Student Handbook

Ph. D. in Strategic Leadership

2012-2013 (Academic Year)

(Portions of this Student Handbook have been copied and are gratefully acknowledged from the JMU Department of Graduate Psychology programs of Assessment and Measurement, Combined/Integrated Psychology, and School Psychology)

Please note this handbook is a working draft. As students and faculty implement the policies and practices herein, no doubt better and more efficient ways of doing business will be discovered and subsequent changes made. Also, although this document has been vetted through many conscientious faculty and staff, typos may still be lurking. Please send clarifications or edits to Emily Benner at bennered@jmu.edu.
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Welcome to James Madison University

Welcome to the Strategic Leadership Studies Program at James Madison University. You are about to engage in a series of academic and applied experiences requiring a great deal of personal responsibility. The quality of your training will depend on your level of initiative and commitment. To assist you in your graduate career, we have prepared this handbook describing many of the rules, requirements, policies, and documents relevant to the Ph.D. Program in Strategic Leadership at JMU.

The School of Strategic Leadership Studies

The School of Strategic Leadership Studies is the primary academic unit for the Ph. D. in Strategic Leadership. There are core faculty and adjunct faculty responsible for delivering the leadership courses, yet the doctoral program is an interdisciplinary effort drawing upon faculty in a variety of colleges across campus.

Program Summary

James Madison University is an innovative, interdisciplinary doctoral program in Strategic Leadership with specialty tracks in Educational (K-12) Leadership, in Postsecondary Educational Leadership, and in Nonprofit and Community Leadership. This program is innovative and does not copy existing programs; our program emphasizes leadership from a strategic and visionary perspective. Our faculty differentiates between leaders and managers. Leaders possess long-term vision and have a strategic perspective, while managers implement this vision.

The program requires management and business principles, accountability courses, as well as leadership theory and applications – all areas of reform touted by national groups as important for the new school and nonprofit administrator. For instance, the core curriculum requires six graduate business (MBA) courses; measurement, statistics, and accountability coursework; and leadership courses in theories, role, governance, strategic management, advocacy and volunteerism, as well as an externship. To our knowledge, no other program exists with this model.

Our faculty aim to produce leaders as change agents in schools and nonprofit agencies. Both of these venues are being challenged to change, and our graduates will be trained to meet these demands.

Our model is a new paradigm for training leaders in the education (K-12), postsecondary education, and nonprofit sectors. For instance, very few universities require their
educational administration students to take “business” courses in colleges of business. Not only were JMU business faculty in the curriculum planning group, they also will be active participants as teachers and research supervisors of the students.

In addition, this program has a strong research component. Strategic Leadership doctoral students at JMU will take four assessment, statistics, and measurement courses (PSYC 770, 605, 606, 608) that current Ph.D. Assessment and Measurement students complete. In addition, there is a required research experience and a 12-hour research-based dissertation. We believe these skills are important whether graduates enter practitioner or academic roles.

In addition to these business and accountability related courses, the central and reoccurring theme of our proposed Strategic Leadership program is about producing visionary graduates. It is our goal to have graduates with both a system and a macro perspective.

In addition to the skill sets mentioned, which are delineated in detail in the course learning objectives in this document, our graduates will exhibit a variety of dispositional characteristics such as open-mindedness, flexibility in thinking, and strong interpersonal communication skills. These graduates will be able to communicate effectively in large public settings, but also in small groups and teams. These attributes are vital to successful organizations.

Often, leaders in education and other nonprofit sectors are charged with the responsibility of managing multimillion-dollar organizations and institutions, yet the current state of training in these sectors fails to adequately address the need for a greater emphasis in business principles as part of the required curriculum. Considering that public schools, universities, and nonprofit organizations, such as charitable groups, are the product of public money, one naturally assumes there might be a higher level of accountability in terms of how that money is managed – a higher level that should be reflected in how educational and nonprofit leaders are trained.

**Strategic Leadership General Goals**

Students will be able to:

- Describe pertinent leadership theories, describe the essential skills of successful and ethical leaders, and exhibit a capacity for examining issues strategically and for viewing the world in a visionary manner.

- Calculate and interpret appropriate univariate and multivariate statistics; interpret reliability coefficients and validity evidence; describe concepts of test bias, standard setting, equating, and norm and criterion referenced interpretations.

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1 Students in the Nonprofit and Community Leadership Concentration take LEAD 764 rather than PSYC 770).
Describe accountability issues from a public policy perspective and evaluate available evaluation instruments.

Describe the role and key applicable skills of a successful manager via marketing, financial accounting, organizational and personnel behavior, and information systems; and integrate these domains in the evaluation of existing functional environments and portend future strategies.

Deploy advocacy techniques, such as lobbying, grassroots mobilization, the media, and others to benefit nonprofit organizations, school divisions and institutions of postsecondary education.

Why Leadership and How is it Defined?

Among scholars and practitioners alike, there is general consensus that organizations are over-managed and under-led (e.g., Bennis & Nanus, 1985; Kotter, 1990). Moreover, most scholars believe that leadership is not a genetic gift, but rather an emergent process, which must be nurtured and developed intentionally (e.g., Bennis, 1989; Day, 2001; Kotter, 1990). Based on these assumptions, the JMU Strategic Leadership Studies Doctoral Program aims to develop innovative new leaders who will effectively lead educational and nonprofit organizations.

Characteristics, Types, and Definitions of Leadership

Effective leaders possess strong social skills (e.g., Ferris, Perrewé, & Douglas, 2002), including emotional intelligence (e.g., Goleman, 1995), the capacity to persuade (e.g., Cialdini, 2001), hard and soft power skills (e.g., Nye, 2008), and political skills (e.g., Ferris, Davidson, & Perrewé, 2005). Moreover, leaders possess and exhibit qualities consistent with various theories of leadership, including (1) ethical leadership (e.g., Treviño, Hartman, & Brown, 2000), (2) transformational leadership (e.g., Bass, 1990), and (3) strategic leadership (e.g., Boal & Hooijberg, 2001; Cannella & Monroe, 1997). These three leadership theories are described below:

**Ethical leaders** are able to craft perceptions of themselves as moral persons and moral managers (Treviño et. al., 2000). They are viewed as honest, trustworthy, and fair. Moreover, they exhibit high consideration behavior consistent with the “individualized consideration” tenet of transformational leadership (e.g., Bass, 1990).

**Transformational leaders** (e.g., Bass, 1990) are generally charismatic people capable of influencing others to motivate themselves to accomplish tasks consistent with the leader’s vision. Transformational leaders effectively provide “individualized consideration” to key stakeholders (e.g., employees), influence in idealized ways, have a compelling vision that is motivating to others, and are intellectually stimulating. A recent addition to transformational leadership theory is ‘authentic transformational leadership’ (e.g., Bass & Steidlmeier, 1999; Price, 2003), which focuses on behavioral motives and differentiates between ethical and unethical
transformational leaders. Authentic transformational leaders possess “a moral foundation of legitimate values” (Bass & Steidlmeier, 1999: 184) and emphasize espoused values (both personal and professional), virtues, character, judgments and behavioral processes that are altruistic, congruent, and “true to self and others” (191).

In addition to possessing the characteristics of ethical leaders and authentic transformational leaders, effective leaders are also strategic leaders (Boal & Hooijberg, 2001; Cannella & Monroe, 1997). Proponents of strategic leadership theory (e.g., Boal & Hooijberg, 2001; Cannella & Monroe, 1997) argue today’s organizational leaders typically face increasingly hyper-turbulent organizational environments and, to be effective, must possess various capacities to act wisely, such as absorptive capacity (e.g., the ability and willingness to continually learn relevant knowledge), adaptive capacity (e.g., the ability and willingness to be flexible and change), managerial wisdom (which includes discernment and Kairos time – “the capacity to take the right action at a critical moment”), and vision (both industry-specific and market-specific vision). Moreover, they must stay continually tuned in to all salient stakeholders and manage the creation of meaning and purpose in (and for) their organizations (Boal & Hooijberg, 2001).

In addition to ethical, transformational, and strategic leadership, there are several other types of leadership that will be discussed in the program, including bureaucratic (Weber, 1905), charismatic (Weber, 1905), autocratic (Lewin, Lippitt, & White, 1939), democratic (Lewin, Lippitt, & White, 1939), laissez-faire (Lewin, Lippitt, & White, 1939), people-oriented (Fiedler, 1967), task-oriented (Fiedler, 1967), servant (Greenleaf, 1977), transactional (Burns, 1978).

One of the primary goals of leadership is to foster an organizational culture that develops self-leadership amongst all organizational members. Self-leadership is a self-influence process by which workers apply the self-direction and self-motivation necessary to optimize job task performance (Manz, 1986; Manz and Neck, 2004). Importantly, throughout the program students will learn and have the opportunity to discuss and observe similarities and differences between managing and leading. Many authors have argued the differences between management and leadership (e.g., Bennis, 1989; Bennis & Nanus, 1985; Kotter, 1990, 1999).

There are many definitions of leadership. Some of the more widely used definitions include the following four. “Leadership is the ability of a superior to influence the behavior of a subordinate or group and persuade them to follow a particular course of action” (Barnard, 1938). “Influencing a group of people to move towards … goal achievement” (Stogdill, 1950). “Leadership is the capacity to translate vision into reality” (Bennis, 1988). Applying these definitions along with the descriptors and theories, we offer the following definition for the Strategic Leadership Doctoral Program: *Leadership is the process of creating and communicating a compelling and ethical vision that others willingly follow and implement.*
Leadership in the Program

The Strategic Leadership Doctoral Program is designed to help students learn about these topics at the doctoral level and also learn how to apply appropriate leadership functions for each specific situation. This ‘situational’ (Hersey & Blanchard, 1969, 1988) or ‘contingent’ (Fiedler, 1967) leadership style is widely considered appropriate especially in today’s organizational settings. Early courses (e.g., LEAD 600; MBA 600) will provide foundational leadership content and applicable theories. This includes reading original research and discussion of current and past leadership theories. Later coursework and field work (e.g., LEAD 890) will provide students with the opportunities to revisit, discuss, and apply the leadership content in real-world settings.

One distinguishing approach in this academic program is the continual emphasis of the “big picture” or macro perspectives. Whereas management covers more specific situations and how they are best handled, leadership addresses questions such as: “What are intermediate and long range goals?” “Should our organization be doing this at this time?” “Why are we proceeding in this direction?” and “What is the impact upon our organization, other stakeholders, and society?” This mindset of conceptualizing several action steps and various consequences beforehand will be constantly reinforced.

The Strategic Leadership doctoral program is designed to develop effective leaders by providing students with learning environments (on campus, online and in the field) that will enable them to develop a compelling and ethical strategic vision of organizational improvement, effectively communicate that vision, facilitate goal development and achievement, foster a trust-based environment, and inspire and persuade followers to proactively take steps to achieve the vision. Graduates of our program will be better prepared to lead their organizations by learning new competencies and understanding different ways of leading and managing. They will also get to practice their new knowledge and skills in a real world, capstone course and in externship settings (e.g., LEAD 890).

Leadership and Management

Our belief is that our students will need to improve both their managerial competencies and their (likely nascent) leadership skills. Given scarce resources in most organizations, there are very few pure leadership (or strategic vision) positions – most require some combination of management and leadership responsibilities. Those in leadership roles must also have management competencies – implementing the strategic vision; linking the organizational mission and objectives to group and individual goals and tasks; delegating tasks; handling day-to-day operations; and more. Also, building trust and followers requires managerial competencies; as few workers trust or will willingly follow an incompetent boss. Similarly, the best managers inspire subordinates and other stakeholders to follow their lead. Our six graduate-level business courses hone students’ managerial competencies within a “big picture” leadership context.
Doctoral Study in Strategic Leadership at JMU

Expected Proficiencies of Incoming Students

As with any graduate program, students accepted into JMU’s Ph.D. program are expected to have certain academic proficiencies. Specifically, incoming students should have successfully completed a grant writing experience, an introductory statistics course, superior interpersonal skills, practical experience in their area of concentration, and the following technological abilities:

- Construct a graph in Excel.
- Create a spreadsheet in Excel that performs calculations.
- Transfer data across different software packages (SPSS, SAS, Excel, Microsoft Word).
- Screen data in SPSS or SAS.
- Identify and label missing data in SPSS or SAS.
- Compute variables and recode data in SPSS or SAS.
- Conduct data transformations on a subset of the data in SPSS or SAS.
- Analyze subsets of the data in SPSS or SAS.
- Merge and concatenate files in SPSS or SAS.
- Conduct and interpret basic inferential statistics in SPSS or SAS.
- Identify and correct errors in SPSS or SAS.

Applicants to the program who do not have the expected proficiencies, however, may be accepted on a conditional basis, with designated deficiencies that must be removed by the student prior to being granted unconditional status.

Program Core Faculty

The Doctoral program faculty is composed of doctoral-level professionals with diverse disciplinary affiliations.

**T. Dary Erwin, Professor of Leadership Studies and Psychology.**
B.S., M.S., University of Tennessee; Ph.D., University of Iowa.

**Karen A. Ford, Professor of Social Work and Leadership Studies.**
B.A., Emory & Henry College; M.S.W., Virginia Commonwealth University, D.S.W., Howard University.

**Susan Elaine Murphy, Director and Associate Professor of Strategic Leadership Studies.**
B.S., University of Washington, Psychology; M.S., University of Washington, Organizational Psychology; MBA, University of Washington; Ph.D., University of Washington, Organizational Psychology.
Denise C. Perritt, Associate Professor of Leadership Studies and Learning, Technology and Leadership. B.A., Emory & Henry College; M.Ed., University of Richmond; Ed.S. College of William and Mary; Ph.D., College of William and Mary.

Margaret S. Sloan, Assistant Professor of Strategic Leadership Studies and Nonprofit and Community Leadership. B.A., Alice Lloyd College; M.A., English, & MPA, University of Kentucky; Ph.D. University of Kentucky, Public Policy and Administration

Advisory Committee

T. Dary Erwin, Professor of Leadership Studies and Psychology. B.S., M.S., University of Tennessee; Ph.D., University of Iowa.

Karen A. Ford, Professor of Social Work and Leadership Studies. B.A., Emory & Henry College; M.S.W., Virginia Commonwealth University, D.S.W., Howard University.

Robert W. Kolodinsky, Director, Gilliam Center for Ethical Business Leadership; Gilliam Professorship; Associate Professor of Management and Leadership Studies. B.A., Albright College; M.S., Ed.S., Ph.D., Florida State University.

Susan Elaine Murphy, Director and Associate Professor of Strategic Leadership Studies. B.S., University of Washington, Psychology; M.S., University of Washington, Organizational Psychology; MBA, University of Washington; Ph.D., University of Washington, Organizational Psychology.

Denise C. Perritt, Assistant Professor of Leadership Studies and Learning, Technology and Leadership. B.A., Emory & Henry College; M.Ed., University of Richmond; Ed.S. College of William and Mary; Ph.D., College of William and Mary.

Margaret S. Sloan, Assistant Professor of Strategic Leadership Studies and Nonprofit and Community Leadership. B.A., Alice Lloyd College; M.A., English, & MPA, University of Kentucky; Ph.D. University of Kentucky, Public Policy and Administration

Academic Honesty

The academic program at JMU operates under an honor system dating back to 1909. JMU students adopted the present honor system to uphold individual and community integrity. Each student is expected to observe complete honesty in all academic matters and to assume responsibility in cases in which honor is violated. The honor system has an
appreciation for the fact that varying punishments should be applied for varying offenses. Penalties for honor system violations range from a minimum of a reduced or failing grade to permanent expulsion from the university. A student Honor Council oversees the honor system at JMU, and every student who matriculates at the university, whether graduate or undergraduate, becomes a member of the honor system. Faculty and administrators are also expected to cooperate.

