or feelings that are not clearly employed to make a relevant point.

Course Requirements and Expectations Specific to Online Teaching and Learning

1. Internet access and ability to log on to the Internet.
2. Ability and access to the use the Folio system.
3. Must have a working GSU email address.
4. Must log into/check Folio on a regular basis (every day, if possible).
5. Must update user profile and email address on the Folio system.
6. Some assignments will be posted in the Assignments folder. Students must post specified assignments, class work and quizzes in the corresponding Discussion Board or DropBox forum.
7. All questions relating to the course or course work should be posted on Discussion Board for the benefit of the entire class.
8. For the portion of the course that is taught online, class participation is part of students’ overall grade.

Guidelines for Participating in Online Course Activities

All class activities (including projects, discussions, and papers) are to be completed according to the specific due dates indicated on the course syllabus and instructions described in relevant areas of Folio, such as the *Assignments*, *Announcements*, and/or *Discussion* sections. Students are expected to participate fully in all discussions and to submit postings on time. Students will be assessed by the level and quality of their participation (postings) in the discussions on the *Discussion Board*. For this course, all assignments will be submitted via Folio unless instructed otherwise.

Grade Guidelines for Participating in Discussion Board (if applicable)

Grade points will be awarded for weekly discussion postings (your original and your responses to other students' postings). Your participation and contributions will be considered vital components of the build up to and actual implementation of the Final Project. In addition, the following minimum is expected of degree-seeking students engaged in such a Discussion Board:

1. Is the student fully engaged in the online class discussions through the Discussion Board?
2. Does the student demonstrate an ability to handle assigned material with a degree of proficiency (e.g., demonstrated through the type of questions and issues raised consistently and reflecting a familiarity with facts or theory associated with the assigned material or topic?).
3. Participation is evaluated according to quality, not quantity, of "chatter" (also see section on "Etiquette" below).

An acceptable message (discussion posting) will have the following characteristics:

1. It will be at least 4 to 6 sentences long.
2. In a threaded message, the opening sentence will state the problem or question that it addresses. If it is a response to a thread (secondary posting), the message will briefly summarize the original thread and then clearly state whether it agrees or disagrees and why.
3. The message will use evidence to make the point. Evidence can come from class texts, available articles, and research from outside class, personal experiences, and available handouts.
4. Please remember to maintain an even ratio between the threads you begin and those that you respond to.
5. When you submit assignments (postings) to the Discussion Board, if possible, prepare the assignment as a Word Document and then cut and paste it directly into the posting's dialogue box.

Policy on First Drafts and Re-Writes

As noted above, students are encouraged to prepare a first draft of any written assignment for critique by peers. After an assignment is due, however, it may not be re-written for a higher grade. The instructor does not pre-read.

Student Assignments after Course Has Ended

The instructor will retain student assignments for one calendar year after the course has ended. Storage limitations necessitate that the instructor must discard electronic files after one year.

Assessments

Assessment rubrics are provided for each assignment and can be found on the course Folio under *Course Rubrics*.

Support Services for Students with Disabilities

Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities. The Student Accessibility Resource Center (SARC) is the primary resource of services for the students. Any student who has a documented disability or is in need of academic accommodations should notify the SARC office in order that special accommodations may be made. Accommodations are individualized and in accordance with §504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For more information, visit the web at: <http://students.georgiasouthern.edu/sdrc/> or call: 912-478-1566 (Statesboro) or 912-344-2572 (Savannah).

Changes to the Course Syllabus

The instructors reserve the right to make changes to or modify course requirements, the evaluation plan, or the course schedule as may be necessary. In the event a change is necessary, the instructor will notify students in advance and in sufficient time for students to make adjustments.

APPENDIX B

The Pre-Prospectus Template

The following overview and outline will guide you as you prepare each section of the pre-prospectus, whether it is a 1st draft or final draft:

Introduction: This section should be a general overview of issues and a general introduction to the topic. Think of this as an inverted triangle where you start broadly and gradually go into more detail. Introduce the dissertation topic. Provide a framework as to how you plan to explore your topic. You should try to create reader interest (work to hook the reader) with your topic. The introduction section should show the reader why your topic is a contemporary issue in educational leadership and reflect as an overview of what is contained within the chapter.

