Locator Information
Semester: Spring 2015
Course Number: EDLE 999-06
Title: Doctoral Dissertation Continuation
Credit Hours: 3.00
Classroom: Curriculum Resource Learning Center
Class Day & Time: Meetings by Appointment, plus Mandatory Writing Workshops
Office Hours: Tuesdays & Thursdays 1:30-5:30 p.m. (by appointment)
Instructor: Dr. Gail L. Thompson
Office Location: Butler 311
Phone/E-mail: (910) 672-2594 gthomps3@uncfsu.edu

Course Description
EDLE 999-Doctoral Dissertation Continuation must be taken every semester until your dissertation has been completed and approved by your entire committee. Enrollment in EDLE 999 is mandatory in order for you to remain in the EDLE doctoral program. This course is restricted to doctoral candidates who have completed two semesters of EDLE 740 and have not completed the dissertation process. In the event that you are still working on the initial phases of your dissertation, this syllabus will be used in conjunction with the EDLE 740 syllabus that you received. Your dissertation advisor will direct you to the most appropriate syllabus.

Required Textbooks


Student Learning Outcomes
- To produce original, rigorous, and ethical research that demonstrates knowledge and strong research skills, and contributes to the relevant body of literature
- To produce a written document that accurately reflects the research or focus of study, demonstrates academic integrity, is free from grammatical, spelling, and structural errors, and conforms to the standards established by the student’s institution, discipline, department, and committee
Fayetteville State University 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 P-12 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 Teacher Education program. The themes of our conceptual framework and associated expectations 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 applications for student learning; and (7) working with families and communities.

Fayetteville State University School of Education Vision Statement:
The School of Education will build upon its proud history of offering strong academic programs designed to prepare effective and high quality teachers and other educational leaders and professionals who will positively impact the lives of the children, local educational agencies, communities, and organizations for global competitiveness in the 21st Century.

Fayetteville State University School of Education Mission Statement:
The School of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Our completers have the knowledge, skills, and dispositions to support student learning, within a framework of family and community, through participation in a diverse, technological, and global society. We proudly prepare transformational educators and educational leaders for the southeastern region of the state, nation, and the global community.

***The School of Education’s Excellence in Teaching Conference will be held on April 17, 2015, and all Education students are urged to attend.

Course Related ELCC Standards for Advanced Programs in Educational Leadership

Standard 1: Students 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: Students 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: Students 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: Students 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: Students 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: Students 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 students 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.

Assignment Descriptions  (All assignments must be uploaded to Blackboard, and with the exception of the Progress Reports, will be examined via Turnitin.)

Progress Reports
Each student will upload a one-paragraph update of his/her progress on the Dissertation Proposal, IRB Proposal, or Dissertation on the following dates:
January 20, 2015
February 17, 2015
March 19, 2015
April 16, 2015

Mandatory Writing Workshops (Peer Editing Sessions)
Location: Curriculum Resource Learning Center
February 3, 2015 5:30-6:30 p.m.
March 12, 2015 5:30-6:30 p.m.
April 7, 2015 5:30-6:30 p.m.

Additional Course Assignments and Requirements
Dissertation Proposal
Dissertation Proposal Meeting (EDLE Transition Point)
IRB Proposal
Dissertation Defense & Approval (EDLE Transition Point)

Note: Students whose proposals have been approved by the entire Dissertation Advisory Committee should complete the IRB (Institutional Review Board) application. After the IRB application has been approved, students may collect their data, analyze the data, and write the remaining chapters of the dissertation. All students should be prepared to make multiple revisions of the dissertation proposal, the IRB proposal, and the dissertation before they are approved.

The dissertation process begins with a proposal, which must be approved by the Dissertation Advisory
Committee, department chair, college/school dean, and the Dean of The Graduate School. The proposal specifies what the student expects to do and how it will be accomplished. The student should consult with the chair of the advisory committee regarding the expected content and format of the proposal. Generally, a proposal consists of the following:

1. Chapter One: Introduction (provides general background information that addresses the significance of the proposed study, the objective(s) of the study, a concise and specific statement of the purpose of the study and the research questions), etc.
2. Chapter Two: Literature Review (Current--10 years or less--credible sources from academic journals and research-based books should be used. Information retrieved from the Internet should also be based on reliable sources, such as the National Center for Education Statistics, U.S. Department of Education, U.S. Census Bureau, U.S. Department of Justice, etc.)
3. Chapter Three: Methodology to be used in the study (Includes design, procedures for collecting data, instrumentation, description of sample/participants, validity and reliability of instruments, plan for the IRB review and approval, and a timeline of the study)
4. References: (Using the APA style guide, list all references cited in the study in alphabetical order.)
5. Appendices: (All forms, emails, instruments used, focus group and interview questions, etc. should be included.)

**Proposal Approval**
The student must submit a written proposal to the Dissertation Advisory Committee. The proposal must be approved in a meeting by the full advisory committee. After the proposal has been approved by the full committee, it will be forwarded to the Department Chair and the Dean of The Graduate School for approval.