**HONOR CODE NOTICE:** All incoming JMU students, including graduate students, are required to watch a web-video containing information about the JMU Honor Code. Students must then take a web-based test on the material at their convenience from any location. The test must be completed by the end of the student's first semester at JMU. The Honor Code Tutorial video, test information, and test are available at [http://www.jmu.edu/honor/test.shtml](http://www.jmu.edu/honor/test.shtml).

The James Madison University Honor Code is detailed below. More information pertaining to the university honor system can be obtained by consulting the Student Handbook or by contacting the Honor Council Office in Taylor Hall. The complete JMU Honor Code, including organizational processes, is at: [http://www.jmu.edu/honor/code.shtml](http://www.jmu.edu/honor/code.shtml).

**Honor Code**

Students shall observe complete honesty in all academic matters. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

1. Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers or other supplementary items.

2. Giving false or misleading information regarding an academic matter.

3. Copying information from another student during an examination.

4. Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.

5. Obtaining prior knowledge of examination materials (including by using copies of previously given examinations obtained from files maintained by various groups and organizations) in an unauthorized manner.
6. Selling or giving to another student unauthorized copies of any portion of an examination.

7. Using a commercially-prepared paper or research project or submitting for academic credit any work completed by someone else.

8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.

9. Falsifying material relating to course registration or grades, either for oneself or for someone else.

10. Falsifying reasons why a student did not attend a required class or take a scheduled examination.

11. Taking an examination in the place of another student.

12. Making unauthorized changes in any reported grade or on an official academic report form.

13. Falsifying scientific or other data submitted for academic credit.

14. Collaborating in an unauthorized manner with anyone or any sources (including online) on an examination or any individual work expected to be conducted solely by the student (i.e., coursework, homework, papers, book reports, etc.) and submitted for academic credit.

15. Committing the act of plagiarism – the deliberate copying, writing or presenting as one’s own the information, ideas or phrasing of another person without proper acknowledgement of the true source.

16. Using computing facilities or library resources in an academically dishonest manner.

17. Falsifying evidence, or intimidating or influencing someone in connection with an honor violation investigation, hearing or appeal.

All students should ask their instructors to clarify what types of conduct are authorized or unauthorized in each course.
JMU School of Strategic Leadership Studies (SSLS) Honor Pledge

Thomas Jefferson, the Governor of Virginia in 1779, established the first university honor system at the College of William and Mary, his alma mater. James Madison, another founding father of our country, also understood the importance of honesty and integrity and once wrote, "Conscience is the most sacred of all property" (Essay on Property, March 29, 1792). Following in this tradition, it is mandated that all members of the JMU SSLS community accept personal responsibility in fostering integrity and honesty as core values of the JMU SSLS culture. Furthermore, SSLS students should strive to develop their ethical leadership skills, both in the classroom and workplace.

Therefore, as a JMU student, I promise to:

- Fully uphold the JMU Honor Code, and the general spirit of the Code, in all circumstances.
- Take action when learning of a violation of the Honor Code by another. I will either confront the offending individual about the violation or will report the violation to the instructor and/or SSLS Director. If the offending individual is confronted and takes no action on his/her own, I will report the violation to the instructor and SSLS Director.
- Act in an honest and ethical manner in the workplace and strive to be a leader in modeling moral behavior and developing integrity as a core value in the organization.

Violation of this pledge may lead to disciplinary action, in addition to the consequences outlined in the JMU Honor Code.

__________________________________________
Print name

__________________________________________
Signature

__________________________________________
Date
THE SSLS OATH

As a leader, my purpose is to serve the greater good by bringing people and resources together to create value that no single individual can create alone. Therefore, I will seek a course that enhances the value my enterprise can create for society over the long term. I recognize my decisions can have far-reaching consequences that affect the wellbeing of individuals inside and outside my enterprise, today and in the future. As I reconcile the interests of different constituencies, I will face choices that are not easy for others or me.

I promise:

- I will act with utmost integrity and pursue my work in an ethical manner.
- I will safeguard the interests of my stakeholders, co-workers and the society in which we operate.
- I will lead in good faith, guarding against decisions and behavior that advance my own narrow ambitions but harm the enterprise and the societies I serve.
- I will understand and uphold, both in letter and in spirit, the laws and contracts governing my own conduct and that of my enterprise.
- I will take responsibility for my actions, and I will represent the performance and risks of my enterprise accurately and honestly.
- I will develop others and myself under my supervision so the profession continues to grow and contribute to the well being of society.
- I will strive to create sustainable economic, social, and environmental prosperity worldwide.
- I will be accountable to my peers and they will be accountable to me for living by this oath.

This oath I make freely, and upon my honor.

__________________________________________
Print name

__________________________________________
Signature

__________________________________________
Date
Some Academic Policies

1) All students, regardless of full or part-time status, should feel welcome to express interest in faculty members' projects and research. Every attempt will be made to accommodate students' interests and help them to be involved in projects.

2) Students are expected to complete all coursework during the semester in which the course is taught. Grades of incomplete may be given under extenuating circumstances, and the student must initiate such requests. If such arrangements are not in place, the student will be awarded the appropriate grade given the amount of work completed.

3) Per graduate school policy, a student will be dismissed from the Program if the student receives more than two course grades below the "B-" grade level (i.e., "F," "U," "D," or "C" grades) in any graduate courses or any one "C+" (or lower) grade in a core course. Core courses are PSYC 605, 606, 608, 770; MBA 620, 630, 690; and, any LEAD course, including all track specific courses. The student will be placed on probationary warning upon receiving a grade of "C+" in any core course or if the student's grade point average falls below 3.2.

4) Students are evaluated each semester on professional conduct and general leadership abilities.

5) Submission of a single paper to fulfill requirements of more than one course will be considered a violation of the honor code, unless prior approval from both (or all) involved instructors is obtained. However, writing multiple papers on a single topic or that extend a previous topic is encouraged. It is the student's responsibility to make clear to each instructor what work has been done in fulfillment of the requirements of that class.

6) Students are responsible for knowing and following the academic policies contained in the Graduate Catalog as well as those that apply from the Undergraduate Catalog.

7) It is the established policy of JMU to provide a work and study environment for faculty, staff and students free from all forms of harassment, intimidation and exploitation. Prohibited harassment includes offensive verbal, written or physical conduct in the following situations:

   J16-101 Submission to the conduct is made a condition of employment or admission of an applicant.
   J16-102 Submission to or rejection of the conduct is the basis for personnel action, recommendation for promotion or grades.
   J16-103 The conduct seriously and/or repeatedly affects an employee's or student's performance or creates a hostile work or study environment. The conduct includes but is not limited to behaviors referring to a person's race, color, national origin, religion, gender, sexual orientation, age, veteran status, political affiliation or disability. (Refer to JMU policy 1324 )
The Ph.D. Program of Study

Students in the Doctor of Philosophy Program in Strategic Leadership are subject to the policies, regulations, and procedures of the JMU Graduate School. Detailed information regarding these rules is found in the JMU Graduate Catalog. Questions about this information may be directed to your academic advisor or the Graduate School (540-568-6131).

Checklist for New Students

The Graduate School has posted a list of tasks for students to complete before beginning their program of study. An updated version of this list can be found on the Graduate School’s orientation website. Please note that from the point of acceptance, all email correspondences will be sent to the student’s dukes.jmu.edu email account.

Top Priority Checklist

- Accept Admissions Offer
- Submit Health Form
- Get Student ID (JAC card)
- Obtain Parking Pass
- Check JMU Email
- Register for Classes
- Purchase Textbooks

Recommended Checklist Items

- Contact Your Advisor
- Apply for Financial Aid
- Apply for Assistantships
- Obtain Health Insurance
- Attend Orientations
- Mark Your Calendars
- Get to Know TGS
- Get Involved

Beginning the Program

Each new student will be assigned an initial advisor, who will help the student identify the courses to be taken during the first semester of the student's program. By the end of the second semester of the program, the student should, with the help of his or her advisor, develop the plan for the student's doctoral program. The Individual Doctoral Plan of Study (IDPS) form (a copy of which is included in this handbook) should then be completed and submitted to the program coordinator. Each student's program of study is individualized to meet his or her unique professional goals through the student's choice of electives and through externship and dissertation experiences.

In the event the program requirements, as listed in The Graduate Catalog, change during the student’s period of enrollment in the program, students have the following options:
(a) complete the program requirements that were in effect under the Graduate Catalog that was current during the semester in which they entered the program, or (b) complete the program requirements that were enacted in a later version of the Graduate Catalog. However, students should not mix requirements derived from more than one catalog.

**Transfer of Credit/Waiving of Course Requirements**

At the beginning of a student's program, there often will be questions concerning whether the student has previous graduate courses covering material sufficiently equivalent to a required Ph.D. course to warrant waiving that course requirement. Judgment regarding whether to recommend to The Graduate School acceptance of the transfer of credit (and thereby waiving a required course) will be made jointly by the concentration coordinator and the program faculty who typically teach that particular course. The judgment criteria will include (1) course material provided by the student (i.e., syllabus, texts, course objectives, exams, etc.), (2) student performance in the previous course (must be a “B” or higher), and (3) how long ago the previous course was taken (no more than six years). In addition, the program coordinator and/or program faculty may choose to assess the student's competency over the course material—either orally or using a written examination.

Requests for acceptance of transfer of credit must occur during the student's first semester of enrollment. There is a limit of 9 credits that will be transferred from another program. The form is available here: http://www.jmu.edu/grad/current_students/wm_library/ApprovalOfTransferCredit.Revised_Nov10_(2).pdf

The decision to accept prior coursework is made by the advisor in consultation with other faculty as above. If the student is deemed to have met the objectives of the course, the course is simply waived and no course substitution is required. As in the case of course transfer, students must complete the following Graduate school form available here: http://www.jmu.edu/grad/current_students/wm_library/Course_substitution_waiver_form.pdf and gather the appropriate signatures before submitting the completed form to The Graduate School.

**Acceptance of the Plan of Study**

Once the student has completed his or her IDPS form, it is signed by the advisor and submitted to the concentration coordinator and program director for approvals. This form will be kept on file at the School of Strategic Leadership Studies until the semester the student will graduate.

**Changes to the Plan of Study**

Modifications of a student's program of study can be made, subject to the approval of the student's advisor and the concentration coordinator.
Continuous Enrollment

“All students enrolled in graduate degree programs must enroll each regular semester for a minimum of one graduate credit hour. This registration must continue with no breaks from enrollment in the first graduate program course to graduation. This policy does not include summer sessions.” (from online graduate catalog).

The Graduate School has established a one-credit continuous enrollment course, GRAD 597. The tuition for this course is $50.00. No grade will be assigned for this course.

There are a few instances in which a student will be granted an exemption from the continuous enrollment requirement. Two types of leaves of absences provide the exceptions to the requirement. These leaves require approval of the Dean of The Graduate School.

Otherwise, according to the requirement, “A graduate student who takes an unapproved break in registration by failing to maintain continuous enrollment or by failing to obtain a Leave of Absence: Continuous Enrollment will relinquish his or her graduate standing in the university. Students who wish to be reinstated will be required to file an Application for Graduate Admission and pay the application fee.”
Program of Study Overview

The Doctoral of Philosophy Program in Strategic Leadership consists of 54 hours of course work (plus 12 hours of track-specific courses outlined later in this section), distributed as follows:

**Required Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 600: Introduction to Leadership Studies and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690: Strategic Management*</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 710: Advocacy and Volunteerism</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 890: Advanced Leadership Dynamics (externship approval required prior to enrollment)</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 605: Research and Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 606: Measurement Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 608: Multivariate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 770: Public Policy and Accountability**</td>
<td>3</td>
</tr>
<tr>
<td>Or LEAD 764: Leadership &amp; Accountability for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>MBA 620: Accounting for Decision-Making &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>MBA 630: Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required Core Hours</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

**Business and Organizational Foundation Electives***:

Pick Three IMBA Electives:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601: Management of Innovation &amp; Technology</td>
</tr>
<tr>
<td>MBA 611: Project Management</td>
</tr>
<tr>
<td>MBA 640: Management Information Systems</td>
</tr>
<tr>
<td>MBA 644: Marketing Management</td>
</tr>
<tr>
<td>MBA 650: Managing Human Resources</td>
</tr>
<tr>
<td><strong>Total Business and Organizational Course Hours (3 courses)</strong></td>
</tr>
</tbody>
</table>

**Concentration:**

<table>
<thead>
<tr>
<th>K-12 or Postsecondary Education or Nonprofit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Concentration Hours</strong></td>
</tr>
</tbody>
</table>

**Required Research Experiences:**

<table>
<thead>
<tr>
<th>LEAD 900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Hours</td>
</tr>
</tbody>
</table>

* For MBA 690 transfer credit will not be accepted, unless the MBA is from JMU.
**PSYC 770 is for Postsecondary and Educational (K-12) Leadership concentration students only. Nonprofit and Community Leadership Students will be taking a 5th concentration course to fulfill the requirement for an accountability course called LEAD 764.
***Additional advanced statistics courses may be used to fulfill this requirement with advisor approval.
Concentration Courses

**Educational (K-12) Leadership Concentration**
Advanced Learning Theories and Instructional Models (LEAD/ADSU 730) – 3 hours
Advanced Curriculum Theory and Instructional Issues (LEAD/ADSU 735) – 3 hours
Leading Educational Organizations (LEAD/ADSU 741) – 6 hours

**Nonprofit and Community Leadership Concentration**
Proseminar in Principles of Nonprofit Organizations (LEAD 760) – 3 hours
Civil Society and the Nonprofit Sector (LEAD 761) – 3 hours
Proseminar in Nonprofit Organizational Governance (LEAD 762) – 3 hours
Philanthropy and Resource Development (LEAD 763) – 3 hours

**Post secondary Education**
Policy Development and Analysis in Postsecondary Education (LEAD 780) – 3 hours
Entrepreneurship and Economic Development (LEAD 782) – 3 hours
Proseminar in Postsecondary Education (LEAD 785) – 3 hours
Research Practicum in Postsecondary Studies (LEAD 800) – 3 hours

Research Opportunities for Students

Students will be involved in numerous applied research projects in the School of Strategic Leadership Studies. These projects will provide a multitude of data that may be used in both research studies and student dissertations. In addition, there will be opportunities for students to become involved in faculty research projects. Such projects often lead to publications and/or presentations at professional conferences.

Preliminary Exam

As part of the course requirements in LEAD 600, *Introduction to Leadership Studies and Ethics*, students must pass a final course exam covering various approaches to the study of leadership. This class educates students on the core elements in the field of leadership studies, as well as the scientific method of study, to ensure students have common background knowledge for further study in leadership. This exam serves as a preliminary qualification exam to continue in the program. Students who do not pass the exam on the first administration, will be given an opportunity to study further and retake the exam until they pass or until it is clear that they are unable to master the content.

All students will be expected to take this course within the first year of the program. Students who have taken LEAD 600 prior to fall 2011 are not required to take the preliminary exam.

Comprehensive Exam

**Comprehensive Assessment Committee.** All Ph.D. students are required to sit for a comprehensive exam upon finishing coursework and enrolling in LEAD 890. All incompletes must be removed from their transcripts prior to taking the exam. Each student will have a comprehensive assessment committee selected by the student’s advisor. Each comprehensive assessment committee must consist of at least three JMU graduate faculty
members with the background and interest necessary to evaluate the student’s academic progress and leadership dispositions. At least two members must be from the School of Strategic Leadership Studies.

