

**PVAMU Course Syllabus**  
**EDUL 8003: Dissertation**  
**Whitlowe R. Green College of Education**  
**Department of Educational Leadership & Counseling**

**Instructor Name:** Lisa Hobson, Ph. D.

**Office Location:** Delco 207

**Office Phone:** (936) 261-3517

**Email Address:** ldhobson@pvamu.edu

**Mail (U.S. Postal Service) Address:** Prairie View A&M University  
P.O. Box 519  
Mail Stop 2420  
Prairie View, TX 77446

**Office Hours:** To be arranged by appointment with the student

**Course Location:** To be arranged by appointment with the student

**Class Meeting Days & Times:** To be arranged by appointment with the student

**Course Abbreviation and Number:** EDUL 8003

**Catalog Description**

**EDUL 8003. Dissertation.** (3-0) Credit 3. Studies, program procedures, and dissertation issues. May be repeated.

**Prerequisites:** Admission to doctoral program and advancement to candidacy.

**Required Texts:**

(a) Selected books related to the methodology of the dissertation.

(b) Collins, J. & Hansen, M. T. (2011). *Great by choice: Uncertainty, Chaos, and Luck-- Why Some Thrive Despite Them All*. New York, NY: Harper Business, Inc.  
ISBN-10: 0062120999 ; ISBN-13: 978-0062120991

(c) American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

**Access to Learning Resources:**

PVAMU Library, phone (936) 261-1500; web: <http://www.tamu.edu/pvamu/library/>  
University Bookstore, phone (936) 261-1990;  
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

**Course Goals:** To design, execute and report on a study that is original, substantial and defensible in contributing to the Educational Leadership knowledge base.

**Course Objectives:** To apply acceptable educational research procedures to:  
- identify an educational leadership problem that can be investigated

- develop appropriate research questions/hypotheses
- have the procedures approved by a dissertation committee and by the university's IRB
- conduct the research and report the findings

**Course Goals/Accrediting Body Standards/Outcomes**

<b>Course Goal</b>	<b>ELCC Standard (2.2a &amp;b)</b>	<b>Course Objective</b>
To design, execute and report on a study that is original, substantial and defensible in contributing to the Educational Leadership knowledge base	<p>2.2a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.</p> <p>2.2b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems.</p>	To apply acceptable educational research procedures to: <ul style="list-style-type: none"> <li>- identify an educational leadership problem that can be investigated,</li> <li>- develop appropriate research questions/hypotheses,</li> <li>- have the procedures approved by a dissertation committee and by the university's IRB, and</li> <li>- conduct the research and report the findings.</li> </ul>

National Council of Professors of Educational Administration - NCPEA Knowledge Base Domains

1. Historical, social, cultural & philosophical foundations.
2. Research methods.
3. Learning theory.
4. Curriculum.
9. Educational leadership.
11. Organizational change.
18. Educational leadership preparation.

19. Technology leadership.

20. International contributions.

**Course Objectives/Accrediting Body –Standards**

ELCC Standards - <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>

**Educational Leadership Constituent Council Standards:**

**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 school or 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, operation, and resources in a way that promotes a safe, efficient, and effective learning environment.

**Standard 4.0:** 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 5.0:** 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 6.0:** 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.

Texas Administrator Standards

Competency 001-The principal knows how to shape campus culture by facilitating the development, articulation implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 004 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, selects and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007 The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 008 the principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

### **TExES Domains/Standards/Competencies**

The following ExCET domains/standards/competencies will be addressed:

Domain I	<b>(D-I):</b>	School Community Leadership
Domain II	<b>(D-II):</b>	Instructional Leadership
Domain III	<b>(D-III):</b>	Administrative Leadership

