

EDL 898: Doctoral Dissertation Prospectus
3.0 Credit Hours

Catalog Description: Prerequisite: EDL 880; Students who have successfully completed EDL 880 will register for three credit hours each academic term (Summer, Fall, and Spring) until the dissertation prospectus is completed and successfully defended before their committee. The course will be graded Pass/Fail and a maximum of three hours will count toward the degree.

Course Goals: The goal is to provide students with as much practical knowledge from this class as possible to complete and defend their prospectus and to be successful doctoral students. In other words, the goal is to re-emphasize the skills and attitudes necessary to focus on the first dissertation document and to be well positioned to complete the dissertation process in a timely fashion.

COE Conceptual Framework: "The College of Education's Conceptual Framework (CF) provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of the Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity, Technology, and Dispositions are included in the assessment process as themes that are integrated throughout all programs in the educational unit."

The following is the link to the conceptual framework on the COE website:

http://www.selu.edu/acad_research/colleges/edu_hd/about/conceptual_framework/index.html

Course Objectives: As a result of this course, the students will attain the following objectives, as evaluated by means of written assignments, presentations, and class participation:

1. To be able to write a Chapter I that adequately introduces the proposed study, that provides a description of the context of the identified problem, and that addresses all the other required elements that comprise the first chapter of a dissertation document (SM) (CK);
2. To be able to conceptualize some of the theories and frameworks in educational leadership that relate to the student's proposed study (CK) (SM);
3. To be able to appropriately use search techniques to identify and locate current research, law, and policy that is relevant to the student's proposed study and will form the basis of the literature review (CK, SM);
4. To be able to compose a Chapter II that incorporates a synthesis of the appropriate body of research literature pertinent to the proposed study, as well as all the other required elements of the second chapter (SM) (CK);
5. To be able to write in appropriate scholarly language for the dissertation (KL) (CK);
6. To be able to organize and discuss the salient concepts in the prospectus in a cogent and cohesive manner;
7. To be able to properly format the prospectus to meet university and Ed.D. program standards; and

8. To complete the prospectus paper and have it ready to defend or defend it by semester's end (KL) (CK) (SM).

Course Evaluation: The final grade is PASS or FAIL. It will be determined on the basis on the student's success in meeting the individual work plan developed in consultation with the instructor. The instructor will also be evaluating the quality of the work accomplished by using a rubric that aligns with the Prospectus Checklist.

No incompletes will be given for this class. The individual work plan or prospectus is either completed or not by the end of the semester.

University Statements and Policies

- If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.
- Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with (a) the instructor's ability to conduct the class or (b) the ability of the students to benefit from the instructions is not acceptable. Examples may include continually entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation in which a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval by the instructor is required.
- As per Southeastern policy, the instructor will communicate electronically with students, using their university email accounts only.
- Free discussion, inquiry, and expression is encouraged in this class. Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as "crossing the civility line." In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required. Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at http://www.selu.edu/admin/stu_affairs/handbook/
- As per Southeastern policy, the university classroom is not a place for children, and students are not to bring their family members for day care or for babysitting.

- Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material; communication with fellow students during an examination; attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations; plagiarism; improper acknowledgment of sources in essays; and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.