Graduate students may not serve on comprehensive assessment committees. Only a graduate faculty member from the student's graduate program may chair a comprehensive assessment committee.

These committee members will work together to develop exam questions for the comprehensive exam.

**Comprehensive Exam Procedure.** The comprehensive exam is a written exam covering program topics for breadth and depth. Preparation for this exam will be part of the LEAD 890 – Advanced Leadership Dynamics. During this course students will work with the faculty of record to develop a comprehensive study guide for the qualifying exam based on the following four major areas of study:

1. Leadership theories and research as well as the role of leadership in strategic change;
2. Statistical analysis literacy with respect to study design, analysis, and assessment/evaluation strategies;
3. General knowledge of business practices as applied to case analysis
4. Concentration area themes as designated by your advisor

These content areas map onto the learning objectives for the program, which include:

- Describe pertinent leadership theories, and the essential skills of successful and ethical leaders. Exhibit a capacity for examining issues strategically and for viewing the world in a visionary manner.
- Calculate and interpret appropriate univariate and multivariate statistics; interpret reliability coefficients and validity evidence; describe concepts of test bias, standard setting, equating, and norm and criterion referenced interpretations.
- Describe accountability issues from a public policy perspective and evaluate available evaluation instruments.
- Describe the role and key applicable skills of a successful manager via marketing, financial accounting, organizational and personnel behavior, and information systems; and integrate these domains in the evaluation of existing functional environments and portend future strategies.
- Deploy advocacy techniques, such as lobbying, grassroots mobilization, the media, and others to benefit nonprofit organizations, school divisions and institutions of postsecondary education.

The exam itself will take approximately 4 to 6 hours to complete and will be completed on campus. Students may bring books and notes to the exam.
Grades of Fail, Pass, and Pass with Distinction are awarded. Two of the three examiners must agree on the grades. In the event a student fails the comprehensive evaluation, the student may request a re-examination. Unless there are extenuating circumstances, the re-examination must occur within six months of the date of failure. Only one re-examination will be allowed. Cases involving extenuating circumstances must be raised or supported by the graduate program faculty and presented in writing to the dean of the relevant college and the dean of The Graduate School for approval. If a student fails the second comprehensive assessment, his or her graduate program will be terminated.

**Dissertation**

Students will complete a dissertation which makes a unique contribution to the field in their respective concentration using the APA style guide, the manuscript should have an introduction of the problem/significance of the study, literature review, research hypotheses, data source (if appropriate), methods and procedures, results, discussion, implication, and recommendations. In the School of Strategic Leadership Studies, the hypotheses will be tested with analysis and interpretation of empirical evidence, which may be quantitative and/or qualitative in nature.

The student and his or her concentration advisor and/or chair of the dissertation committee will determine specific dissertation guidelines based upon the student’s respective program of study and access to data, as well as from prior required coursework. Again, there will be specific guidance on the appropriate research method from the dissertation advisor and/or concentration advisor.

**Forming Dissertation Committee.** Students pursuing this degree must complete a dissertation through a dissertation committee, which oversees progress toward the degree. In consultation with the student’s concentration advisor, a School of Strategic Leadership Studies faculty member will be selected to act as the dissertation chair and approve the members of the dissertation committee.

The following govern the selection of dissertation committee members:

- Each committee must consist of at least three (3) approved members of the JMU graduate faculty.
- At least two (2) of the committee members must be from the School of Strategic Leadership Studies faculty.
- The dean of The Graduate School must approve non-graduate faculty members for dissertation committees.
- Non-graduate faculty members may include persons external to the university who hold at least a Ph.D. in a related field.
- Non-graduate faculty members shall make up no more than one-third of the total committee membership.
- In addition to the three required committee members, a graduate instructor, when his or her expertise clearly qualifies him or her, may be appointed to a committee with the approval of the dean of The Graduate School.
- The Committee Approval form must be completed and submitted to The Graduate School no later than the second week of the first semester in which the
student registers for dissertation credits. This form can be found on The Graduate School website.

**Dissertation Oral Proposal Defense Meeting.** When the student has drafted a dissertation plan approved by the chair, the dissertation committee will meet to discuss and approve/disapprove the student preparing for the oral defense of the proposal. At least one week prior to the committee meeting, the student should provide copies of the proposal to committee members. The proposal must describe the problem, summarize relevant literature, outline the procedures to be followed, and discuss the significance of the proposed dissertation. No data may be collected before the proposal has been approved by the Dissertation Committee and the Institutional Review Board (IRB) mandatory online training: [http://www.jmu.edu/sponsprog/irb/irbtraining.html](http://www.jmu.edu/sponsprog/irb/irbtraining.html) has been completed and IRB approval granted.

Once the committee has informally approved the proposal, students will then meet with their committee to make a formal oral presentation of their dissertation proposal to their full dissertation committee. Grades of Fail, Pass, and Pass with Distinction are awarded based on the quality of the proposed research and of the student’s overall grasp of the content area and research methodology.

In the event a student does not pass the oral defense of the dissertation proposal, the student may request a re-examination. Unless there are extenuating circumstances, the re-examination must occur within six months of the date of failure. Only one re-examination will be allowed. Cases involving extenuating circumstances must be raised or supported by the graduate program faculty and presented in writing to the dean of the relevant college and the dean of The Graduate School for approval. If a student fails the second oral dissertation proposal defense, his or her graduate program will be terminated.

**Dissertation Continuance.** Successful defense of the dissertation proposal is a prerequisite for enrolling in dissertation credits. Graduate students are required to complete 12 dissertation credit hours in LEAD 900. If students have completed the maximum number of dissertation hours required, but still have not completed the final document, they must register for at least one hour of Dissertation Continuance each semester until they complete and defend the dissertation. NOTE: The continuous enrollment course, GRAD 597, cannot be used as a dissertation continuance course.

**Dissertation Grading.** An “IP” (in progress), “S” (satisfactory) or “U” (unsatisfactory) grade will be entered into the e-campus grade center by the dissertation chair for each student’s dissertation work each semester until the dissertation is completed and approved by the dissertation committee.

Faculty and students may view this grade on e-campus. After the dissertation is completed and delivered to The Graduate School for final processing, the Registrar’s Office will be notified to enter a final grade of satisfactory or unsatisfactory for the dissertation.

**Deadlines.** Comprehensive exams must be successfully completed before the dissertation defense. Within one year of passing comprehensives and within the first five years of graduate coursework, the student must present a committee-accepted dissertation proposal.
The student is expected to complete the defense of the dissertation within three years from the time of the comprehensive exams. Otherwise, the student may need to take new comprehensive exams. Note that the student is responsible for keeping abreast of and meeting deadlines specified by The Graduate School.

**Graduate School Policies.** Students should obtain a copy of The Graduate School's Thesis/Dissertation Manual (available at the campus bookstore) early in the dissertation process. This manual contains detailed information on formatting, steps in the dissertation process, and necessary forms.

**Dissertation Final Process.** When the student has completed writing the dissertation and the chair has approved the final draft, a dissertation defense will be scheduled. Public notice of the dissertation defense will be distributed as a general invitation for anyone to attend. Copies of the dissertation should be distributed to the committee at least two weeks prior to the defense. Committee members are encouraged to submit to the chair any serious concerns about the student’s preparation to defend.

At the oral defense, the student presents a summary of the dissertation, followed by comments and questions from audience members. Committee members will then meet privately with the student for further questions. After the defense is concluded, the dissertation committee meets privately to reach a decision. The committee members may decide the dissertation should be accepted, accepted contingent on specific revisions, or not accepted at this time. The student is informed of their decision at that time. If the dissertation is accepted contingent on revisions, the committee chair is responsible for certifying these revisions. The chair may rely on the judgment of other committee members as appropriate. If the dissertation is not accepted, the student and committee (as individuals or as a group) will work out a plan for further work the student should do before attempting another defense.

**Enrollment Requirement for Final Dissertation Defense.** Students should be enrolled during the semester they defend. Students who have completed all coursework and all 12 required dissertation hours must register for 2 credits of PSYC 899 (dissertation continuance) each term, including summer, until the semester the dissertation is completed.
Problem Identification, Remediation and Retention/Termination

The School of Strategic Leadership Studies adopted the following procedures and policies for problem identification, remediation and retention/termination decisions. The department considers not only academic abilities, skills, and performance when making remediation and or retention decisions about students, but also student characteristics and conduct such as appropriate levels of maturity, judgment, competence, emotional stability, sensitivity to and respect for others, and personal/professional openness and self-awareness.

All programs in the department strive to create a climate of mutual respect among faculty, staff, and students. Students, faculty, staff, and externship site personnel are expected to interact with others in a professional and respectful manner. In this regard, students should demonstrate behavior and attitudes that reflect positively on the program, department, university and profession. Review of student progress each semester will incorporate an assessment of each student's performance and conduct, and feedback will be provided.

In the event a program faculty member considers a student is not making adequate progress in performance or conduct, despite feedback and/or a remediation plan, the student may be dismissed from the program. The following steps will be followed.

Step 1. Informal Resolution and Consultation

In most cases, the best way to address a problem with student progress is for faculty to meet directly with the student and discuss any issues or concerns. Because this step is so often necessary if not sufficient for problem resolution, there should be very compelling reasons for its nonoccurrence. Problems or conflicts appear to have the best chance of successful resolution when the parties involved (1) exercise ethical sensitivity, maturity, good judgment, discretion, and care, (2) remain open to feedback and dialogue, (3) take responsibility for personal and professional growth and development, (4) attempt to discern whether problems should be attributed to situational or dispositional factors, and (5) recognize graduate-level training can be difficult and stressful at times. Of course, some circumstances suggest a direct meeting is not a good first step, or that consultation with appropriate individuals should precede or accompany such a meeting. In such cases, an individual who is concerned about a student, or the student her or himself, is advised to consult directly with the student’s advisor and/or the Program Director, in an attempt to determine what course of action seems best.

Step 2. Feedback and Problem Identification Meeting

If Step 1 does not resolve the problem situation, or if an urgent or critical problem arises for which informal consultation and resolution is deemed by the faculty to be inadequate, the student’s advisor should discuss the situation with core program and/or other relevant faculty (as appropriate) to determine the best course of action. Following such consultation, the student’s advisor should meet with the student and give specific examples of difficulties that have been identified, and the reasons for continuing concern. Presuming that the advisor determines—in consultation with the
core program faculty—that the difficulties may be resolvable, steps for resolution will be recommended, and a time frame for remediation agreed upon by all relevant parties. The advisor follows this meeting by writing a letter to the student outlining the agreements reached during the meeting. The letter is reviewed by the student for accuracy, and then signed and returned to the advisor. A copy of the letter is sent to the student and the original is placed in the student's file. A copy of the letter is presented to the student's graduate program committee at the next scheduled meeting for their review.

**Step 3. Recurring or Critical Problems**

If the student continues to have difficulties and/or the situation is not sufficiently resolved as a result of Step 2, the student will receive a letter detailing:

a) Specific continuing concerns in conduct or performance.

b) Notification of a meeting between the student and his or her advisor, plus the Program Director, and at least one other core program faculty member, to address the concerns, and hear a response from the student. The Program Director will notify the Department Head as to the nature of the student’s difficulties, and may request other relevant individuals attend the meeting with the student. In some cases, faculty may consult with the University Behavioral Assessment Team or other appropriate individuals.

c) Possible outcomes of the meeting, which may include
   i. Dismissal from the program and termination of any GA position.
   ii. Probationary continuation in the program and termination of any GA position.
   iii. Probationary continuation in the program and probationary continuation in any GA position.
   iv. Continuation in the program and probationary continuation in the GA position.
   v. Unconditional continuation in the program and in any GA position.

Options ii - iv will involve the development of a new remedial plan and timeline for resolution. A written contract will be developed by this committee with specific remedial procedures and timeline(s). This agreement is signed by all and a copy given to the student. The original is placed in the student's file.

d) Information about how the student could appeal the decision of the faculty in the event of options i - iv. (See Appeals Procedure below.)

**Step 4. Insufficient Resolution**

If dismissal is the option selected by faculty, or if the student does not make progress toward resolution of the identified difficulties within the timeline established in options ii - iv, and if the core faculty agrees (by majority vote) that such is the case, the Program Director may either (1) begin procedures to terminate the student’s
program (by specifying in writing to the Dean of the college and the Dean of The Graduate School why the student’s program is being terminated), and/or (2) permit the student to withdraw from the program. In either case, a letter is forwarded from the Program Director on behalf of the program core faculty and program committee to (1) the student and (2) the Deans specifying the outcome of this process. Academic, vocational, and personal counseling may be suggested to the student, and the option to transfer earned credits to a new program may be considered if such an option is appropriate.

Termination of a Student's Program

If the steps described above do not correct the situation, the student’s program will be terminated. As noted in the JMU Graduate Catalog, a student may also be terminated from the program for a failing or unsatisfactory grade in a course, for violations of the JMU Honor Code, or for failing “to make satisfactory progress toward the degree.” If a student's program is terminated, the student's assistantship and tuition funding will cease. The student will not be permitted to enroll in any classes where credit(s) will be applied to the student's program.

Step 5. Due Process and Appeals Procedure

Unless the student's difficulties involve a major disciplinary action or necessitate involvement of the JMU Behavioral Assessment Team and/or Office of Judicial Affairs, all of the preceding steps are handled within the School of Strategic Leadership Studies. The University, the department and the program assure each student that his or her rights are respected and that due process is followed, in accordance with the guidelines in the JMU Student Handbook, the Graduate Catalog, and School of Strategic Leadership Studies, and University policies. If a student wishes to challenge a decision by the program, the student has the right to appeal. The appeals procedure will be described in the letter described in Step 3 above, and is detailed below.

1. If a student decides to appeal a decision of the faculty taken at Step 4 or 5, he or she must notify the Program Director of his or her intention to appeal, within two days of receiving notification of the decision. The time and date of this deadline and the name of the appeals committee chair will be included in the letter.

2. The Appeals Committee is made up of all School core faculty with the exception of any who have been involved in the process to this point and any who may be involved at a later stage (e.g., a Program Director who also serves as University Ombudsman). The Program Director also ensures that due process is followed, and that the process is fair.

3. After notifying the Program Director of his or her intent to appeal, the student then has up to one week to write a letter explaining the grounds of the appeal.

4. The appeals committee (i.e. core faculty) may consider the fairness of the decision, possible flaws in the process, and/or additional evidence. The committee may request
a copy of the letter presented to the student and/or other documents such as semester performance evaluations. The committee may also choose to meet with the student. The committee's decision will be given to the student in writing as soon as possible but in all cases within one week of the receipt of the appeal letter or meeting with the student, whichever is later.

5. Students are advised that the Office of the University Ombudsman is committed to providing students with impartial, independent and confidential support regarding university policies, procedures and regulations. See http://www.jmu.edu/stulife.

**Students Experiencing Financial, Health, or Emotional Difficulties**

Situations involving students who are experiencing unusual financial, or physical/mental health crises, but who are in good standing in the program otherwise, are processed in as confidential a manner as possible. Supportive consultation is offered, and it may be necessary for the student to leave the program on a temporary basis. Students in such situations are strongly encouraged to seek counseling services (potential clinician names and numbers are available to students). Students experiencing financial, physical, or emotional difficulties can meet with any faculty member with whom they feel most comfortable. If the situation must move beyond this meeting, the faculty member should contact the Program Director (in consultation with the student) for further suggestions. Students are advised that JMU’s Office of Disability Services (ODS) is available as a resource to consider a range of accommodations for a wide range of conditions. No accommodations can be made by faculty without an approved plan from ODS. (See http://www.jmu.edu/ods/.)