- **Does the introduction present the dissertation topic?**
- **Does the introduction provide a general overview of the issues that will frame the investigation?**
- **Does the introduction provide a topic relevant to the field of educational leadership?**
- **Does the introduction engage the reader’s interest (i.e., is there a “hook”)?**

Background: This section should explore the current literature on your topic. The idea here is to present the foundational work/frameworks/theories as it pertains to your research idea. You do not need to go into all of the details as this is the background. Instead you should be convening some of the major themes as it relates to the literature and your topic. In handling the background literature, you are trying to show the reader that there is a case or argument supporting the idea of your study. The work should reflect why the research problem is an important social concern or theoretical interest. Discuss and reflect on the broad theoretical areas under which the research fits within other research in the field. Discuss and reflect on knowledge and familiarity with the historical, germinal, and current literature in the field. Discuss specifically the important issues, perspectives, and controversies in the field. Note for chapter one, this section is referred to as the Background for the sole purpose of the pre-prospectus. When you transition to the prospectus, this Background will be moved to chapter two and become your Literature Review. At that time you will expand on the review of the literature and get into the details.

- **Is the background grounded in a larger body of research?**
- **Does the background address your theoretical/conceptual framework?**
- **Is the background current and representative of work in the area?**
- **Does the background examine the literature critically and identify “gaps” in the literature?**
- **Does the background provide a clear rationale for the study?**
- **Is the background well organized, using sub-headings as appropriate?**

- Does the background lead to a problem that can be investigated?
- Does the background provide an overview of the broad theoretical areas under which the research fits within other research in the field?
- Does the background discuss and reflect on knowledge and familiarity with the historical, germinal, and current literature in the field?
- Does the background discuss specifically the importance of issues, perspectives, and controversies in the field?

Statement of the Problem (no citations): This should be easy for the reader to identify after reading the introduction and background sections. This part of your pre-prospectus should state both briefly and directly that issues that are in your research.

- Is the problem clearly stated?
- Does the problem follow logically from the “gap” in the literature?
- Does the problem give rise to a research question?

Purpose Statement: This should include the purpose and what you hope to accomplish. This section should provide a brief overview of what you expect to learn and gain from doing the research. The purpose of the study section should answer the “so what?” question as it pertains to your study. Identify the research method is identified as qualitative, quantitative, or mixed. In prior work this may have been embedded into the Statement of the Problem, but for the pre-prospectus it will occupy an individual section with your work and should be at most one to three statements.

- Does the purpose address what you hope to accomplish?
- Does the purpose provide a brief overview of what you expect to learn and gain by doing the research?
- Does the purpose answer the “so what” of the question?

Research Question(s): This is where you list the research questions that will direct and influence the direction of your study. For qualitative you have a “grand tour” question with a few sub-questions to add focus to your study. For quantitative studies, you can structure this as a research question or hypotheses. You may also opt for a combination via a mixed method study. For a qualitative or mixed method study address the philosophical framework that will guide your study. Either way you want to make sure that you indicate the independent and dependent variables in your study via an overarching question followed by sub-questions. Provide a description of the relationship or comparison questions posed about the research focus. Discuss the appropriateness of the research method (quantitative, qualitative, or mixed). Discussion reflects how the proposed research method will accomplish the researcher’s goals in comparison to the other methods. Research questions must be included in discussion, and depending on the kind of research design, these questions may include proposed hypothesis(es) and the rationale for the hypothesis(es). Information is presented in a discussion context, rather than simply stated or listed.