Once the committee approves the proposal, the Dissertation Proposal Approval Form with all required signatures should be submitted to the Dean of The Graduate School for approval. A copy of the proposal must be attached to the approval form. The Dean of The Graduate School will return a copy of the Dissertation Proposal Approval Form to the candidate, advisory committee chair, department chair, and college/school dean after it has been processed.

**IRB Application** Institutional Review Board (IRB) Approval
All research involving human or animal participants or subjects conducted by students, faculty, and staff at Fayetteville State University must be approved by the FSU Institutional Review Board (IRB) before the study is conducted. If the proposed study involves subjects from an external agency (e.g., public school, another university), approval must be obtained from the external agency prior to requesting IRB approval from FSU. Documentation of the approval from the external agency must be attached to the FSU IRB application packet. No surveys, test administration, or data collection of any type is to be conducted before the FSU IRB approval has been granted. Students must submit a copy of the IRB approval letter to the advisory committee chair and to the Dean of The Graduate School before they begin conducting the study. Therefore, students should plan to submit the application for IRB approval early in the thesis or dissertation process. Persons involved in research are expected to be committed to the highest standards of integrity and ethical behaviors. Persons involved in any phase of research are expected to be knowledgeable of and abide by the University’s Human Subjects Policy. Failure to abide by the policy will be considered a violation and will be dealt with accordingly. Students are advised to discuss with their advisory committee chair any questions or concerns they have regarding the implementation of their research according to the policy. The Human Subjects Policy can be found at
http://www.uncfsu.edu/research/index.htm. The appropriate completed and signed forms are to be submitted to the EDLE department chair for approval before being submitted to the Office of Sponsored Research and Programs (OSRP) for review by the IRB. The EDLE department chair will return the approved forms to the thesis or dissertation advisory committee chair for submission to the Office of Sponsored Research and Programs. This process will allow the committee chair to have documentation of the date the forms were submitted to OSRP and to follow up on the request at the appropriate time, if needed.

The request for IRB approval must be submitted with the full proposal. It is recommended that the request be submitted after the theoretical framework of the study has been agreed on by the full committee. Persons conducting research are required to complete the computer-based training located at http://phrp.nihtraining.com/users/login.php before submitting requests to OSRP. A copy of the Certificate of Completion received after completing the training must be submitted with the IRB application. Each student should make and retain a copy of his/her completed application packet with signatures for the student’s records.

**Assessment and Evaluation Criteria**

**Grading Policy**

**Expectations:**

1. Students are advised to start on the proposal, dissertation, or IRB packet, depending on the student’s status, as early in the semester as possible.
2. Students are expected to only submit well-organized work that reflects graduate-level writing.
3. Students are required to attend the mandatory writing workshops.

The following final grades are assigned to indicate the quality of students’ academic performance:

- **A** - Superior
- **B** - Good
- **C** - Marginal (acceptable for graduate credit)
- **F** - Failure (any level of performance below "C")
- **S** - Satisfactory (reported only for dissertations, theses, directed studies, internships, and practica)
- **U** - Unsatisfactory (reported only for dissertations, theses, directed studies, internships, and practica)

Only grades of "S," satisfactory, or "U," unsatisfactory, are reported as final grades on dissertations, theses, directed studies, internships, and practica. The university calculates the grade point average using all grades except "S" and "U."

**Other Grades**

- **I** - Incomplete
- **IP** - In Progress (dissertation, thesis, directed studies only)
- **W** - Withdrawal
- **WU** - Withdrawal from University
- **AU** - Auditing (no credit)

**FSU’s Code of Student Conduct**

1. All students are required to read the university’s “Code of Student Conduct,” which includes the following information:
“IV. ACADEMIC DISHONESTY / NON-ACADEMIC MISCONDUCT

A. Academic Dishonesty

The Division of Academic Affairs shall be responsible for ensuring the adherence to the procedures outlined below should any student be charged with academic dishonesty. Academic dishonesty is the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements. It is expected that all members of the University community will work to actively deter academic dishonesty and thus will share in the responsibility and authority to challenge and make known to the appropriate authority acts of apparent academic dishonesty.

1. Violations
   A student shall be guilty of an act of academic dishonesty if he or she engages in of the following act(s):
   a. Facilitating Academic Dishonesty

   Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating, plagiarizing, falsifying or engaging in professional dishonesty.

   b. Attempting Academic Dishonesty

   Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.

   c. Cheating

   Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.

   d. Falsification

   Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding any circumstances related to academic work.

   e. Plagiarism

   Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one’s own original work.