**Student Rights and Program Grievance Procedures**

Information regarding student rights also appears in the University Student Handbook and the Graduate Catalog. Students are encouraged to present any concerns directly to their Program Coordinator and/or their advisor. If the concern cannot be resolved at the concentration or advisor level, the Program Director or advisor may bring the complaint to the core faculty for discussion and decision. Following this discussion, the Program Director will provide a written response to the student no later than two weeks after discussion of the grievance by the Program Committee.

If the student is unsatisfied with this response, he or she may (1) request further review of the grievance by the Program Director, and/or (2) pursue a formal hearing on the grievance via the policies and procedures described in the Graduate Catalog and Student Handbook of James Madison University. In either case, the student is advised to consult University Policy, the JMU Graduate Catalog and Student Handbook to determine which course of action is most appropriate for the respective grievance; the Graduate Catalog and Student Handbook are distributed to students upon admission to James Madison University. The Grade Review procedure is described in the online Graduate Catalog (2009) here http://www.jmu.edu/gradcatalog/09/geninfo/regulations.html#GradeRP.

The Graduate Catalog and Student Handbook also provide contact information for various University offices and personnel who may provide additional assistance and/or information to students regarding due process and grievance procedures.
# Individual Doctoral Plan of Study (IDPS)
## PhD in Strategic Leadership

**INDIVIDUAL DOCTORAL PLAN OF STUDY FOR:**

**DATE:** ____________________  
**ADVISOR:** ________________________________

The following plan represents an agreed upon curriculum of courses and field experiences, the completion of which will satisfy the course work portion of the degree requirements for the Ph.D. Program in Strategic Leadership. A particular student’s program consists of all required courses listed and any assigned field and research experiences. The student’s Advisor and the Director of the School of Strategic Leadership Studies must approve any modifications.

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>CREDIT HOURS</th>
<th>YEAR/SEMESTER COMPLETED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Foundation Courses</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>LEAD 600: Introduction to Leadership Studies and Ethics</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>LEAD 710: Advocacy and Volunteerism</td>
<td>3</td>
<td></td>
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<tr>
<td>LEAD 890: Advanced Leadership Dynamics</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Research Methodology and Evaluation Courses</strong></td>
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<tr>
<td>PSYC 605: Research and Inferential Statistics</td>
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</tbody>
</table>
| PSYC 770: Public Policy and Accountability  
Or LEAD 764: Leadership and Accountability for Nonprofit Organizations (for Nonprofit & Community Leadership students) | 3 | | |
| **Business and Organizational Foundations Courses** | | | |
| MBA 620: Accounting for Decision-Making & Control | 3 | | |
| MBA 630: Managerial Finance | 3 | | |
| MBA 690: Strategic Management (last MBA course to be taken) | 3 | | |
| **Three iMBA Electives**: | | | |
| MBA 601: Management of Innovation & Technology | 3 | | |
| MBA 611: Project Management | 3 | | |
| MBA 640: Management Information Systems | 3 | | |
| MBA 644: Marketing Management | 3 | | |
| MBA 650: Managing Human Resources | 3 | | |
**DOCTOR OF PHILOSOPHY IN STRATEGIC LEADERSHIP**

### Required Research Experiences:

<table>
<thead>
<tr>
<th>Research Project</th>
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<tbody>
<tr>
<td>(may be incorporated in a required concentration course.)</td>
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<tr>
<td>LEAD 900: Doctoral Dissertation</td>
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### Concentration Courses

<table>
<thead>
<tr>
<th>Course 1</th>
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<td>Course 2</td>
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<td>Course 3</td>
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### Transferred Credits

<table>
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<tr>
<th>Credit 1</th>
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<tr>
<td>Credit 2</td>
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<tr>
<td>Credit 3</td>
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</table>

*Innovation MBA electives not limited to this list. Also additional advanced statistics courses may be used to fulfill this requirement.*

The signatures below confirm the student's Individual Doctoral Plan of Study:

Graduate Student ___________________________ Date _____________

Program Advisor ___________________________ Date _____________

Program Coordinator _________________________ Date _____________

Program Director ___________________________ Date _____________
Course Descriptions and Objectives

Student Competencies

Technology Competencies

- Create a web document that contains textual, tabular, graphical, and pictorial elements. Create relative and absolute links.
- Compose a document (using word processing software) that includes text, a table or graph, and an illustration (graphic).
- Create a simple slide show and make a presentation using the following elements: title, outline of points, a set of slides developing the points, and one or more appropriate graphics incorporated into the slides.
- Create a spreadsheet by importing or entering data. Demonstrate the use of formulas, functions, and charts.
- Use SAS and SPSS to read, clean, manage, and organize data. Apply a variety of appropriate descriptive and inferential statistical procedures, and use the output to write reports. Use more specialized software as necessary for coursework.
- Utilize operating system commands (mainframe or PC) as necessary to use software. Edit, delete, copy, move, and rename files, use directories, invoke software programs, scan output for de-bugging.
- Use multiple computing environments (such as e-mail, listservs, news readers, and webboards) to communicate interactively both locally and globally.
- Use FTP to transfer a file from a PC to another computer and from another computer to a PC.
- Convert a file to ASCII format in order to move it to another application or computer.
- Classify the uses of an institutional computer database for student information and list offices that might be linked with this database.
- Discriminate among type of files: txt, gif, jpg, doc, htm, xls, pdf.
- Formulate and conduct an effective information search strategy that includes a variety of appropriate reference sources, such as library catalogs, indexes (including PsycInfo, ERIC), bibliographies, statistics sources, government publications, encyclopedias, and resources available on the Internet. Employ citation searching techniques, including tracking down references at the end of an article or book and using a citation index to find sources that cite a known article.
- Identify major electronic reference services and collections for education (K-12 and Postsecondary), nonprofit studies, assessment and evaluation, psychology, management, and related fields and know where they are located.
- Search databases and web search engines effectively and efficiently; use Boolean logic, limit by date, language, or material type, author, title, subject, and keyword searching, and determine what a database contains and how it is organized.
- Retrieve needed documents from a variety of locations in the library and beyond the walls of the library: locate books, journals, newspapers, government documents, and media in the library; use interlibrary loan or Document Express to borrow books or obtain copies of articles not owned by the library; download materials found on the Internet; and obtain copies of reprints directly form scholars.
Decision-making Competencies

- Diagnose the relevant factors in a given situation and apply the appropriate problem solving strategy to reach an optimum plan of action.
- Explain the advantages and disadvantages of applying alternative decision-making models and compare and contrast the following influences on the decision-making process:
  - individual’s perceptions
  - intuition
  - satisficing and bounded rationality
  - escalation of commitment
  - heuristics
  - tradition
  - culture
  - emotion
- Locate an “ill-defined” problem in a larger system of activity by examining the inherent consequences.
- Identify and apply partial information to evaluating alternative solutions by identifying and solving resolvable components of a problem.
- Combine disparate pieces of information whose connection is not obvious.
- Use an “iterative problem solving process” by initially defining a problem, then collecting relevant information, and then re-formulating the problem in order to direct the next step in the process.
- Formulate solutions to a given problem from each of the following contexts: social, economic, political, personal, cultural, and technical.
- Critically evaluate all information sources for reliability, validity, accuracy, authenticity, logical consistency, timeliness, and bias.
- Describe ethical decision-making, what types of ethical dilemmas are faced in practice, and practical steps for improving ethical decision-making.

Information Literacy Competencies

- Formulate and conduct an information search that includes a variety of reference sources, such as encyclopedias, library catalogs, indexes, bibliographies, statistics sources, government publications, and resources available on the Internet.
- Evaluate information in terms of accuracy, authority, bias, and relevance.

Interpersonal Competencies

- Demonstrates group leadership ability: leads conversations, listens well, willing to assume responsibility, keeps check on the direction the meeting is headed, resolves differences by negotiation and shows planning and organization of topic.
- Participants as a group member: offers and takes suggestions, talks freely and openly with others, promotes group harmony, concentrates on group goal, gives relevant contributions, and is sensitive and responsible.
- Response to feedback: reacts favorably and listens to expressed opinions contrary to own, acknowledges others and their concerns.
Responsive to the opinions/viewpoints of others: actively seeks others’ opinions; understands the perspective of others; listens closely, integrates and synthesizes any new information that can be used.

Provide appropriate feedback to others: gives constructive rather than destructive criticism; offers helpful suggestions, focuses on issues and not the other individual’s personality; addresses strong as well as weak points in presentations.

Course Descriptions

Introduction to Leadership Studies and Ethics (LEAD 600):
This course is the primary theoretical and conceptual foundation course for this doctoral program. It surveys prominent leadership theories and concepts, skills required, and historical and contemporary examples of effective leadership.

This doctoral survey course covers the history, philosophy, theories, and concepts of organizational leadership; differentiates between the roles of the manager and leader; provides the student with foundations of organizational leadership; and, provides opportunities for students to systematically examine and develop their own leadership potential as they learn pertinent leadership theories and explore the relations of leaders and followers. Essential skills of effective leaders are also explored, such as creating a vision, facilitating communication, working with groups and teams, overseeing finances, and facilitating change. Ethical responsibilities inherent in leading others, enhancement of leadership self-awareness, development of personal perspectives on how to lead professionally, and recognition for responsibly addressing ethical dilemmas are also areas studied in this course.

Learning objectives for this three-unit course are as follows:

- Demonstrate understanding of prominent leadership models, including trait, behavioral, and situational models.
- Understand the relationship between leaders and followers, and explain the primary dynamics, which increase and decrease leadership effectiveness.
- Describe the impact of organizational leadership on organizational culture.
- Explain the relationship of leader-member exchange (LMX) theory to leadership applications, describe the consequences of alternative LMX relationships, and articulate current or past work environments in LMX terms.
- Explain the relationship between leadership and worker motivation and various levels of work performance (i.e., individual, group, unit, and organizational levels).
- Describe the relationship between leadership and organizational strategy, organizational structure, salient stakeholder effects, and change.
- Analyze the similarities, differences, and overlap between leadership and management.
- Give examples of how individual values, traits, and organizational cultures influence leadership.
- Identify one’s own individual leadership style, and demonstrate understanding of how to recognize others’ leadership style.
• Describe the impact that morality, ethics, character, and values have on organizational leadership.
• Describe the impact that organizational leaders have on external stakeholders, including direct stakeholders and indirect stakeholders (e.g., communities affected).
• Explain the importance of strategic management in leadership effectiveness.

Role and practice:
• Demonstrate flexibility as exemplified by willingness to modify plans and work schedule to attend to more pressing demands as they arise. Take the initiative to make new plans and pursue alternative arrangements when unanticipated interruptions occur. Is open to suggested constructive change as an individual.
• Demonstrate a well-developed professional identity that is consistent with the student’s level of training as evidenced by the student’s strong interest in the field, involvement with professionals beyond the immediate campus community, and efforts geared toward staying current with new developments, research findings, and political trends that impact the field.
• Possess an ability to function in stressful situations by maintaining a consistent level of performance regardless of stress during confrontations, tight time frames, and uncertainty.
• Is effective in cooperative and competitive modes.
• Is able to view ideas, opinions, and situations from other people’s point of view with understanding and concern.
• Is able to interact sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational and professional backgrounds, and with persons of all ages and lifestyle preferences.

Advocacy and Volunteerism (LEAD 710):
This course enables students to:
• Understand the distinction among civic participation organizations and political advocacy.
• Understand the limitations on lobbying by 501 (c)3 and 501 (c)4 organizations and the types of nonprofits that may advocate fully.
• Appreciate the position of advocacy organizations within the policy-making process of democracies.
• Learn the various techniques employed in lobbying.
• Understand the legal limitations on lobbying.
• Understand the ethical issues involved in lobbying.
• Appreciate the techniques of grassroots mobilization.
• Appreciate the significance of the media, including the Internet, in mobilizing support for advocacy positions.
• Appreciate specific examples of efforts to influence corporate social responsibility, the protection of human and civil rights, and prompt social change.
• Appreciate the debate over advocacy among international relief organizations.
• Understand that approaches to advocacy may be context-specific as well as culturally specific.
• Have a command of the human resource function regarding:
  ▪ Job analysis
  ▪ Salary administration
  ▪ Staffing (recruitment/selection)
  ▪ Training and development
  ▪ Performance standards and appraisal
  ▪ Employee communications
  ▪ Employee relations
  ▪ Separations
  ▪ Discipline
  ▪ Grievances
  ▪ Personnel policy and planning
  ▪ Labor relations

• Understand the difference motivation between paid staff and volunteers in terms of recruitment, management, and performance.

• Appreciate the ethical and value dimensions of employment and how these may differ between paid staff and volunteers.

• Understand the legal obligations and rights of employees and volunteers.

• Understand the organizational liabilities associated with both employees and volunteers.

• Understand systems for developing and managing volunteers as well as paid employees and the differences in these.

• Develop a practical understanding of the application of human resource principles in case studies and exercises.

**Advanced Leadership Dynamics (capstone course and externship - LEAD 890) – 6 hours:**

This course and work experience represents the final pre-dissertation stage for the Leadership Studies doctoral program. As a capstone course and experience, it integrates prior knowledge (both tacit and explicit) and current work experiences with more advanced leadership concepts and applications. It also serves as a mechanism to synthesize program content to prepare for the qualifying written exam.

The learning objectives for this course and externship experience are as follows:

• Evaluate and explain the situational appropriateness of various leadership models, and articulate one’s rationale for recommending particular leadership styles for particular situations, particularly at one’s current externship.

• Demonstrate understanding of advanced leadership concepts and applications in both written and oral forms, and analyze and explain the various related leadership dynamics occurring in (a) their current externship, and (b) their most recent full-time workplace.

• Identify salient leadership-related problems in, and justify alternative solutions to, case studies, scenarios, and the current externship.

• Determine and explain the connections among of salient leadership-related processes and their applications, including power, empowerment, delegation, influence, persuasion, collaboration and participation, team building, goal-setting, and strategy-making.
• Evaluate and articulate how different forms of power affect followers' behavior and organizational culture, particularly at one’s current externship.
• Explain the methods and applications of scenario planning in the context of leadership and strategy-making, and use scenario planning concepts to develop and articulate a plan for one’s current externship site based on current organizational problems and forecasts.
• Demonstrate leadership skills in team-based work projects.
• Provide a written case study on a salient problem encountered at the externship. Orally present the case study to the class.

Course Elements:

The capstone course covers six interrelated activities:
1. Review and synthesize of previous course content
2. Written Qualifying exam preparation
3. Externship
4. Journal
5. New Readings highlighting the role of leaders in organizational change
6. Written Case Study

Please see Appendix A for comprehensive description of course components.

Strategic Management (MBA 690):
This course emphasizes corporate governance and complex, top management level strategic thinking and decision-making and integrates all the functional areas of business while emphasizing the external environment and ethical context of management. This course is taken as the last MBA course.
• Analyze the competitive situation that organizations operate in and identify potential sources of competitive advantage and disadvantage.
• Critically examine organizations from the perspective of top management, employees, suppliers, customers, stockholders, the public, and other stakeholders in the internal and external environments in both domestic and international settings.
• Identify and critically examine the interrelatedness of key functional areas within organizations, and how such areas impact strategic decision-making.
• Communicate strategic recommendations and conclusions persuasively, both verbally and in writing.
• Identify salient characteristics (facts, opportunities, threats) of an organization’s external environment and develop alternative strategies for positively impacting an organization’s critical outcomes.
• Analyze and articulate alternative business strategies and create a strategic business plan.
• Apply advanced analytical skills, honed through the use of complex and comprehensive cases, to identify central issues and problems in these cases and present well-supported recommendations for future actions.
• Diagnose critical short term and long-term issues confronting an organization and make recommendations for strategic solutions.
Articulate the strategic implications of organizational structure and process.