- **Does the overarching research question follow logically and develop a focus for the study?**
- **Do the sub-questions follow logically from the overarching research question?**
- **Are the research questions worded in such a manner that require responses more complex than “Yes” or “No”, meaning are the research questions “researchable?” If they can be answered with yes or no, revise to make doable and measurable.**
- **Do the questions identify the research method as qualitative, quantitative, or mixed?**
- **Is the research method (quantitative, qualitative, or mixed) appropriate?**
- **Do the questions identify research variables: independent, dependent, relationships, and/or comparisons?**
- **Do the questions identify a specific population group of the study?**
- **Do the questions identify a geographic location of study?**
- **Did the research questions address the philosophical framework that will guide your study?**
- **Are the research questions presented in a discussion context or are they stated or listed in a clear and concise form?**

Significance of the Study (no citations): The significance sections explain why the study is a unique approach to the problem to be investigated, potential beneficiaries from the proposed study, and the ways in which the study results might make an original contribution to the field. This should explain why the study is important and provide information that can contribute to current literature. The significance should include how the work will be useful and address the who, how, and why of the research in terms of value in the field. Discuss the importance of the contribution this research may make to current and future studies.

- **Will the study make a significant and original contribution to the professional literature?**
- **Will the findings help to inform the significance of professional practice?**
- **What is the importance of the study in terms of the contribution to future studies?**
- **Did you address how the results of this research may add to leadership knowledge and literature?**

Procedures: This should include the methodological plan for your study: quantitative, qualitative, or mixed methods. If you are using the quantitative method, for example, you may select a descriptive, experimental (pre/post-test), or a casual-comparative design. You should also indicate why you plan on using the design as it relates to your topic. In other words, discuss why this particular quantitative method/design is the best method for answering your search question(s). If you are using the qualitative methodology, which methodology will you be using, such as phenomenology, ethnography, narrative inquiry, or case study. Try to explain again why this approach will help answer your research questions. Make certain that the research method is appropriate to the proposed study; the research design is clearly stated; the research design is

appropriate to the research method; the research variables are briefly identified: independent, dependent, relationships, and comparisons; a specific population group of proposed study is identified; and a geographic location of study is identified.

- **Are the procedures of the research method (e.g., quantitative, qualitative, mixed method) identified and a rationale provided for its use?**
- **Are the procedures of the research design (e.g., survey, quasi-experimental, case study, etc.) identified and a rationale provided for its use?**
- **Are the procedures in context for the study described (e.g., the school or community wherein the sample is situated)?**
- **Are the procedures addressed in terms of population, sample, and participants (how many and what process of gaining access)?**
- **Do the procedures address the role of the researcher in the study?**
- **For qualitative, do the procedures address the role of the researcher as the instrument or the researcher as the lens for the research?**
- **Do the procedures address the instrumentation development, including the establishment of validity and reliability for the instrumentation?**
- **Are the procedures for data collection explained?**
- **Are the procedures for data collection appropriate for the study?**
- **Are the procedures for data analysis explained?**
- **Are the procedures for data analysis appropriate for the study?**
- **Are the procedures for presenting data and findings explained?**

Limitations, Delimitations, and Assumptions: This should include limitations, which are the potential weaknesses to your study. Identify which variables may threaten the validity of your study, but are constructs beyond your control. The delimitations are the constructs that you have controlled to bring focus and specificity to your study. For example, this may limit your sample size to only Principals in Georgia. Assumptions that support the focus of your study need to be addressed. For instance, the knowledge we have of a particular theory is an accurate representation of that educational reality. In addition, an assumption is that the participant is knowledgeable of the topic so that they are a valid source of data.

- **Does the researcher identify potential barriers to the findings as a result of limitations or the research design? (e.g., dates for literature searches, geographical parameters, etc.)?**
- **Does the researcher identify potential barriers to the findings as a result of delimitations or the research design?**
- **Does the researcher discuss any assumptions he or she may have about any part of the study or its participants?**
- **Is it clear that the researcher knows the difference between the delimitations, delimitations, and assumptions?**

Definition of Key Terms: There are two types of definitions to include in this section. The first are the terms that are field specific that the reader may not understand. The second are terms that have multiple meanings associated with them and you are defining for the reader which definition will be used in your study. The terms are required if any operational terms or words are used in a unique way in this study.

- **Does the researcher identify and define any terms that have special meaning in the context of this study?**
- **Does the researcher identify and define any constructs that are being measured by the instrument(s)?**
- **Does the researcher cite authoritative sources for the definitions?**
- **Does the research use APA sixth edition for formatting the Definition of Terms section?**

Chapter Summary (no citations): This should be a summary of what you have presented in the above pre-prospectus and no new information should be presented here.

