

**EDUC 9998****RESEARCH FOR DOCTORAL DISSERTATION**

Semester Hours: 1- 12 (variable)

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

**COURSE DESCRIPTION**

(Prerequisite: Consent of advisor or Director, admission to candidacy). Students develop and carry out an independent research project in school improvement. A minimum of 12 semester hours in this course is required for graduation. Continuous enrollment in this course is required while working on the dissertation project.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which program, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. Core Competencies for the doctoral program also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class

activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **LEARNING OUTCOMES**

The learning outcomes are derived directly from the Core Competencies of the doctoral program and from the conceptual framework descriptors for the College of Education as indicated in parentheses below.

Learners will:

1. understand the dissertation process and work with the Director and advisor to establish a dissertation committee.
2. understand the research cycle as it applies to school-based research and program evaluation  
(D8 Knowledgeable; Core Competency 4Kc);
3. successfully undertake and complete a rigorous doctoral dissertation on some aspect of school improvement  
(D1 Decision Makers, D3 Lifelong Learners, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; Core Competency 4Ka, 4Kc, 4Sa, 4Sb, 4Sc, 4Sd, 4Se, 4Sf, 4Sg, 4Sh, 4Si, 4Da, 4Db, 4Dc; 5Sd), and
4. orally defend and disseminate the doctoral dissertation  
(D2 Leaders, D3 Lifelong Learners, D7 Empathetic; Core Competency 4Si, 4Da, 4Db, 4Dc, 5Sb, 5Sd, 5Da).

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

American Psychological Association, (2001). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.)*. Washington, D.C.: Author.

## **ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

Link to Conceptual Framework:

The focus on this independent course is on developing and carrying out a dissertation related to some aspect of school improvement, under the direction of the doctoral dissertation committee. Because of the broad nature of the dissertation, each conceptual framework descriptor is covered during some part of the dissertation process.

**Activities and Assessments:**

Evaluation will be based on the candidate's progress toward completing the dissertation and on the quality of that work.

**Grading Policy:**

The instructor will determine the final grade using the University grading scale:

A = 90-100% B = 80 – 89% C = 70 – 79% F = Below 70%

**CLASS POLICIES AND OUTLINE**

Working arrangements and policies will be determined by the instructor.

**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Uncatalog*, *Undergraduate Catalog*, and *Graduate Catalog*.