**Business and Organizational Foundations**

Required Business and Organizational Foundations coursework:

- Accounting for Decision-Making & Control (MBA 620; prerequisite: undergraduate accounting JMU COB 241; Virginia Community College System, ACC 211 or equivalent accounting course from another accredited undergraduate school)
- Managerial Finance (MBA 630)

**Accounting for Decision Making and Control (MBA 620):**
This course teaches students use of accounting in business decision-making and includes concepts and theories pertinent to management functions. Prerequisite: One year of introductory accounting.

**Financial Management (MBA 630):**
In this course students conduct an in-depth examination of financial topics vital to the financial manager including financial and cash flow analysis, pro forma statement analysis, working capital, capital budgeting, valuation of financial assets, cost of capital, and risk analysis. The course emphasizes quantitative problem solving with extensive use of actual case situations. MBA 620 is taken either at the same time or prior to MBA 630.

Electives (choose 3 from those offered in the Innovation MBA sections. Courses may include but are not limited to):

- Management of Innovation & Technology (MBA 601)
- Project Management (MBA 611)
- Management of Information Systems (MBA 640)
- Marketing Management (MBA 644)
- Managing Human Resources (MBA 650)

**Management of Innovation and Technology (MBA 601):**
This course focuses on the management of technology including technology evolution, technology transfer, R&D and technology strategy, and the innovation process, which includes idea generation and implementation, use of teams in new product development, and virtual teams.

**Project Management (MBA 611):**
This course focuses on different techniques and tools for managing many types of projects. The course addresses a variety of project management issues such as making a case for doing a project, project charter, project risk, developing project plans, stakeholder management, organizational strategy and cultural fit, and status reporting. Project management software is used throughout the course.
Management Information Systems (MBA 640):
This course is an overview of information systems theory and technology including management’s role in planning, designing, developing and using computer-based information systems in business organizations. Other topics include systems theory, computer technology, information systems for decision-making and behavioral implications of management information systems.

In this course students:
- Evaluate the role of information systems in today’s competitive environment, and describe how organizations use information technology for competitive advantage.
- Distinguish between computer literacy and information systems literacy.
- Explain how information systems are transforming organizations and management.
- Identify the major management challenges to building and using information systems in organizations.
- Analyze the role played by the six major types of information systems in organizations and their relationship to each other.
- Describe the types of information systems supporting the major functional areas of organizations.
- Assess the relationship among organizations, information systems, security systems, and organizational processes, including the processes for customer relationship management and supply chain management.
- Evaluate the role of information systems in supporting various levels of organizational strategy.
- Explain how Internet technology has transformed organizations, business models, and information security.
- Identify the hardware and software components in a typical computer system and their role in processing information.
- Describe how a database management system organizes information.
- Compare the principal types of databases.
- Identify important database design principles including additional security requirements of a database environment.
- Describe the basic components of a telecommunications system.
- Describe how the Internet works and identify its major capabilities and benefits to organizations.
- Evaluate models for determining the value of information systems to organizations.
- Assess the importance of knowledge management in contemporary organizations.
- Distinguish between decision support systems, group decision support systems, and executive support systems.
- Demonstrate why information systems are so vulnerable to destruction, error, abuse, and system quality problems.
- Analyze the relationship among ethical, social, and political issues raised by information systems.
- Demonstrate how information systems support international and global organizational strategies.
**Foundations of Marketing Management (MBA 644):**
The course focuses on marketing planning, strategy and policy. Application of analytical tools to contemporary marketing problems is a central focus.
In this course students:
- Identify and differentiate the components of the major sources of background information in a situational analysis, including: macro-environmental, customer, competitor, industry, and company data.
- Search online and printed materials to access situational data.
- Prepare documentation for referencing available situational data.
- Use existing qualitative and quantitative data from printed and electronic sources to conduct financial analyses of market management data using spreadsheet applications; prepare, chart, and apply trend data; prepare written and graphic summaries of findings; and deduce and articulate strategic market concepts, hypotheses, opportunities, and conceptual relationships from data.
- Identify and select the product-market segment(s) for strategic initiatives offering the greatest likelihood of success, as defined by the organization’s strategic marketing objectives.
- Develop product/service positioning for a targeted product-market (or service-market) using attribute, benefit, application, and usage criteria.
- Articulate specific, measurable objectives for a marketing program, which are consistent with the organization’s resources and capabilities and goals.
- Select and define the choice of appropriate strategies for meeting objectives set for a given product-market (or service-market) entry.
- Create and articulate decisions regarding each element of the marketing mix to execute the selected marketing strategy.
- Articulate orally and in writing the expected impact of marketing strategies on other functional areas of the organization and the relationships needed to gain their cooperation.
- Devise an implementation plan for a given marketing strategy that will delineate the necessary budgets for needed tasks; the timing over which the marketing program must accomplish such tasks; the roles for specific marketing functions and employees; the projection of likely financial outcomes and formulate and defend informed judgments about the profit-potential of pending marketing actions; prepare pro-forma statements of the expected financial outcomes of their decisions; and revise pending marketing actions and demonstrate changes in financial outcomes from these revisions.
- Use effective oral presentation skills including presenting evidence in an orderly and well-documented format, following an agenda, answering questions directly, recognizing limitations of own evidence, appearing relaxed and confident in front of the group.

**Managing Human Resources (MBA 650):**
In this course students:
- Articulate how an organization’s strategy and structure affects its human resources management (HRM) function.
- Identify and analyze the use of particular techniques for performing job analysis and job design procedures.
- Demonstrate in written form how to research, analyze, and integrate the latest human resources theories with the needs of contemporary organizations.
- Identify and analyze the efficacy of alternative staffing procedures – recruitment, selection, and placement – used by organizations and the relevant issues associated with each procedure.
- Examine the interrelationship between the primary functions of every manager and the supporting functions of human resource management.
- Identify and analyze training and development methods employed by organizations.
- Identify and analyze the purposes and components of compensation and benefits schemes.
- Articulate the effectiveness and legality of performance evaluation procedures.
- Evaluate the value and appropriateness of HRM functions and programs within specific organizational settings.
- Analyze an organization’s core competencies and HRM functions and explicate reasons for and against outsourcing alternative HRM functions.

**Research Methodology and Evaluation Courses**

**Intermediate Inferential Statistics (PSYC 605):**
In this course students develop an understanding of types of research, inferential statistics, research-report development, research methodology and implementation, program evaluation, needs assessment, and ethical and legal considerations. Prerequisite: Permission of the instructor.

In this course students:
- Distinguish among descriptive, relational, experimental, and quasi-experimental research methods.
- Explain the logic underlying statistical hypothesis testing.
- Explain the importance of sampling distributions in hypothesis testing.
- Distinguish between significance tests and effect sizes.
- Calculate and interpret Pearson correlation coefficients.
- Calculate and interpret simple linear regression equations.
- Explain the logic underlying analysis of variance.
- Explain the statistical assumptions underlying ANOVA and the ANOVA model’s robustness to their violation.
- Distinguish between planned and post hoc ANOVA comparisons.
- Construct a planned comparison and test it for significance.
- Test a set of post hoc comparisons for significance.
- Explain statistical power and its influences.
- Conduct a power analysis for one-factor experimental designs to choose an appropriate sample size.
• Interpret interaction effects in factorial ANOVA designs.
• Perform tests of simple effects to follow up significant interactions.
• Identify an effective blocking variable and analyze the data from treatments by blocks ANOVA design.
• Identify an effective covariate and analyze the data from a one-factor analysis of covariance design.
• Use SPSS to analyze data from one- or two-factor ANOVA designs containing between-subjects factors, within-subjects factors, or both.
• Differentiate between internal and external validity of experimental designs.
• Interpret the findings from basic quasi-experimental designs.
• Explain the ethical and legal issues involved in research with human subjects.
• Identify a research topic, conduct a brief review of the literature, and develop a proposal for future research.

**Measurement Theory (PSYC 606):**
This course includes advanced measurement applications of classical test score theory, generalizability measurement theory, scale construction concepts, test bias, standard setting techniques and item response theory. Prerequisites: PSYC 605.

In this course students will:
• Define and describe differences among evaluation, assessment, research, and measurement.
• Define measurement and statistical terms and concepts.
• Describe scaling, the process of test construction, and test scores as composites.
• Interpret the following scales and transformed scores: T scores, Z scores, stanines, IRT ability estimates, and grade and age equivalent scores.
• Explain test results using norm referenced and criteria referenced interpretations.
• Identify various item formats for achievement, attitude, and behavioral instruments.
• Describe the Classical True Score model and associated reliability estimation procedures
• Interpret the reliability of change scores or ratings.
• Identify the basic tenets of generalizability theory, differentiates G and D study purposes, and combines variance components to calculate relative and absolute standard errors and G-coefficients and phi-coefficients.
• Use computer software to estimate variance components.
• Describe and apply procedures to determine the reliability of criterion-referenced tests.
• Describe contemporary conceptions of validity and associated statistical procedures for investigating prediction, classification, bias in selection, other issues in decision theory, and factor analysis.
• Locate reviews, and select testing instruments that are psychometrically suitable and will provide useful and legitimate information to meet specific needs.
• Calculate and interpret item statistics, and revises an assessment instrument using a selected response format.
• Explain the basic tenets of Item Response Theory.
• Describe and compare test bias, differential item functioning, and adverse/disparate impact.
• Explain methods of setting standards and cut-off scores as an application of validity theory.
• Describe the reasons for equating tests, and distinguish between horizontal and vertical equating.
• Apply equipercentile and linear equating.
• Exhibit and apply professional and ethical sensitivity to human aspects of assessment using existing AERA, AEA, APA, and ACPA guidelines about fair testing and evaluation practices.

Multivariate Statistical Analysis (PSYC 608):
This course is a continuation of PSYC 605, with emphasis on multivariate analysis, advanced research design and implementation of computerized statistical analysis. Prerequisite: PSYC 605.

In this course students will:
• Calculate the statistics associated with the following procedures: multiple regression, discriminant analysis (DA), MANOVA, principal components analysis, and exploratory factor analysis.
• Interpret the statistical output associated with each procedure.
• Identify the situations under which each procedure is applicable.
• Identify the assumptions underlying each statistical procedure.
• Describe dummy and effect coding in multiple regression and compare these methods with ANOVA and ANCOVA.
• Describe procedures concerning the testing of an interaction in multiple regressions.
• Explain the problems with step-wise procedures.
• Differentiate between research questions that dictate the use of MANOVA/DA versus multiple univariate tests.
• Describe multivariate follow-up procedures for MANOVA/DA.

Assessment and Public Policy (PSYC 770):
This course delineates and compares the history and role of assessment, accountability, and quality assurance to the governance, funding, and purposes of postsecondary education; and, describes an implementation process of assessment for educational programs and services. Prerequisites: PSYC 600 or equivalent. **This course is only required for those students in Postsecondary Education concentration and K-12 Leadership. Nonprofit students will enroll in another LEAD course specifically for nonprofit assessment.**

In this course students will:
• Describe the historical, political, and organizational origins of assessment in postsecondary education including 1980's task force reports, National Governors' Association, state legislation, federal government and accreditation agency interventions.
• Compare and contrast performance-funding models of postsecondary education in Tennessee, South Carolina, Missouri, and Virginia.
• Describe the role of the federal government in the governance and funding of postsecondary education.
• Describe the influence of changing student demographics on postsecondary education.
• Differentiate the major state funding strategies and sources of revenue available for postsecondary education and recent trends in their availability (e.g., federal/state, private/public, tuition, fees, and financial aid.)
• Describe the relationship between changing revenue sources and cost trends and their impact on an institution's ability to meet demands.
• Relate the various levels of governance in postsecondary education including faculty, campus based administrators, public officials, and the public.
• Describe the role of public policy toward the governance of postsecondary education systems.
• Describe current issues, challenges, and trends related to the practice of assessment and public policy effecting sound assessment practice.
• Define and identify differences among inputs, outputs, outcomes, and objectives.
• Describe the role of information in the decision making process.
• Describe the importance of regular environmental scanning to understand and respond appropriately to such influences as the role of on line instructional delivery.
• Identify the characteristics of successful program planning and evaluation.
• Write mission statements and program objectives possessing clarity, focus, and comprehensives.
• Write clear objectives that are (1) understandable to people outside one's office or discipline; (2) specific and action-oriented, and (3) suggest the intended outcomes.
• Distinguish between formative and summative evaluation.
• Describe the history of assessment research and application, both in the United States; compare and contrast US assessment history and usage with that in other cultures and contests.

Leadership and Accountability for Nonprofit Organizations (LEAD 764)
This course presents methods of accountability, impact assessment and evaluation in nonprofit organizations in light of myriad stakeholders. The role of leadership in determining and implementing processes of internal and external evaluations is explored. Prerequisites: LEAD 760 and PSYC 606 or equivalent and offered only to students in Nonprofit and Community Leadership Concentration.

In this course students will:
• Compare and contrast various methods of program evaluation utilized within the nonprofit sector
• Discuss fiscal and regulatory requirements
• Describe the role of the federal government in the governance and funding of various nonprofit sectors
• Describe the relationship between changing revenue sources and cost trends and their impact on an organization’s ability to meet demands
• Relate the various levels of governance in nonprofit organizations including staff, board, administrators, public officials, and the public
• Describe the role of public policy toward the governance of nonprofit organizations
• Describe current issues, challenges, and trends related to the practice of assessment and public policy effecting sound evaluative practice
• Define and identify the differences between inputs, outputs, outcomes, and objectives
• Compare and contrast budgeting methods for program analysis
• Understand the role of third sector ratings systems in nonprofit evaluation
• Differentiate the major funders and their expectations for program evaluation
• Describe the various levels of accountability, both internal and external, and their varying stakeholders and target groups
• Describe accountability structures and procedures to ensure organizational compliance
• Describe the role of information in the decision making process
• Describe the importance of regular environmental scanning to understand and respond appropriately to changes in need
• Identify the characteristics of successful program planning and evaluation
• Write mission statements and program objectives possessing clarity, focus, and comprehensiveness
• Write clear objectives that are 1) understandable to people outside one’s office or discipline, 2) specific and action-oriented, and 3) suggest the intended outcomes
• Distinguish between formative and summative evaluation

Educational Leadership Concentration

Advanced Learning Theories and Instructional Models (LEAD/ADSU 730):
This course focuses on the design, delivery, assessment and supervision of instruction in schools, across schools, throughout the school division and in the community.

In this course students:
• Articulate what learning is (including creation of a compelling vision and translating it into action. Bennis, 1989) and ascribe developmental influences in American education to ideological origins, distinguishing curriculum (what is taught) from instruction (how concepts and skills are taught).
• Construct a personal conceptual model of instruction, framing ideology within the context of practice.
• Develop data driven methods and process strategies to objectively assess effectiveness of instructional delivery.
• Articulate theoretical approaches to instruction, paying particular attention to issues of congruence, integrity and student achievement.
• Analyze learning, and development theory and instructional models (i.e. Dewey,
BANDURA, BRUNER, TYLER, ERIKSON, PERRY, GARDNER, RIEGELUTH, VYGOTSKY, MARZANO, APPLE, PERKINS) WITHIN LOCALIZED IMPLEMENTATION.