- **Does the researcher provide a concise summary of the pre-prospectus as a collective work?**
- **Does the summary include a convincing rationale for the need to conduct the investigation?**
- **Did the researcher avoid adding any new information?**

References: Are the references recent within five years of the intended defense date unless from seminal studies or work directly aligned to research?

- **Are the references recent within five years of the intended defense date unless from seminal and/or landmark studies?**
- **Are references in APA sixth edition format?**

Carnegie Project on the Education Doctorate (CPED)

- **Is the work framed around questions of equity, ethics, and social justice to bring about solutions to complex problems?**
- **Is the work preparing leaders who can construct and apply knowledge to make a positive difference?**
- **Is the work providing opportunities to develop and demonstrate collaboration and communication?**
- **Is the work providing field-based opportunities to analyze problems of practice?**
- **Is the work developing professional knowledge base that integrates both practical and research knowledge that links theory with practice?**

- Is the work emphasizing the generation, transformation, and use of professional knowledge and practice

Additional Items

- Do you have a cover page (Running head on page one only, page one includes the words “Running head”-see APA sixth edition)?
- Do you have a table of contents?
- Is the Pre-Prospectus free of usage errors (grammar, spelling, punctuation, etc.)?
- Is the composition coherent (paragraphs developed with topic sentences and supporting statements, effective transitions between paragraphs)?
- Does one section lead logically into the next?
- Are the language conventions and sentence structure appropriate for an academic audience?
- Does the work demonstrate development and organization?
- Is the vocabulary appropriate for an academic audience?
- Does the manuscript conform to APA sixth edition style?
- Is the study feasible?
- Is the research design (approach, type, procedures) appropriate for the problem statement and research question?
- Typical length of a pre-prospectus is 30 pages.
- Be consistent in using first or third person. Often times students will switch between “the researcher” and “I” back and forth, so avoid this.
- Avoid using the passive voice and not using present tense when referring to research.

APPENDIX C

Standards

The Georgia Southern University Doctor of Education in Educational Leadership Program conforms to the standards of the Carnegie Project on the Education Doctorate (CPED) Principles. The following is a detailed list of those standards.

CARNEGIE PROJECT ON THE EDUCATION DOCTORATE PRINCIPLES

The following information has been provided by CPED for use by the College of Education and EDLD faculty based on membership in the Project. These materials are property of CPED and are used with permission of the CPED Executive Director.

Education Doctorate Definition and Working Principles

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Carnegie Project on the Education Doctorate Design: Concept Definitions

The CPED Consortium offers those seeking to redesign their EdD. programs a set Working Principles and Design Concepts that provide an architecture that honor local context rather than a prescription for program design. The Design Concepts each offer specialized descriptions of program components that support the development of the Scholar Practitioner, which offers an all encompassing definition of the skills and abilities that a graduate from a CPED EdD. program should possess.

Carnegie Project on the Education Doctorate Design: Scholarly Practitioner

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Carnegie Project on the Education Doctorate Design: Signature Pedagogy

Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Carnegie Project on the Education Doctorate Design: Inquiry as Practice

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry as Practice is the ability to use data to understand the effects of innovation. As such, Inquiry as Practice requires the ability to gather, organize, judge, aggregate, and analyze situations,

literature, and data with a critical lens.

Carnegie Project on the Education Doctorate Design: Laboratories of Practice

Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Carnegie Project on the Education Doctorate Design: Problem of Practice

A Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Carnegie Project on the Education Doctorate Design: Dissertation in Practice

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. Copyright 2014 by the Carnegie Project on the Education Doctorate, Inc. (CPED). The foregoing material may be used for noncommercial educational purposes, provided that CPED is acknowledged as the author and copyright holder. Any other use requires the prior written consent of CPED.

The instructors reserve the right to make changes to or modify the Course Syllabus or Course Schedule as may be necessary. In the event a change is necessary, the instructor will notify students in a timely manner for students to make adjustments as needed.