Department of Educational Leadership

EDLE 999: Doctoral Dissertation Continuation (Fall 2014 and Spring 2015)

Locator Information
Instructor: Dr. Tawannah G. Allen
Office Location: 253 Butler Building
Telephone: (919) 672-1523
Cell: (919) 414-9378 (No calls after 9:00 PM) Text messages are welcomed
E-Mail: tallen@uncfsu.edu
Fax: (910) 672-2075
Office Hours: Meetings by Appointment Tuesdays & Thursdays 10:00 AM - 11:00 AM and 12:30 PM – 4:00 PM
SKYPE Hours: Wednesdays 6:00 PM – 8:00 PM and Fridays 1:00 PM-3:00 PM (Appointments are required)

FSU Policy on Electronic Mail: Fayetteville State University (FSU) provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Course Description
EDLE 999-Doctoral Dissertation Continuation courses must be taken every semester in order to maintain active status in the doctoral program until completion of your dissertation.
Disclaimer: Enrollment in EDLE 999 is not contingent on your progression in the dissertation process. Enrollment is required to maintain active status as a doctoral candidate in the Department of Educational Leadership and required to continue receiving faculty advisement on your dissertation. This course is restricted to doctoral candidates who have completed two semesters of EDLE 740 and have not completed the dissertation. In the event, you are still working on the initial phases of your dissertation, this syllabus will be used in conjunction with the EDLE 740 syllabus. Your dissertation advisor will direct you to the most appropriate syllabus.

Course Topics

- Executing the Research Methodology
- Preparing to write the results of the study
- Drawing Conclusions
- Writing the Implications and Suggestions for Further Research
- Compiling the Appendices
- Editing of dissertation

<table>
<thead>
<tr>
<th>PLO</th>
<th>Relation of PLO to EI</th>
<th>Relation of PLO to DQP</th>
<th>How is PLO Assessed?</th>
<th>Relation to HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Knowledge</td>
<td>Elucidates major theories, research methods, &amp; approaches</td>
<td>1A, 1B, 1C</td>
<td>Adherence to timeline, dissertation rubrics, program completion requirements,</td>
<td>Research with a faculty member</td>
</tr>
<tr>
<td></td>
<td>Describes the major methodologies/practices in field</td>
<td></td>
<td></td>
<td>Culminating Experience (Dissertation)</td>
</tr>
<tr>
<td></td>
<td>Articulates a full range of challenges involved in practicing the field</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EDLE 999: Student Learning Objectives and Outcomes

Upon completion of this course the doctoral candidate will have written a doctoral dissertation of a study, which contributes to the literature in a selected field of study.

At the completion of this course, the doctoral candidate will have:

1. Appropriately collected and analyzed research data
   a. Execution of Chapter III methodology
2. Drawn conclusions from the findings of the study
   a. Successfully write results of the study (Chapter IV)
3. Set out a section on further directions for research
   a. Successfully written Chapter V with summary and recommendations
4. Approved doctoral dissertation that is ready to be defended and bound
3

a. Submitted the entire dissertation to dissertation advisor committee and Graduate School.

5. Completed all further requirements for graduation, such as paperwork, fees and final edits.

**Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

**Required Textbooks**


**School of Education Conceptual Framework**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in Pk-12 higher education and schools. It defines the educator as a Facilitator of Learning one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program.

The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological
competence and educational applications; and (7) working with families and communities.

**EDLE 702 & Linkages to Educational Leadership Constituents Council (ELCC)**

**Standards for Advanced Programs in Educational Leadership**

**Standard 1:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

**Standard 2:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

**Standard 3:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

**Standard 5:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

**Standard 6:**
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Standard 7:**
**Internship.**
The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned
and guided cooperatively by the institution and school district personnel for graduate credit.

EDLE 999 Course Assignments and Requirements

Assignment # 1: After approval from IRB Board, begin contacting research participants and begin the data collection process.

Assignment # 2: Determine if surveys need to be re-send or whether you need to contact participants to reschedule interview session. After data is collected, begin the analysis/interpretation process.

Assignment # 3: Chapter IV. This chapter is titled the Analysis of the Data or Results of The Study. This chapter contains the tables and charts of the organization of the data. The tables are used to illustrate and summarize the data. See your handout material “Guidelines for Writing the Theses and Dissertation. The document can be retrieved by going to the Fayetteville State University Graduate School website. If you have problems with setting up tables, the instructions are also located in the APA manual on constructing tables. Draw out the findings from the study referring to the tables by number and title.

Assignment # 4: This is the final Chapter, titled Summary, Conclusion and Recommendations. In this chapter (Chapter V) you review the background and conceptual framework of the study, the methodology, and the analyses to link the parts of the study to the research problem and current research presented in Chapter II. State the conclusions of your study and make generalization, draw out implications and make recommendations. Also, state the recommendations/ directions for further research. You are to clearly distinguish between the conclusions, the generalizations, implications and/or recommendations by subheadings in this chapter. Write a draft and email attachment for feedback. Work to revise the chapter incorporating the suggestions for final submission. Before moving too far with the tables, email a draft for feedback and revise incorporating suggestions.