2. Sanctions
   Possible sanctions for a finding of academic dishonesty include the following:
   a. Academic Community Service

   A student may be given community service hours in lieu of a more severe sanction. Such service shall be supervised by a University employee.

   b. Academic Integrity Probation

   A student may be placed on academic integrity probation for the remainder of his or her academic career at the University. A student who is found to have committed another act of academic dishonesty while on academic integrity probation may be subject to suspension or expulsion from the University.

   c. Failing Grade

   A student may be given a failing grade on the assignment, paper, program, test or exam on which the violation occurred and/or no credit/failing grade for the course.

   d. Suspension

   A student may be separated from the University for a specified period of time if he or she has previously engaged in an act of academic dishonesty or if a student commits an act or attempts to commit an act that warrants suspension. In cases where a student will complete graduation requirements during the current semester, suspension is to take effect immediately. In cases where a student will complete graduation requirements during either of the summer sessions, the suspension period will be applied to the summer session. Any suspension will be noted on the student’s transcript.
e. Expulsion

Expulsion is a permanent separation from the University and a student will be expelled if he or she is a repeat offender or commits an act(s) which is considered to be a substantial violation of academic integrity. Expulsion results in a permanent transcript notation. Expulsion requires approval by the Chancellor.

Ethical Considerations for Writing and Publication

Adherence to ethical principles helps to support the integrity, originality, validity, and/or reliability of empirical and creative academic work. Each phase of preparation and presentation requires scrupulous attention to the details of ethical conduct. Ethical writing incorporates the following qualities:

• Authenticity characterized by facts, honesty, accuracy, and the avoidance of false or exaggerated claims or implications
• Transparency or clarity of source, purpose, procedures, and findings
• Thoroughness or the inclusion and objective critique of contrasting and dissenting arguments and literature and the identification of limitations of studies
• Proper and accurate referencing of all sources and information used in the thesis or dissertation
• Disclosure or the clear declaration of funding, employment, relationships, or sources of personal gain that might present or imply a conflict of interest.

For more complete guidelines related to academic honesty, research, confidentiality, storage of data, and work with live participants, the student must consult with the advisory committee and review university policies and discipline-specific ethical principles. The student should note that a lack of knowledge cannot be considered a reasonable defense for violating ethical standards. Furthermore, violations can result in rather weighty penalties to include dismissal or the rescinding of a conferred degree.

Copyright or Trademark Protected, Licensed, and Limited Use Materials

It is the student’s responsibility to comply with any legal obligations for any information employed in the development of and conducting of research and in the writing and publishing of a thesis or dissertation. Some materials, instruments, and images have legally protected restrictions on their use, duplication, quotation, modification, or distribution. For example, tests, scales, and survey instruments and their instructions or protocols may require the advance and specific written permission of the author and/or publisher. Product or corporate names may require inclusion of a symbol (™ © ®) designating ownership or registry of the brand or intellectual property. The student may not assume that any material, no matter how familiar, is in the public domain for unrestricted use. The student must fully understand any contractual stipulations or agreement in that some may require specified acknowledgements or sharing of data with the original author or publisher.

Withdrawal from Class

Students may withdraw from individual classes until the Class Withdrawal deadline each semester, term, or session. (See the Academic Calendar for specific dates.) Students who complete the class withdrawal process will receive a grade of “W.” Students must obtain both the instructor and advisor’s approval as indicated on the Course Withdrawal Request Form. Tuition and fees are not adjusted for withdrawing from individual classes. Failure to attend classes does not constitute official withdrawal from that class. Students who stop attending classes but do not officially withdraw will receive a final grade of “F” and automatically will be withdrawn from the university.

Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct—including sexual harassment, domestic and dating violence, sexual assault, and stalking—is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf.

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Withdrawal from the University

Students who voluntarily leave the university before the close of the semester must withdraw officially from the university. Note that if students are enrolled in only one (1) course and voluntarily leave the university, they also should withdraw officially from the university instead of withdrawing from the course. Students must initiate the process by going to the Center for Personal Development and obtaining appropriate signatures. The withdrawal form must be taken to the Registrar’s Office to complete the process. Students who leave the university before the close of the semester without officially withdrawing will receive a failing grade for each course in which they are enrolled. Graduate students receiving a failing grade are automatically suspended from the university and must appeal for reinstatement. Before deciding to withdraw from the university, students should consult with their advisor to discuss the reasons for the withdrawal and their plans for continuing their education. Students who wish to withdraw from all classes must complete the official university withdrawal process, which is initiated in the Center for Personal Development located in the Spaulding Building, Room 155.

Disabled Student Services

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

FSU Policy on Electronic Mail

Fayetteville State University 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

**Inclement Weather**
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

**Register your phone for emergency text alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

  - Go to the [FSU Bronco Alert Emergency Message Sign-Up](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf) page.
  - Enter your Banner ID.
  - Enter your cell phone number, then enter it again to verify.
  - Click Submit.

**Useful References for Doctoral Students**

http://writingcenter.unc.edu/resources/
http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/dissertations
http://www.gwr.arizona.edu/writingproposal1.htm
http://www.clas.ufl.edu/users/shegeman/prospectusguide.htm
http://www.cgu.edu/pages/880.asp