Standard 1: Learner-Centered Values and Ethics

Standard 2: Learner-Centered Leadership and Campus Culture

Standard 3: Learner-Centered Human Resource Leadership and Management

Standard 4: Learner-Centered Communication and Community Relations

Standard 5: Learner-Centered Organizational Leadership and Management

Standard 6: Learner-Centered Curriculum Planning and Development

Standard 7: Learner-Centered Instructional Leadership Management

### **Course Procedures/Submission of Assignments:**

Dissertation Proposal – 75%

Dissertation Proposal Defense – 10%

IRB – 15%

### **After the proposal defense stage, the grading percentages are as follows:**

Dissertation – 85%

Dissertation Defense – 15%

### **Grading Distribution Scale:**

A = 95 – 100

B = 94 – 85

C = 84 – 75  
D = 74 – 65  
F = 64 pts. Or below

**University Calendar – The academic calendar can be found at**  
<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.

### **University Rules and Procedures**

#### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

#### **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

#### **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Autoplagerism: recycling content printed verbatim that was authored in previous documents.

#### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to

conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**Instructor Policies and Procedures:** See syllabus contract addendum.

# **New University Policies and Regulations**

**\*Effective Fall 2011**

## **New Policy: Withdrawal from the University (Undergraduates Only):**

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

## **New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**

- The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

## **Grade Replacement Regulation (Undergraduate Students Only):**

- Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Students would have to request to replace the course by the Census Date (12<sup>th</sup> class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

## **Administrative Drop (All Students):**

- Students who do not attend “at least one day” of class by **February 14, 2012**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from **ALL** of their courses; they will automatically be **WITHDRAWN** from the university.
- Students will be notified of their Administrative Drop via email.
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**QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.**

## **Department of Educational Leadership and Counseling Policies**

### **Certification Students ONLY**

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

**Whitlowe R. Green College of Education**  
**Office of Teacher Education**  
**Delco Bldg., Room 302**  
**P. O. Box 519; Mail Stop 2425**  
**Prairie View, Texas 77446-0519**  
**Tel: (936) 261-3605**

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

[WWW.CERTIFYTEACHER.COM](http://WWW.CERTIFYTEACHER.COM)

### **TEExES Practice Materials and Exams**

The Whitlowe R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase success on the TExES examinations.

**University Calendar – The academic calendar can be found at**

<http://www.pvamu.edu/Include/Registrar/Calendar/2012/Spring%202012.pdf>.



## NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: [rwilliams@pvamu.edu](mailto:rwilliams@pvamu.edu)

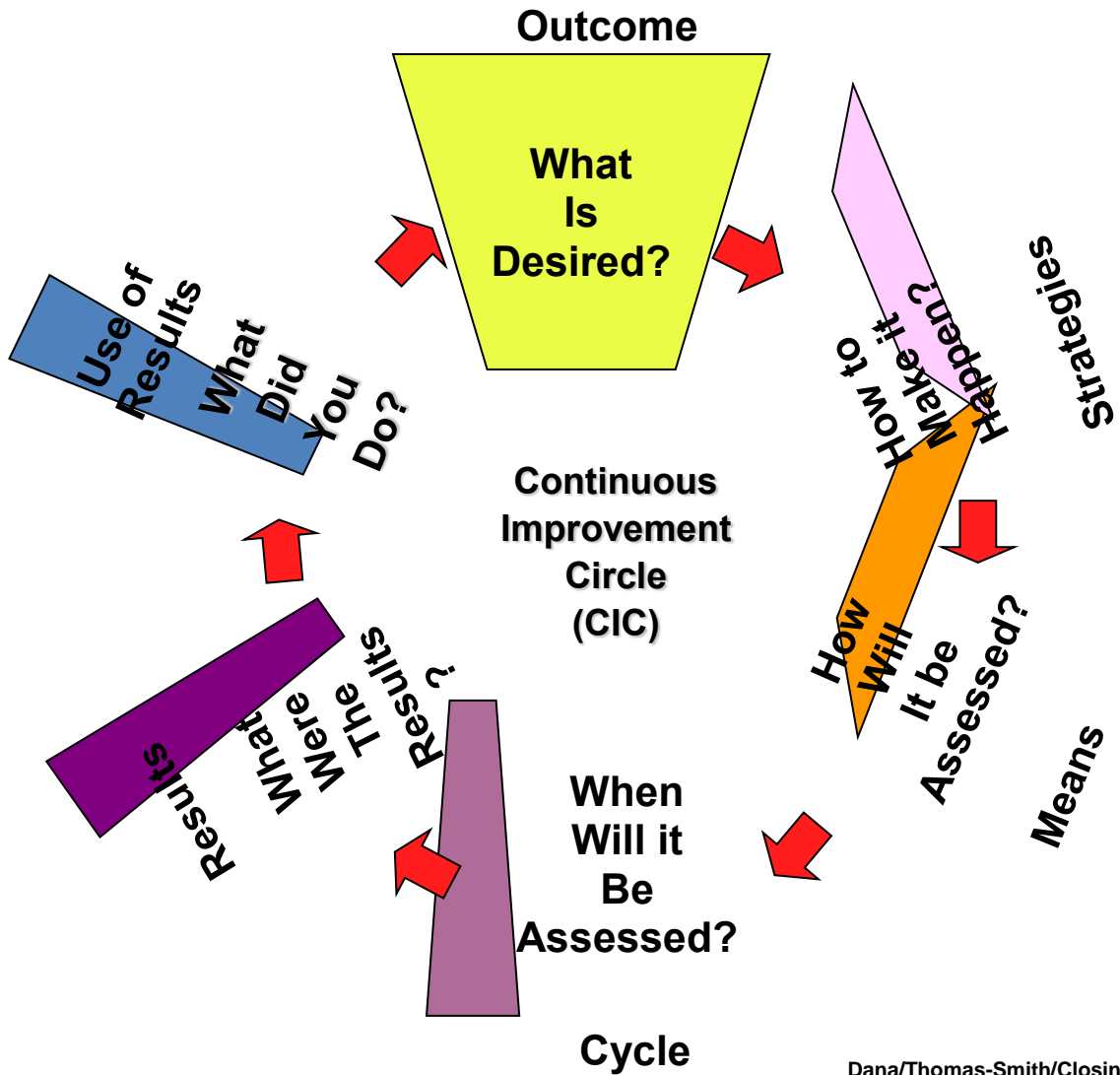
Individuals requesting a disability accommodation should contact:

Name: *Dr. Kay Norman*  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
Email: [kfnorman@pvamu.edu](mailto:kfnorman@pvamu.edu)

### **McKinney-Vento Act**

Resources and funding are provided by the federal government for the support of students who are homeless. Each school district has been allocated funds and has a representative in charge of these resources and services. Ensure you examine this information and contact school district officials to adequately support homeless students who are attending your school if you are employed in a public k-12 school district. Resources regarding educating homeless students can be found at <http://center.serve.org/nche/m-v.php>. The National Center for Homeless Education has many resources available to assist schools and districts. More information regarding how the act is applied in Texas can be found at <http://www.utdanacenter.org/theo/>. Grant funding information can be found at the Texas Homeless Education Office.

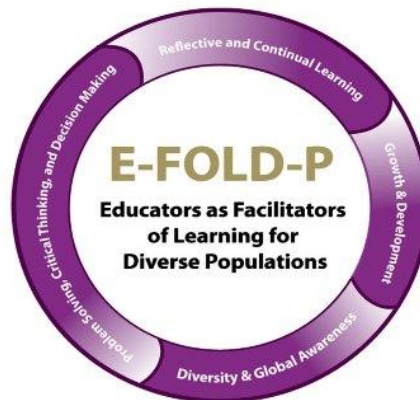
**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M  
University**



Dana/Thomas-Smith/Closing the Loop Six Question

## E-FOLD-P (Conceptual Framework) (Educator As Facilitator For Diverse Populations)

- To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.
- To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
- To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



### Moodle ePortfolio

Moodle is a tool that Prairie View A&M University uses for assessment purposes. Five of your assignments will be considered as artifacts (items of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses Moodle. The assignment(s) to be used as Moodle artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.