Assignment #5: In this assignment you will:
1. Write your Reference List, as consistent with APA. Consistency of style throughout the text in referencing is an important part of your dissertation. The most important is that the Reference List is consistent with one style throughout.

2. Organize your Appendices which you should have done as you were working through the Chapters Two, Three and Four. See illustrations in the Guidelines for Writing the Theses and Dissertation. Organize your appendices, with half title pages between each and titles of Appendix A… etc. Check to see that these materials, which are, referred to in the text state the correct page. The very last page of the dissertation, you place a short biographical sketch, of one-two paragraphs (optional). The biographical sketch consists of a concise statement of where you work other degrees held from other universities attended, professional associations affiliated with, and your major and minor
area of study. Send your Reference List and Appendices for review and feedback. Work on those suggestions for your final submission.

**Assignment # 6**
In this assignment you will now complete your Front Matter or Preliminary pages and place them in the correct order in your Dissertation. The Preliminaries include the following components: abstract; approval form (if necessary), title page, table of contents, dedication page and acknowledgement page. Remember to thank your entire committee, not just the chair. It took the entire committee to help you complete this journey. Follow these instructions on the above-cited pages carefully. When you have completed, send the Front matter for comment and feedback. Incorporate the suggestions and re-send to be approved. Finally, after the Preliminary pages have been approved page them and page the total dissertation.

Now proof the total dissertation and resend. The three/four members of your Committee must approve your dissertation. You are now ready to send your Dissertation to the Dean of the School of Education, Program Director and Graduate Dean and wait for approval and the finishing activities, which include binding of the dissertation. All members of your Committee should receive a hard copy of your final dissertation.

**Faculty-Candidate Communications**

**Telephone Contacts**
Candidates are free to contact me any time during the day or evening. This is collaborative journey and I am here to provide the support needed to complete the dissertation. Our initial meeting will help familiarize me with your research interest and to permit the transmission of clear expectations for completion of course requirements. Periodic telephone interactions, required course materials, mailings, and postage will be at candidate’s expense throughout the duration of the course.

**E-mail, SKYPE, and Text Message Communications**
Frequent email and SKYPE communications should be initiated and sustained for the duration of the course. Feel free to contact me via text message to questions regarding your research. I will return your message as quickly as possible. SKYPE conference require scheduled appointment times.

**Tentative 2013-2014 Dissertation Timeline (Fall and Spring)**

*(Please note this timeline is fluid and is contingent upon the quality of your writing. You will be required to complete revisions or edits based upon the feedback provided by the members of your committee.)*

August 2013
• Dissertation Committee Meeting
• Prepare to start Research Study
• Continue Review of Literature
• * Work on Mailing/Email List of Participants
• * Work on References/APA
• Review Deadlines

September 2013
• Dissertation Meeting with Chair
• Collect Data
• Meet with Statistician
• Review Deadline

October 2013
• Group Meeting
• Analyze Data
• Start working on Chapter 4
• Chapter 4 Draft Due
• Feedback on Chapter 4/Chair
• * Revisions to Chapter 4
• * Chapter 4 to Committee
• * Meeting with Committee
• Committee Feedback

November 2013
• Meeting with Dissertation Advisor
• Revisions to Chapter 4
• Revisions to Committee
• Review Program Deadlines

December 2013
• Meeting with Chair
• Preliminary Pages
• Review Deadlines
• Apply for Graduation

January 2014
• Meeting with Chair
• Start on Chapter 5
• Meet with Statistician
• Draft of Chapter 5 Due
• Feedback within 10 days
• * Revisions to Chapter 5
• * Chapter 5 to Committee
• * Committee Meeting
• Revisions to Chapter 5
February 2014
  • Meeting with Chair
  • Draft of Dissertation/Chair
  • Dissertation to Committee
  • * Committee Meeting
  • * Feedback from Committee
  • * Revisions to Dissertation
  • Set Dissertation Defense

March 2014
  • Meeting with Chair
  • Paperwork to Graduate School, Director and Dean
  • *Confirm Format/APA
  • FINAL REVISIONS (Delivered)
  • Dissertation Defense
  • Revisions from Defense
  • Contact Graduate Office (Editor)

April 2014
  • *25% Rag Paper
  • Final Copies to Graduate School
  • Review Deadlines

May 2014
  • GRADUATION

EDLE999 Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S=</td>
<td>Satisfactory (reported only for dissertations, theses, directed studies, internships, and practica)</td>
</tr>
<tr>
<td>U=</td>
<td>Unsatisfactory (reported only for dissertations, theses, directed study, internships, and practica)</td>
</tr>
<tr>
<td>IP=</td>
<td>In Progress (dissertation, thesis, directed studies only)</td>
</tr>
</tbody>
</table>