Department of Human Services and Educational Leadership  
EDLE 6199.023 Dissertation Writing  
Fall 2021

Instructor: James Standley  
Office: 341 LAN  
Office Phone: 936-468-1068  
Other Contact Information:  

Course Time & Location:  
Office Hours: Arranged  
Credits: 6 hours  
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James I. Perkins College of Education Diversity Statement is found at the following link:  
http://coe.sfasu.edu/about-us/

I. Prerequisites: Advanced to Candidacy; permission of major professor/dissertation chair

II. Course Description: 1 credit minimum/variable up to 6 credits; a minimum total of 12 credits
A doctoral dissertation is required for partial fulfillment of the EdD in Educational Leadership. The dissertation reflects an original, scholarly contribution to the research literature relevant to educational leadership. At a minimum, students will enroll in two consecutive semesters/terms for the dissertation proposal/prospectus and the dissertation oral defense which must be scheduled in two different semesters/terms. Students must register for at least one credit each fall/spring semester and summer term; must maintain continuous enrollment until the dissertation is successfully defended, corrected/adjusted according to the committee’s will, and submitted to the Graduate School; must accumulate a minimum of 12 credit hours. Prerequisites: Advanced to Candidacy; permission of major professor/dissertation chair

EDLE 6199 Dissertation Writing is classified as dissertation (as opposed to lecture, seminar, lab, practicum), meaning that the only focus of the credit is the independent, but guided work on the doctoral dissertation. For each credit hour, students should expect to spend at least 45 hours/15 week fall or spring semesters or 45 hours/10 weeks summer term.

Candidates are required to maintain contact with the committee chair EVERY enrolled long semester and summer term. The format of the dissertation must be acceptable to the SFA Graduate School. Please refer to the most current version of the EdD in Educational Leadership Dissertation Handbook for specific information.

Program practice has been to allow 10 years to complete the EdD in Educational Leadership. Generally, students require three to four years to complete doctoral coursework, successfully complete the comprehensive examination requirement, and be advanced to candidacy. Once students are advanced to candidacy and begin enrolling in EDLE 6199 Dissertation Writing,
students must maintain continuous enrollment (fall, spring, summer) until the dissertation is successfully defended and the final polished version is submitted to the Graduate School.

Program Learning Outcomes:
Students graduating with an Ed.D. in Educational Leadership will be able to:

1) use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings
2) demonstrate knowledge of ethical and moral responsibilities of leadership
3) apply theory and contextual knowledge to educational practice
4) practice analytical and communication skills in leadership roles
5) understand, design, and conduct research in educational leadership

Student Learning Outcomes:

1) The candidate will successfully complete the IRB process needed for his/her dissertation.
2) The candidate will successfully defend the proposal and dissertation.
3) The candidate will prepare a complete written dissertation that is provided to the committee and chair for analysis and evaluation.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

- Students must formally contact the dissertation chair at least twice each semester/term to document engagement and to report progress
- Adhere to all Graduate School deadlines (http://www.sfasu.edu/graduate/83.asp)
- Apply for Graduation prior to the semester in which you plan to schedule the dissertation oral defense (http://www.sfasu.edu/graduate/109.asp)
- Prepare the dissertation in a format that is consistent with APA style and format; see the EdD in Educational Leadership Dissertation Handbook (most current version) for margins and other format requirements
- Complete the Collaborative Institutional Training Initiative (CITI) training (http://www.sfasu.edu/researchcompliance/107.asp) on the Office of Research and Sponsored Programs website; CITI training may be completed prior to enrollment in EDLE 6199 Dissertation Writing hours
- Refine and enlarge the comprehensive review of the literature developed in EDLE 682 Developing the Dissertation Research Proposal; include all relevant scholarship published in the last 8 years related to the topic, the research questions, and the research design/methodology.
- Refine the development of a problem-based, research question(s)
- Refine and/or further develop the dissertation study proposal/prospectus, generally consisting of the first three chapters of a five or more chapter format: Introduction; Review of the Literature; Research Design & Methodology.
Schedule the formal proposal/prospectus presentation; present/defend the proposal/prospectus; accept and refine the proposal/prospectus based on the chair and committee comments and requests; revise the proposal/prospectus; submit the revised and polished document within two weeks following the oral defense.

Preparation of the IRB application. Submit the applicable CITI Training Completion Certificate with your IRB application (http://www.sfasu.edu/researchcompliance/103.asp).

With submission of the proposal/prospectus and IRB approval, begin data collection and analyses.

Develop a comprehensive and coherent discussion section.

Complete dissertation manuscript.

Schedule the formal oral defense of dissertation; present/defend the dissertation; accept and refine the dissertation based on the chair and committee comments and requests; revise the dissertation; submit the revised and polished document according to graduate school deadlines for graduation.

IV. Evaluation and Assessments (Grading)

Student documentation of engagement and progress serve as the basis for assigning a grade of WH or an F for each enrolled term. The dissertation chair determines the grade based on the student documentation—WH for adequate progress or F for inadequate progress. The assignment of a grade of F stops the continuation of enrollment in EDLE 6199 Dissertation Writing and may result in dismissal from the program.

Students who fail to contact their dissertation chair within the first 12 days of class each semester/first 5 days of class each summer term will be administratively dropped from enrollment in EDLE 6199 Dissertation Writing.

Upon successful oral defense of the dissertation and submission of the revised and polished document to the Graduate School, all grades of WH will be changed to an appropriate passing grade.

V. Tentative Course Calendar

Assignments and due dates are arranged through consultation with the student. All assignments conform to the university calendar governing the semester.

VI. Readings and Text Materials:

VII. Course Evaluations:
Part of the academic culture and student responsibility is to engage in the course evaluation process, which provides faculty members with opportunity to receive students’ feedback about points of strengths and areas for improvement. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. The PCOE faculty body is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. The instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http..www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Scheduled contact and submission of completed required documentation of progress as determined by the dissertation chair are required. Enrolled students must have no less than two scheduled contacts with the dissertation chair during each semester/term of enrollment. This contact may be direct meetings during office hours, e-mail or electronic communication, or telephone communication.

Academic Accommodation for Students with Disabilities Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1 Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of
academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials on any class assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned assignment; and/or (3) helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include: (1) submitting an assignment as one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy 4.1, Student Academic Dishonesty at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to
“WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Acceptable Student Behavior
Graduate student behavior should not interfere with the instructor’s ability to conduct the dissertation writing experience or the ability of other students to learn from the instructional program (see policy 10.4, Student Code of Conduct Code, http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom, research sites, in electronic settings, or in one-on-one meetings within faculty offices.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
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**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&I=Y.

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible
for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html](http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VIII. Other Relevant Course Information:

The Dissertation Chair and Committee are to serve only as guides in manuscript organization, clarifying research design, analyses, and in raising critical questions about “holes” in the organization, interpretation of data, and reasoning reflected in the manuscript. Enrollment in a doctoral program assumes effective written communication. Although the chair shall assist in typical editorial feedback for overall manuscript improvement and compliance to APA-style guidelines, the responsibility for attending to issues related to grammar, sentence structure, and paragraph organization resides solely with students. Students are strongly encouraged to consult with the writing skills center to attend to persisting issues in this domain for which faculty are not responsible.

**English Proficiency:** A candidate for the doctoral degree must be able to use spoken and written English to the satisfaction of the dissertation committee.

Revised 8/2021