- APPLY KNOWLEDGE OF ASSESSMENT, INCLUDING ANALYSIS OF STATEWIDE TESTING RESULTS, TO DETERMINE INSTRUCTIONAL EFFECTIVENESS FOR ALL LEARNERS (INCLUDING STUDENT WHO DROP OUT AND STUDENT COHORTS OF DIVERSE ETHNICITY, MOBILITY, AND ACADEMIC ABILITY), AND DRIVE BOTH FORMATIVE AND SUMMATIVE INSTRUCTIONAL DECISION-MAKING.

- DESIGN AN EVALUATION SYSTEM TO DETERMINE THE INSTRUCTIONAL VALUE (LEARNING DEVELOPMENT AND TEACHING EFFECTIVENESS) ADDED FOR VARIOUS INSTRUCTIONAL PRACTICES AND MODELS WITHIN THE CONTEXT OF SPECIFIC SCHOOLS, ACROSS SCHOOLS, THROUGHOUT A SCHOOL DIVISION AND ITS COMMUNITY.

- DESIGN AND IMPLEMENT INSTRUCTION, WHICH MEETS THE NEEDS OF ALL LEARNERS, INCLUDING THOSE WHO HAVE DISABILITIES, ARE GIFTED AND TALENTED, AND CULTURALLY AND LINGUISTICALLY DIVERSE.

- DESIGN CURRICULAR, EXTRACURRICULAR AND CO-CURRICULAR INSTRUCTIONAL PROGRAMS, WHICH ARE CONGRUENT WITH INSTRUCTIONAL OBJECTIVES AND LEARNER DEMOGRAPHICS (I.E., DISABILITIES, GIFTED, TALENTED, CREATIVE, CULTURAL, LINGUISTIC AND OTHER DIVERSITIES).

- ANALYZE THE LEARNING BENEFITS OF ALTERNATIVE MEANS OF INSTRUCTIONAL DELIVERY, INCLUDING EVENING PROGRAMS.

- USE SYSTEMIC METHODS TO DRIVE DATA-DRIVEN INSTRUCTIONAL INNOVATION AND IMPROVE STUDENT ACHIEVEMENT.

- APPLY RESEARCH SKILLS AND METHODS NECESSARY TO SYSTEMATICALLY AND COMPREHENSIVELY (INCLUDING FORMATIVE, SUMMATIVE, QUANTITATIVE AND QUALITATIVE MEASURES) ANALYZE AN INSTRUCTIONAL PROBLEM IN A CURRENT SCHOOL SETTING WORKING WITH SCHOOL PERSONNEL TO DESIGN AND IMPLEMENT AN APPROPRIATE, STRATEGICALLY COHERENT SOLUTION. THIS INCLUDES APPLICATION OF STRONG SOCIAL EFFECTIVENESS SKILLS (E.G., FERRIS, PERREWÉ, & DOUGLAS, 2002), INCLUDING EMOTIONAL INTELLIGENCE (E.G., GOLEMAN, 1995), THE CAPACITY TO PERSUADE (E.G., CIA LDINI, 2001), HARD AND SOFT POWER SKILLS (E.G., NYE, 2008), AND POLITICAL SKILL (E.G., FERRIS, DAVIDSON, & PERREWÉ, 2005).

- ANALYZE INSTRUCTIONAL DELIVERY FOR FREQUENCY AND NATURE OF TECHNOLOGY USE (INCLUDING BUT NOT LIMITED TO COMPUTERS, MODELS, NETWORKS, LARGE GROUP PRESENTATION DEVICES, SCANNERS, DIGITAL CAMERAS, CAMCORDERS, VIDEOCASSette RECORDERS AND OPTICAL DISK PLAYERS) IN ORDER TO DETERMINE AND ARTICULATE UNDER WHAT CONDITIONS TECHNOLOGY IS AN INSTRUCTIONAL ASSET FOR STUDENT ACHIEVEMENT.

- DEVELOP AND REFINE STRATEGIES FOR COLLABORATING WITH OTHER EDUCATIONAL PROFESSIONALS FOR INSTRUCTIONAL PLANNING (INCLUDING DELIVERY, ASSESSMENT AND REVISION OF LESSONS), WHICH MEETS THE NEEDS OF DIVERSE STUDENT LEARNERS AND INVOLVES INTERNAL AND EXTERNAL STAKEHOLDERS IN INSTRUCTIONAL DECISION-MAKING PROCESSES AND PROCEDURES OF SCHOOLS AND THE SCHOOL DIVISION (ORGANIZATION). THIS INCLUDES EXHIBITING QUALITIES CONSISTENT WITH VARIOUS FORMS AND THEORIES OF LEADERSHIP, INCLUDING (1) ETHICAL LEADERSHIP (E.G., TREVİNO, HARTMAN, & BROWN, 2000), (2) TRANSFORMATIONAL LEADERSHIP (E.G., BASS, 1990), AND (3) STRATEGIC LEADERSHIP (E.G., BOAL & HOOIJBERG, 2001; CANNELLA & MONROE, 1997).

- ANALYZE THE POLITICAL PROCESSES INVOLVED IN THE ALLOCATION OF INSTRUCTIONAL RESOURCES (INCLUDING CO-CURRICULAR AND EXTRA-CURRICULAR) AT THE LOCAL, REGIONAL, STATE AND NATIONAL LEVELS.

- CREATE A STRATEGIC PLAN FOR IDENTIFYING AND USING FAMILY, BUSINESS AND COMMUNITY
resources for classroom, school and division instructional goals.

- Analyze the school environment from a local, state and national political perspective and develop strategies to garner political and financial support for the mission and goals of the school division.
- Determine the most appropriate communication strategies for developing effective home-school-community relationships, gathering input and synthesizing opinions of diverse constituencies to further the instructional goals and mission of the school/division/organization.

**Advanced Curriculum Theories and Instructional Issues (LEAD/ADSU 735):**
This course focuses on the determination, development, implementation, assessment and revision of curriculum and its relationship to the design, delivery, assessment and supervision of instruction in schools, across schools, throughout the school division and in the community.

In this course students:

- Articulate what curriculum is (including creation of a compelling vision and translating it into action. Bennis, 1989) and ascribe curricular influences in American education to ideological origins, distinguishing curriculum from instruction.
- Construct a personal philosophy of curriculum and instruction, framing ideology and curriculum within the context of practice.
- Develop methods and strategies to objectively assess differences in the intended curriculum and the taught curriculum to achieve curricular alignment.
- Articulate theoretical approaches and relationships between curriculum and resulting instruction, paying particular attention to issues of congruence, integrity and student achievement.
- Analyze curriculum, learning, and development theory and instructional models (i.e. Dewey, Bandura, Bruner, Tyler, Erikson, Perry, Gardner, Piaget, Reigeluth, Vygtosky, Marzano, Apple, Perkins) within localized implementation.
- Juxtapose the products of a classroom-based assessment and statewide testing results.
- Design and implement curriculum and instructional programs, which meet the needs of all learners, including those who have disabilities, are gifted and talented, and culturally and linguistically diverse.
- Examine curricular, extracurricular and co-curricular instructional programs for congruence and integrity to stated purposes and learner demographics (i.e., disabilities, gifted, talented, creative, cultural, linguistic and other diversities).
- Analyze the learning benefits of alternative means of instructional delivery, including evening programs.
- Assess curricular efficacy for all learners.
- Use systemic methods to drive data-driven curricular and instructional innovation and improve student achievement.
- Apply research skills and methods necessary to systematically and comprehensively (including formative, summative, quantitative and qualitative measures) analyze a curricular or instructional problem in a current school setting working with school personnel (curriculum committee) to design and implement an appropriate,
strategically coherent solution.

- Analyze curriculum for frequency and nature of technology use (including but not limited to computers, models, networks, large group presentation devices, scanners, digital cameras, camcorders, videocassette recorders and optical disk players) in order to determine and articulate under what conditions technology is a curricular and instructional asset for student achievement.

- Develop and refine strategies for collaborating with other educational professionals for curricular planning (including curriculum implementation, assessment and revision), which meets the needs of diverse student learners and involves internal and external stakeholders in the curricular and instructional decision-making processes and procedures of schools and the school divisions (organizations). This includes exhibiting qualities consistent with various forms and theories of leadership, including (1) ethical leadership (e.g., Treviño, Hartman, & Brown, 2000), (2) transformational leadership (e.g., Bass, 1990), and (3) strategic leadership (e.g., Boal & Hooijberg, 2001; Cannella & Monroe, 1997).

- Analyze the political processes involved in the allocation of curriculum and instruction resources (including co-curricular and extracurricular) at the local, regional, state and national levels.

- Create a strategic plan for identifying and using family, business and community resources for classroom, school and division curricular goals.

- Analyze the school environment from a local, state and national political perspective and develop strategies to garner political and financial support for the mission and goals of the school division.

- Determine the most appropriate communication strategies for developing effective home-school-community relationships, gathering input and synthesizing opinions of diverse constituencies to further the instructional goals and mission of the school/division/organization.

**Leading Educational Organizations (LEAD/ADSU 741-6 credit hours):**
This course integrates and applies principals and practices in the areas of school finance, personnel management and school law through problem solving and case study analysis.

In this course students:

- Analyze and apply the study of ethics, values and leadership concepts included in the text: *Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas* by Joan Shapiro and Jacqueline Stefkovich. Apply the four ethical paradigms of justice, care, critique, and the profession to solve authentic dilemmas (real situations brought forward by school divisions).

- Integrate and apply knowledge of educational laws, personnel supervision and education funding to solve real situations encountered by practicing school superintendents and other central office personnel who work with legal, personnel and funding issues in their districts.

- Analyze and apply, within the context of a real school division, school division change and leadership theories from multiple disciplines, including the works of Michael Fullan, Kurt Lewin, Edgar Schein and Karl Weick, to name a few.
• Analyze the cultural turn of change theory as related to both cognitive and social processes at a personal level and apply these findings to school and organizational change. For example: The power-coercive approach is based on political, economic, and/or moral sanctions as sources of influence, is widespread in organizations but not particularly valued by change agents; The empirical-rational approach relies on knowledge as a source of influence, is valued somewhat more (the change agent, as "expert," attempts to change the individual's conceptual/perceptual organization); and the preferred normative-re-educative approach includes knowledge seen as a source of influence, but less so than is a system of mutual influence. The major objective is "learning to learn;" students must develop their own ability to examine and reconstruct premises, and will be able to apply this process in dealing with future similar problems.

• Analyze of the impact of personnel motivation, work performance and evaluation on school climate and culture based upon the work of researchers like Christopher Parker, Boris Baltes, Scott Young, Joseph Huff, Robert Altmann, Joanne Roberts and Heather LaCost who found the relationship between psychological climate perceptions and work outcomes to be significantly related to individuals’ work attitudes, motivation, and performance. Based upon this and other research, evaluate leadership decisions and styles for their impact on the “psychological climate” of change in schools and school divisions.

• Evaluate sociopolitical influences on leadership in school settings based upon the research of Argyris (1993) regarding the inherent conflict between organizational goals and individual development; Getzels and Guba (1957) regarding their Model of Behavior in Social Systems; Getzels and Lincoln (1989) and their constructivist inquiry paradigm for the political and practical demands of program evaluation; Simon (1997) and his theory of bounded rationality in decision making. Interview practicing school administrators to learn about what theories and local sociopolitical influences impact their decision-making.

Nonprofit and Community Leadership Concentration

Proseminar in Principles of Nonprofit Organizations (LEAD 760): The first course in the concentration is designed to enhance students’ understanding of how third-sector organizations differ in economic, legal, and political terms from government and for-profit organizations. The course fosters understanding of the theoretical, organizational and practice space occupied by various types of nonprofit organizations within the sector as well as their purposes, and the current status of service provision. Organizations at the local, regional, national and international level are explored.

In this doctoral-level course students:
• Understand how third-sector organizations are different in economic, legal, and political terms from government and for-profit organizations.
Appreciate the space occupied by various kinds of organizations within the nonprofit sector, their purposes, and the current status as providers of services regarding the following kinds of nonprofit organizations:

- Religious
- Education and training
- Social services
- Arts and culture
- Housing and community development
- Advocacy and civic participation
- Infrastructure organizations
- Foundations
- Individual interest promotion
- Relief (domestic and international)
- International NGOs (development, relief, human rights advocacy, environmental advocacy)
- Appreciate the increased importance and roles of nongovernmental organizations in the international arena.

Understand the following issues:

- Commercialization and for-profit competition
- Devolution and the nature of government/nonprofit relations
- Public trust and accountability
- Changing volunteer resources
- Labor relations
- Regulation and taxation
- Challenges to fundraising
- North-South tensions in the international arena
- Performance measurement
- Gender and ethnic discrimination
- Technological applications and use of Internet

Civil Society and the Nonprofit Sector (LEAD 761): This doctoral survey course explores the synergy between civil society and the nonprofit sector by tracing the theoretical and historical perspectives of each. The role of cultural and political context in the development of civil society and the nonprofit sector are presented from a leadership perspective through emphasis on voluntary associations and their potential role in fostering social transformations across national and transnational boundaries. Prerequisite: LEAD 760.

In this doctoral-level course students:

- Trace the historical evolution of the concepts of civil society and social capital from the perspectives of theory, empirical research, and practice.
- Develop an understanding of the relationships between social capital and the concepts of trust, reciprocity, and obligation.
- Address the role of social networks, structured organizations, community norms, associational activities, and informal ties in civil society.
• Discuss the role of cultural and political context in the development of civil society and social capital, including impediments to voluntary association and organization.
• Evaluate the importance of civil society and social capital to social welfare, political stability, economic development, and governmental performance.
• Understand the potential role for civil society in fostering social transformations.
• Develop an understanding of the relationship between civil society and the state.
• Evaluate the relevance of civil society research and theory to decision makers in domestic social programs and international aid.
• Evaluate the ability of civil society to influence national and transnational democracy, governance, and public policy in complex multi-organization domains.

Proseminar in Nonprofit Organizational Governance (LEAD 762): The structure, functions and composition of nonprofit boards and their relationship to organizational management and performance are investigated from a theoretical and leadership orientation. The fiduciary, strategic and generative governance roles of boards and common issues associated with nonprofit governance are examined from various perspectives. Strategies for improved board performance and accountability are explored. Prerequisite: LEAD 760.

In this doctoral-level course students:
• Define the historical evolution of the concept of governance and explore its specific application to the nonprofit sector.
• Compare and contrast macro- and micro-level definitions of governance and how each applies to nonprofit leadership.
• Describe the structure, functions, and composition of nonprofit boards and their relationship to organizational management and performance.
• Develop an understanding of the various fiduciary, strategic, and generative governance roles of nonprofit boards through case study and research readings.
• Identify common problems associated with nonprofit governance and potential solutions.
• Explore the complexities of board recruitment, development, and organization.
• Develop and assess proposals to improve board performance and accountability.
• Identify the relationships and mutual dependencies amongst the nonprofit, for-profit, and government sectors.
• Develop strategies for creating and maintaining strong, positive relationships between boards, executives, administrators, and staff.
• Develop appropriate accountability mechanisms for organizational management.
• Identify methods for maintaining cohesive organizational vision, mission, strategy, and operations.

Philanthropy and Resource Development (LEAD 763): A doctoral seminar exploring the historical, economic, political, social, and psychological foundations of philanthropy in American society as well as the ethical, legal, and financial aspects of organizational resource development. The role of leadership strategies for acquisition, maintenance, and stewardship of resources including various organizational stakeholders is emphasized. The course includes perspectives from theory, empirical research, and practice. Prerequisite: LEAD 760.
In this doctoral-level course students:

- Explore historical, economic, political, social, and psychological bases of philanthropy in American society from the perspectives of theory, empirical research, and practice.
- Identify the roles of government in enabling and regulating philanthropic activity.
- Distinguish the roles of board members, volunteers, and staff in fundraising.
- Prepare an annual and capital fundraising campaign plan including a case for support.
- Identify basic techniques for prospective donor research and management.
- Identify donor cultivation and stewardship strategies to increase donor loyalty.
- Identify and assess the effectiveness of various fundraising techniques including annual fund direct mail, telephone, and personal solicitation; planned giving; major gifts; and corporate and foundation solicitation.
- Discuss the ethical and legal responsibilities of fundraisers.
- Explore theories of marketing and the application of marketing strategies in the nonprofit sector.
- Understand and value the relationship of marketing plans to the mission and operations of the organization.
- Prepare and assess a nonprofit organization's marketing plan, including the execution of a market study.
- Address the role of leadership in marketing and fundraising activities of nonprofit organizations.
- Understand the ethical, organizational, and legal issues surrounding attempts by donors to control the use and management of their gifts.
- Develop comprehensive financial and budgetary plans for a nonprofit entity, including analysis of revenue adequacy and stability, the use of financial ratios, and the interpretation of nonprofit financial statements.
- Develop effective project and program proposals for grants, including identifying funding sources, establishing need, and developing and justifying budgets.
- Examine post-grant award issues, including program evaluation and compliance.
- Describe the latest trends and issues in nonprofit fundraising, marketing, and finance, including technology, ethics, professionalization, and collaboration.

Postsecondary Education Concentration

Policy Development and Analysis in Postsecondary (LEAD 780):
In this course students:

- Identify differences in funding patterns and models among different postsecondary education sectors such as public, private nonprofit, and private for-profit.
- Explain recent legal decisions related to postsecondary education.
- Summarize current student trends and needs related to postsecondary education.
• Analyze and synthesize policy processes and current issues in postsecondary education.
• Identify and evaluate current and future policy issues in US and international post-secondary education.
• Describe the relationships among postsecondary education finance and other administrative functions such as strategic planning, funding sources, and government relations.

**Entrepreneurship and Economic Development (LEAD 782):**
In this course students:
• Develop an understanding of external forces shaping the current postsecondary education environment.
• Learn research and best practices regarding entrepreneurship and economic development.
• Learn how the “scholarship of teaching, discovery, and application” improves engagement with constituent groups.
• Learn principles and practices associated with creating educational partnerships outside the classroom.
• Learn about the emerging role of technology in postsecondary education, particularly as it is used in class and to support research and service activities.
• Learn how postsecondary education drives innovation.

**Proseminar in Postsecondary Education (LEAD 785):**
In this course students:
• Use aspects and contexts of culture, the economy, globalism, politics, social, and history to develop beliefs regarding a given problem related to postsecondary education.
• Analyze this problem from practitioner, theoretical, and research-based perspectives.
• Use contemporary literature and focuses on a current problem that impacts the practice of postsecondary education. Topics may include funding, governance, students, faculty and staff, technology, and accountability.

**Research Practicum in Postsecondary Studies (LEAD 800):**
In this course students:
• Review and apply technological-based search strategies, statistical software, data collection options and ethics, measurement approaches, research designs, and statistical techniques.
• Frame problems and current research issues related to postsecondary education practice.
• Critique current postsecondary education research.
• Articulate professional and scholarly questions and ways of addressing those questions.
• Prepare a mini-research proposal that includes fundamental components such as statement of purpose and hypotheses, critical review of the literature, conceptual framework, and plan for research methodology and strategies.
Personal and Professional Conduct Evaluations

The focus of the Ph.D. program in Strategic Leadership is on developing students’ knowledge and applied skills in the areas of assessment, measurement and statistics, use of computers and technology, and psychological foundations. The Strategic Leadership Program Committee will evaluate student progress at the outset of graduate training and at the end of each semester. The specific focus of the evaluation process will be on the competency areas delineated below:

The Strategic Leadership Doctoral Program strives to create a climate of mutual respect among faculty, staff, and students. Students, faculty, staff, and externship site personnel are expected to interact in a professional and respectful manner. In this regard, students should demonstrate behavior and attitudes that positively reflect upon the program, the university, and the profession. Evaluation of student progress by the Committee at the end of each semester will incorporate an assessment of students’ performance and conduct, and feedback will be provided to students. A student may be dismissed from the program for personal conduct that is considered to demonstrate a lack of respect for others, conveys insensitivity to the needs of others, or is otherwise deemed inappropriate and/or detrimental to the profession or the Ph.D. Program. Decisions regarding student conduct or performance in the Ph.D. Program, including but not limited to dismissal or other remedial requirements, will be made by consensus of the Committee.

Ratings can generally be interpreted as follows:
1: Exceptional
2: Very good; at the level expected for a doctoral student
3: Needs improvement; student is expected to actively strive to improve this area
4: Unacceptable
Personal and Professional Conduct Evaluation Criteria

This form is to be completed by the core program faculty for all enrolled Strategic Leadership Ph.D. students as an integral component of the annual evaluation process. The Committee will rate each student on the personal and professional conduct dimensions listed below.

A. Professional Development/Identity

1. Student demonstrates a well-developed professional identity consistent with the student’s level of training as evidenced by the student’s strong interest in the field, involvement with professionals beyond the immediate campus community, and efforts geared toward staying current with new developments, research findings, and political trends that impact the field.

2. Student demonstrates a fairly well-developed professional identity consistent with the student’s level of training. The student has shown interest in the field, some involvement with professionals beyond the immediate campus community, and has exhibited a moderate level of effort directed toward staying current with new developments, research findings, and political trends that impact the field.

3. Student demonstrates an under-developed professional identity inconsistent with the student’s level of training. The student has shown only a marginal level of interest in the field beyond the immediate campus community, and has extended little effort directed toward staying current with new developments, research findings, and political trends that impact the field. The student seems to be postponing involvement with the field for some later date.

4. The student has made virtually no effort to develop as a professional above what is minimally required by the curriculum. The student has shown no interest in the field beyond the immediate campus community, and extended little effort directed toward staying current with new developments, research findings, and political trends that impact the field.

B. Professional Self-Confidence

1. Student presents herself/himself in a very self-confident, poised, and professional manner. The student is at ease in most situations.

2. Generally professional. The student is generally poised, yet seems unsure or nervous in certain situations.

3. Needs practice on presenting self professionally. Lacks self-confidence and poise in various situations, but a good base is present.

4. Student does not present self well professionally. Lacks self-confidence, poise, and organization.
C. Ability to work independently, conscientiousness

1. Very capable of working independently with minimal supervision. Can be relied upon to competently finish projects within reasonable time frames. Enjoys the challenge of adding definition to work assignments.

2. Generally capable of working independently with little supervision. Will usually produce quality work within a reasonable time frame.

3. Sometimes has difficulty determining the necessary steps or tasks involved in completing a project. Often asks questions that he or she really already has (or can easily obtain) the answers to.

4. Minimal capacity to work independently; requires frequent supervision. Is only capable of completing tasks for which every step in the process is clearly defined. May be dependent on others for direction and will procrastinate or flounder when others do not direct his or her work.

D. Flexibility

1. Very flexible as exemplified by willingness to modify plans and work schedule to attend to more pressing demands as they arise. Takes the initiative to make new plans and pursue alternative arrangements when unanticipated interruptions occur. Is open to suggested constructive change as an individual.

2. Generally flexible as exemplified by willingness to modify plans and work schedule to attend to more pressing demands as they arise. Will take the initiative to make new plans and pursue alternative arrangements when unanticipated interruptions occur. However, will sometimes exhibit signs of frustration or distress when unanticipated events result in schedule changes.

3. Not very flexible as exemplified by an unwillingness to modify plans or schedule. Instead of taking the initiative to make new plans and pursue alternative arrangements when unanticipated interruptions occur, the student becomes somewhat flustered and tries to do everything at a faster pace.

4. Very rigid and unwilling to modify plans or schedule for any reason. When circumstances force the student to make modifications, he or she becomes frustrated, angry, resentful, and often difficult to be around.

E. Time management and organizational skills

1. Good time management skills. Schedules own as well as group activities, keeps others up-to-date and involved in decision-making. Arranges work and resources by priority. Sets concrete goals for the future. Makes clear plans for self and others. Delegates tasks well.

2. Adequate time management skills. Usually schedules own as well as group activities without much difficulty. Generally arranges work and resources by priority. Occasionally experiences difficulty with meeting deadlines. Generally
delegates tasks adequately.

3. Could use time management training. Has some problem with scheduling conflicts in own activities as well as when trying to coordinate group activities. Some problems meeting deadlines.

4. Unable to successfully manage suitable planning and scheduling for group activities. Cannot coordinate group schedule that is suitable. Often plans things without informing others and considering their input.

F. Ability to function in stressful situations

1. Maintains a consistent level of performance regardless of stress during confrontations, tight time frames, and uncertainty. Is effective in a cooperative as well as a competitive mode.

2. Occasionally loses poise in stressful situations. May react to stressful situations by becoming hyperactive. Sometimes exhibits frustration.

3. Often loses poise. May show anger and frustration or withdraw when stress situation is intense. Has difficulty functioning under stress.

4. Has difficulty functioning under stress; unable to perform necessary duties.

G. Problem solving ability

1. Able to identify surface as well as underlying problems immediately and form action plans to correct them. Brings in new information, develops suggestions, checks for understanding and agreement among group members. Develops alternatives.

2. Able to identify problem but some difficulty in recognizing proper procedure for designing an action plan and executing it. Problems recognizing relevant data and information.

3. Some difficulty identifying central problems and action plan procedure is weak. Logic behind decision is unclear.

4. Unable to identify central problems in given situations.

H. Ability to create new ideas and solutions from limited information

1. Redefines problems so that new solutions can be considered, puts familiar things together in creative ways. Stimulates innovative thinking in others. Proposes new approaches and uses creative argumentation.

2. Has creative ideas but is unable to incorporate them into action plans.

3. Tends to stick to old ideas that were suggested in the beginning. Cannot use combination of others ideas to produce new insights.

4. Limited confidence in presenting original ideas.
I. Level of contribution to group discussions

1. Contributes freely. Actively solicits contributions of others.
2. Good participation.
3. Uneven participation, with a tendency to withdraw during group discussions.
4. Rarely contributes opinions or ideas.

J. Quality of group participation

1. Informed, articulate, flexible, honest. Keeps on track in discussion.
2. Informed and articulate but tends to carry discussion away from point at times.
3. Causes some complications within the group by disputing other members. Divides group at times.
4. Causes disruptions in groups that significantly impair productivity.

K. General ability to work in a group setting

1. Works well in group settings; offers and takes suggestions, talks freely and openly with others, promotes group harmony, concentrates on group goal, gives relevant contributions, and is sensitive and responsible.
2. Fairly strong in group interactions but shows some tendency to fluctuate in participation. At times may be withdrawn and quiet; on other occasions may become hostile or inappropriately argumentative.
3. Seems intimidated by group situations, does not participate actively, usually withdrawn and quiet.
4. Is disagreeable or inappropriately argumentative in interactions, may be late for meetings or not show interest when other group members are talking.

L. Group leadership ability

1. Leads conversations, listens well, willing to assume responsibility, keeps check on the direction the meeting is headed, resolves differences by negotiation and shows planning and organization of topic.
2. Able to lead conversations but shows some unwillingness to assume major responsibilities. Some problems with being able to resolve conflicts within the group. Planning and organization needs improvement.
3. Shows lack of flexibility. Runs group without allowing opinions of all to be expressed. Hinders group productivity.
4. Needs more structure while leading group. As a rule, is nondirective to the point
that the group is not able to come to needed decisions.

**M. Response to criticism**

1. Reacts favorably and listens to expressed opinions contrary to own, acknowledges others and their concerns.
2. Listens to others’ views yet reluctant to alter own belief even in the face of disputing evidence.
3. Listens but becomes overly defensive or apathetic at times.
4. Dismisses or fails to hear criticism.

**N. Quality of relationships with peers, faculty, and staff**

1. Friendly and empathetic, listens openly to others’ ideas, supportive and encouraging. Cooperative rather than competitive.
2. Friendly yet reluctant to accept others’ views without arguing. Tries to persuade others to see his/her side as most logical in most situations. Overall, cooperative in most situations.
3. Acts superior to or is indifferent to others and expects them to consistently agree with his/her ideas. If not, becomes overly competitive or interpersonally distant.
4. Has difficulty initiating and maintaining positive professional relationships.

**O. Cooperation**

1. Cooperative and goes out of way to help others, good-natured and congenial.
2. Generally cooperative and willing to help others when asked. Usually easy to get along with, but may be argumentative or difficult at times.
3. Level of cooperation may be highly variable. Sometimes unwilling to help others or forgets promises to help.
4. Uncooperative, resists assisting others. Very difficult to get along with, often seems to look for controversy.

**P. Responsiveness to the opinions/view points of others**

1. Actively seeks others’ opinions. Understands the perspective of others. Listens closely, integrates and synthesizes new information.
2. Listens to opinions given by others, but unable to integrate those opinions to strengthen own arguments and information.
3. Dependent on others’ opinions to help make final decisions. Has trouble making independent decisions without approval of others.
4. Ignores opinions of others when offered. Argues if members disagree with own point of view. Refuses to consider other opinions as helpful.

**Q. Ability to provide feedback to others**

1. Gives constructive rather than destructive criticism; offers helpful suggestions, focuses on issues and not the other individual’s personality. Addresses strong as well as weak points in presentations.

2. Provides more constructive than destructive criticism. Usually offers helpful suggestions, focusing on issues and not the other’s personality. Addresses strong as well as weak points in presentations. Occasionally lapses into the use of destructive criticism.

3. Some difficulty in distinguishing between constructive and destructive criticism, focuses more on negative points while ignoring positive ones. Overall suggestions are helpful and keep away from evaluating the personality of the member.

4. Criticism more destructive than constructive. Often makes attacks on the member's personality instead of the topic, suggestions tend to be "ordered" rather than "suggested."

**R. Interpersonal communication in a one-on-one situation**

1. Works to establish rapport. Communicates freely and openly. Shows interest in the other person and adapts style as necessary to keep the flow of the conversation going. Individual is able to see viewpoints of others in order to facilitate communication.

2. Shows positive communication in most cases, but some difficulty seeing viewpoints of others.

3. Often appears detached and distant during interaction. Has difficulty maintaining flow of information and adapting to viewpoints of others.

4. Very rigid interpersonally. Is obviously uncomfortable when communicating with others and shows minimal capacity to see viewpoints of others.

**S. Presentation skills**

1. Evidence presented in an orderly and well documented format. Follows an agenda, answers questions directly, recognizes limitations of own evidence. Appears relaxed and confident in front of the group.

2. Evidence presented shows some lack of organization and documentation. Overall, answers questions directly and recognizes limitation of evidence. May generally appear confident and relaxed.

3. Generally well prepared for the topic, but lack of organization or delivery style interferes with presentation. May be somewhat tense and nervous--shows in
delivery of presentation.

4. Lacks organization and important knowledge of subject. May be unable to answer questions directly. May appear anxious during presentation.

T. Written Communication

1. Presents ideas in a convincing way. Uses sentences that are connected and transitional. Uses acceptable format, and conveys substantial content. Strong summary or closing.

2. Writing style is adequate. Generally presents ideas in a convincing way. Sentences are usually clear and well formed. Content is generally substantive and attention is given to closing.

3. Needs review on proper form for writing notes and letters. Sentences not as clear as possible. Some problem with grammar and using words effectively.

4. Writing unclear and hard to follow. Lacks transitions between sentences and paragraphs. Ideas not clearly conveyed.
### Personal and Professional Conduct Evaluation Checklist

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Professional Development/Identity</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A* _____</td>
</tr>
<tr>
<td><strong>B. Professional Self-Confidence</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>C. Ability to work independently, conscientiousness</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>D. Flexibility</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>E. Time management and organizational skills</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>F. Ability to function in stressful situations</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>G. Problem-solving ability</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>H. Ability to create new ideas and solutions from limited information</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>I. Level of contributions to group discussions</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
<tr>
<td><strong>J. Quality of group participation</strong></td>
<td>1 _____ 2 _____ 3 _____ 4 _____ N/A _____</td>
</tr>
</tbody>
</table>

* N/A indicates not applicable or not enough information to rate
K. General ability to work in a group setting
   1____ 2____ 3____ 4____ N/A____

L. Group leadership ability
   1____ 2____ 3____ 4____ N/A____

M. Response to criticism
   1____ 2____ 3____ 4____ N/A____

N. Quality of relationships with peers, faculty, and staff
   1____ 2____ 3____ 4____ N/A____

O. Cooperation
   1____ 2____ 3____ 4____ N/A____

P. Responsiveness to the opinions/view points of others
   1____ 2____ 3____ 4____ N/A____

Q. Ability to provide feedback to others
   1____ 2____ 3____ 4____ N/A____

R. Interpersonal communication in a one-on-one situation
   1____ 2____ 3____ 4____ N/A____

S. Presentation skills
   1____ 2____ 3____ 4____ N/A____

T. Written communication
   1____ 2____ 3____ 4____ N/A____
## Written Comprehensive Exam Grading Rubric

### A. Specify Topic Domain

<table>
<thead>
<tr>
<th>Topic is unspecified, unfocused</th>
<th>Insufficient topic breadth or depth</th>
<th>Appropriate breadth; only relevant work cited</th>
</tr>
</thead>
</table>

### B. Demonstrate Control of Literature

<table>
<thead>
<tr>
<th>Studies cited without connection</th>
<th>Studies cited with some linkage</th>
<th>Fluent, well integrated connections made</th>
</tr>
</thead>
</table>

### C. Establish Importance of Topic

<table>
<thead>
<tr>
<th>Topic relayed without context in literature</th>
<th>Some indication of topic importance noted</th>
<th>Topic importance for research confirmed</th>
</tr>
</thead>
</table>

### D. Identify Research Opportunity

<table>
<thead>
<tr>
<th>Work cited without research context</th>
<th>Gaps in research findings noted; opportunity cited</th>
<th>Formulation of new research ideas</th>
</tr>
</thead>
</table>

### E. Demonstrate Command of Foundational Concepts (i.e., theory, models) Related to Literature

<table>
<thead>
<tr>
<th>Related foundation concepts integrated ignored or glossed over</th>
<th>Important concepts mentioned; understanding not well demonstrated</th>
<th>Foundation concepts with fluid clarity</th>
</tr>
</thead>
</table>

### F. Demonstrate Command of Foundational Concepts (i.e., statistics, measurement, assessment) Related to Research Approaches

<table>
<thead>
<tr>
<th>Technical concepts understandably like presented-clearly summarized</th>
<th>Technical concepts stilted Confusing or obfuscated</th>
<th>Technical concepts and definition</th>
</tr>
</thead>
</table>
General Description of the Harrisonburg-Rockingham County Community

Harrisonburg, VA, is a progressive and growing community situated in the center of the beautiful and historic Shenandoah Valley. With the Blue Ridge Mountains on the east and the Allegheny Mountains on the west providing protection, the area is generally free from climate extremes. The Valley floor itself is at an elevation of 1,000 feet while the city's elevation is 1,329. Harrisonburg is the center of commerce and travel for the area and is known for its poultry industry. Established in 1780, the city was named for Thomas Harrison, who donated the land for the Rockingham County Courthouse. Harrisonburg became the permanent county seat of Rockingham County in 1781 and was incorporated in 1849. The city currently encompasses 17.3 square miles and was deemed a city of the first class in April 1990. With a 2000 population of 40,468, Harrisonburg is approximately equidistant from Washington D.C. (124 miles), Richmond, VA (116 miles) and Roanoke, VA (111 miles).

The area is an educational center served by four post-secondary institutions. In addition to James Madison University, Eastern Mennonite University and Seminary, a private institution, is also located in the city. Bridgewater College, located just south of the city, is also private. State-supported Blue Ridge Community College is located just south of the city. Rockingham Memorial Hospital and the affiliated cancer center are located in the city and are equipped with modern facilities.

Air, rail, and bus transportation are available in the area. U.S. Air Express operates out of the Shenandoah Valley Regional Airport in Weyers Cave, VA, and provides both passenger and freight service. There are several private airfields situated in the area including Air Park located in Bridgewater, VA. Norfolk Southern Corporation Railroad serves the region, and locally based private and common carriers serve the area with general freight and specialties. Parcel post services are available for shopping, mailing, and delivery service. Interstate 81 runs north and south through the area and intersects with Interstate 64 at nearby Staunton, VA.
General Description of the University

Mission

We are committed to preparing students to be enlightened and educated citizens who will lead productive and meaningful lives.

University Organization

James Madison University is a coeducational state-aided university governed by its own board of visitors. The board consists of 15 members appointed by the governor and a non-voting student member appointed by the board. The president of the University, appointed by the board of visitors, is responsible for the administration of James Madison University. The president is assisted in the administration of the University by the executive vice president, who is responsible for the University's administration and finance division; the divisional vice presidents for academic affairs, student affairs and university advancement; the director of intercollegiate athletics; and the executive assistant to the president.

The President. The president is the chief administrative official of the university. Procedures have been established to enable the president to receive advice and recommendations from the various constituencies on campus. The process allows for the presentation of ideas and recommendations by faculty, students, or administrative personnel through committees, commissions, or the University Council.

The University Council. The membership of the University Council consists of the following persons: all division vice presidents, all provosts and deans, the director of libraries, the executive assistant to the president, all university commission and council chairs, the speaker of the Faculty Senate, five faculty senators, the president and the vice president of the Student Government Association, the president of the Honor Council, the chair of the University Program Board and one graduate student. The president of the university serves as the chair and a secretary is appointed. Specifically, the functions of the University Council are to advise the president of the University on matters of University governance; to implement the functions and exercise the authority delegated to it by the president of the University; to review and make recommendations on matters proposed by the faculty, staff, and students or through the Faculty Senate, Student Government Association, commissions or committees; and to refer appropriate matters to the Faculty Senate, Student Government Association, commissions, committees, groups or individuals for consideration and recommendations.

Statement of Community Values

James Madison University is an academic community dedicated to the highest standards of scholarship and the protection of academic freedom. Common values of the JMU community include the following:
1. Freedom of intellectual inquiry in the pursuit of truth

2. The importance of personal integrity

3. The right of every individual to be treated with dignity and respect at all times

4. The acceptance and appreciation of diversity in our community with regard to age, disability, ethnicity, gender, national origin, race, religion, sexual orientation, and political affiliation.
Useful Resources for Students

JMU Fact Sheet:  [http://www.jmu.edu/academics/facts.shtml](http://www.jmu.edu/academics/facts.shtml)

**Bookstore**
Phone: 568.6121
The bookstore is located across the parking lot from Godwin Hall. Completed in 2003, this bookstore offers 28,100 sq. ft. of the latest resources and technology-expanded text department, expanded general book department, expanded computer department, and wireless access [http://www.jmu.edu/bookstore/](http://www.jmu.edu/bookstore/).

*Tip: Some students have found it easier and cheaper to order books online from companies like Amazon.com or eFollets.com.*

**Card Services**
Phone: 568.6446
Card Services is where you get your JMU student ID. It is located on the third floor of Warren Hall (directly off the patio).

*Tip: Try your best to get your card before the undergraduate students come back from summer vacation. You must be registered for at least one class before Card Services will issue an ID card.*

**Carrier Library**
Phone: 568-6267

**East Campus Library**
Phone: 568-2731

*Tip: Trips to the library can often be minimized by using resources on the library web page ([http://www.lib.jmu.edu/](http://www.lib.jmu.edu/)).

*To set up off campus access for online databases and other resources, please review the following page: [http://www.lib.jmu.edu/proxy/default.aspx](http://www.lib.jmu.edu/proxy/default.aspx). This is useful too for setting up iPad or tablets to access library resources off campus.*

*The online databases allow you to do literature searches for journal articles and other periodicals from any computer as long as your computer is set up correctly.*

*Interlibrary loan is a service offered by the library that helps you get access to other libraries’ holdings. The service is free and requests can be made over the web.*
The Graduate School  
Phone: 568-6131.  
The Graduate School is located in Grace Street House at 17 West Grace Street.  
The link to The Graduate School homepage is: http://www.jmu.edu/grad/.

Health Center  
Phone: 568-6177   
The Health Center is a typical university health center. It is located on JMU’s main campus near Rockingham Memorial Hospital. The main link for the Health Center is: http://www.jmu.edu/healthctr/.

HelpDesk  
Phone: 568-3555.  
The HelpDesk is located in Frye. The HelpDesk can answer questions about computer problems or access issues. Their link is: http://www.jmu.edu/computing/helpdesk/

Tip: To set up your e-mail account visit http://www.jmu.edu/accounts

Off-Campus Life  
Phone: 568-6071   
Off-Campus Life is located in The Festival, Room 2107, East Campus, and has many resources useful for students in off-campus housing.

Tip: The web site, http://web.jmu.edu/ocl/, is a wonderful resource.

University Recreation (UREC)  
Phone: 568-UREC (8732) Hotline Number   
The hotline is available 24 hours a day and provides basic information like hours of operation. UREC’s link is: http://www.jmu.edu/recreation/.

Phone: 568-8700, Administration   
The administration line gets you in touch with a UREC representative who can answer questions.

University Parking  
Phone: 568-3300   
The parking office is on the ground floor of the parking deck located at the football stadium. The parking services link is: http://web.jmu.edu/parking/

Tip: Get your permit before undergraduates come back from summer vacation. You must have your car’s registration with you when you get your permit.
References


Appendix A
Components of the Capstone Course
LEAD 890 Advanced Leadership Dynamics
Draft Course Overview

Overview

The overall purpose of the capstone course is to bring together the multidisciplinary curriculum in a coherent manner where the student will have an opportunity to witness and evaluate some of the leadership and management issues facing organizations in their concentration. After satisfactory completion of this course and the qualifying exam, students will be advanced to candidacy.

Course Elements: The capstone course incorporates six interrelated activities.
Description of Course Elements and Learning Objectives

1. **Developing a Coherent Study Framework for Previous Work:** Students are expected to tie together content from previous courses in a manner to facilitate study for their written qualifying exam. This will take place within and outside of the classroom component of the class. The instructor will facilitate this synthesis.

2. **Externship Component:** The externship experience represents the culmination of the student’s formal course of study and is an applied learning opportunity external to the student’s current employment. The faculty member for LEAD 890 serves as the externship supervisor and oversees all aspects of the externship experience. Over the course, the student can expect to spend at least 100 hours “working” within or for another organization.

The specific details of this Externship will be negotiated with the LEAD 890 professor and your concentration coordinator. Each student, along with his or her advisor, will complete an externship proposal form prior to enrolling in LEAD 890. The proposal and off-campus supervisor will be reviewed and approved by the faculty member of record for the course and the concentration advisor. While the nature of the externship need not be specifically related to the student’s previous assistantship or practicum sites and experiences, it must provide an opportunity conducive for integration of previous learning, goals and objectives of the program, and demonstrate a wide variety of professional skills and competencies.

Another purpose of the externship component is to see leadership and change from a different perspective and to apply the student’s own learning about leadership and change to a specific situation. For example:

a. A student might extern in a local nonprofit where they work on a specific project that they can implement and evaluate both the implementation process and the outcomes.

b. A student might work virtually with another organization and assist in a specific project or shadow a top level leader.

The externship requirements cannot be filled with duties listed in the student’s current job description and under the supervision of the student’s current employment supervisor.
As in all JMU School of Strategic Leadership Studies courses, the JMU Honor Code and the Personal and Professional Conduct Evaluation Criteria apply during the externship experience and in the externship setting.

In this spirit, the following expectations are offered as a general guide. Some negotiation will be necessary for each contract, and some responsibilities will therefore vary.

**Responsibilities of the Extern:**

- To collaborate with the program to identify the externship site and negotiate the contract with the agency
- To apply and integrate doctoral program experiences with the needs of the agency
- To develop and maintain professional relationships
- To seek, recognize, and benefit from professional development opportunities
- To communicate clearly and professionally at all times
- To seek and accept supervision from the agency and the program
- To document the externship experience
- To tailor an evaluation method by which the externship experience, processes, tasks, products, and outcomes can be assessed and reported
- To prepare appropriate documents and reports, though not specifically requested

**Responsibilities of the SSLS:**

- To collaborate with the student toward development of a written contract
- To establish a working relationship with the agency prior to placement
- To be accountable for the student’s preparation
- To provide consistent and professional consultation and supervision to the student
- To maintain communication and understanding between the program and the agency
- To visit the agency at least once to assure expectations of all parties are being met
- To evaluate the externship experience, processes, and outcomes

**Responsibilities of the External Agency:**

- To provide professional level responsibilities and tasks to the student
To maintain communication with the program
To provide clear expectations regarding tasks, processes, and outcomes
To provide an environment (physical and intellectual) and resources (work space and equipment) conducive for professional demonstration of competencies
To provide the best possible supervision to the student

Sample Externship Outcomes Specific to Students in the K-12 Track:

- Analyze student achievement data by identifying low performing student groups based on demographic characteristics such as gender, ethnicity, economically disadvantaged, migrant, and homeless; or on educational categories such as students with disabilities, grade, or course.
- Interpret managerial decisions made by educational leaders according to the standards of the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC).
- Describe the typical tasks of a school administrator.
- Describe the opportunities and difficulties that a school administrator faces in a typical term; give specific behaviors you have observed.
- Construct an evaluation of a curriculum plan or program intervention in a K-12 setting that involves instrument construction and statistical analyses.
- Identify at least one concept from each of the following areas and apply this knowledge in an actual field experience: curriculum planning, fiscal affairs, professional development, safety plans, human resource utilization, legal process related to equity, effectiveness, or efficiency of school or school district operations.
- Identify one’s personal, technical, and leadership strengths and weaknesses and describe how they relate to effective school administration vision and performance.
- Describe one’s development as a leader to the collaborating (onsite) administrator and university supervisor.

3. **Journal:** Students will reflect on their own leadership and the learning from the externship and their readings in a journal. Faculty of record for the course will evaluate the journal for depth of analysis and reflection throughout the semester.

4. **New Readings:** Review of the strategic leadership literature as it relates to organizational change or other readings as appropriate that are specific to the externship project. The faculty of record will suggest this set of readings and may seek the advice of the concentration advisor.
5. **Written Comprehensive Qualifying Exam:** Four-hour exam to be completed before the sixth week of the semester covering a general set of topic areas including:

- Current and past leadership theories
- Strategic Management and the leader’s role
- Organizational Change and the leader’s role (these will be new readings for the LEAD 890 course introducing students to these concepts)
- Leadership challenges in the student’s area of concentration including changing environments for postsecondary education, K-12, or nonprofits.
- And another set of topic areas as defined by the candidate’s advisor with respect to content.

The exam will consist of essay questions and a case specific to the area of study for which students will apply readings.

6. **Project Report:** In completing the externship, the student will submit an approximately 25-30 page report that details the type of change efforts introduced by the organization. Faculty of record for the course, in consultation with the student’s concentration advisor will determine final grade and provide feedback.