Student Handbook
Ph.D. in Strategic Leadership
2016-2017 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 of 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 ssls@jmu.edu.
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Doctor of Philosophy in Strategic Leadership

Student Handbook

Introduction

Welcome to James Madison University

Welcome to the School of Strategic Leadership Studies (SSLS) 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.

Mission:

The School of Strategic Leadership Studies develops students into future organizational change agents through rigorous theoretical study and practical application coupled with experiential learning, emphasizing innovation and evidence-based decision making.

Vision:

The School of Strategic Leadership Studies is a visionary community dedicated to excellence in preparing students to be engaged pracademics leading transformative change in dynamic organizations.

Values:

Intellectual Curiosity: SSLS encourages inquiry into current issues faced in a variety of organizational settings including the nonprofit sector, postsecondary institutions, and beyond.

Principled: SSLS emphasizes ethical decision-making.
**Strategic:** We train leaders to be forward-thinking, planning and preparing for the challenges ahead.

**Research-based:** We require empirical evidence as the basis for scholarship and practice.

**Globally Attentive:** We recognize the global context in which we operate.

**Open-minded:** We encourage innovation and openness to change.

**Program Summary**

James Madison University offers an innovative, interdisciplinary doctoral program in Strategic Leadership with specialty tracks in Organizational Science & Leadership, Postsecondary Analysis & Leadership, and Nonprofit & 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 School of Strategic Leadership Studies offers a variety of out-of-class experiences to create strategic and visionary leaders who are change agents. These experiences are an integral part of your studies. To develop your leadership skills, you must be continually involved and invested in your development.

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 leaders in nonprofit, higher education, and other various organizations. The core curriculum requires 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 in a variety of organizational settings. All organizational 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 postsecondary education, nonprofit sectors, and other various organizations. Very few universities require their PhD students to take “business” courses. This program has a strong research component. Strategic Leadership doctoral students at JMU will take at least three assessment, statistics, and measurement courses (PSYC 605, PSYC 606, and PSYC 608) and an evaluation course specific to the student’s concentration. In addition, there is a required research project in each concentration and a 12-credit hour research-based dissertation. We believe these skills are important whether graduates enter practitioner or academic roles.
Our graduates will exhibit a variety of dispositional characteristics such as open-mindedness, flexibility in thinking, and strong interpersonal communication skills. Graduates will be able to communicate effectively in large public settings, but also in small groups and teams. These attributes are vital to successful leadership.

Often, organizational leaders 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 on business principles as part of the required curriculum. Considering that universities and nonprofit organizations 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.

- 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 organizations.
Why Strategic 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 effective, innovative new organizational leaders.

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), and 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 700; 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 891) 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 891).

**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 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 had 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, and 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 Strategic Leadership Studies and Psychology.**
*Advisor to the Postsecondary Analysis and Leadership concentration*
B.S., M.S., University of Tennessee; Ph.D., University of Iowa.

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

**Margaret F. Sloan, Associate Professor of Strategic Leadership Studies**
*Advisor to the Nonprofit & Community Leadership Concentration*
B.A., Alice Lloyd College; M.A., English, & MPA, University of Kentucky; Ph.D. University of Kentucky, Public Policy and Administration

**Adam Vanhove, Assistant Professor of Strategic Leadership Studies**
*Advisor to the Organizational Science and Leadership Concentration*
B.A.S., University of Minnesota Duluth; M.S., Colorado State University; Ph.D. Colorado State University

**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 an online 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).

After consulting with their faculty committee, students are expected to conduct their own dissertation research including writing their literature review, maintaining their data manipulations, and conducting their statistical analyses.

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.

In addition to the online version, the entire Honor Code is available for download as a PDF.
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) To develop your leadership skills, you must be continually involved and invested in your development. The School of Strategic Leadership Studies provides a variety of out-of-class experiences, which are an integral part of your studies. Your faculty member and/or concentration advisor will indicate when these are required events. Failure to participate in required events will negatively impact your personal and professional evaluation, as well as your grade, if tied to a course.

3) 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.

4) Students may not have more than 2 incompletes before enrolling in the next semester. All incompletes must be removed prior to taking the comprehensive exam.

5) Per graduate school policy, a student will be dismissed from the Program if the student receives more than two course grades below a “B-” (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, LEAD 750/760/770; MBA 620, 617, 691; 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.

6) Students are evaluated on professional conduct and general leadership abilities at key points during their doctoral studies. Professional conduct evaluations occur at the following times during the student’s doctoral studies:
   - After completion of the first concentration course
   - Before taking the comprehensive exam

See pages 51-61 for more information on the Professional Conduct Evaluation.

7) 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.
8) 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.

9) 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)

9) Students are given 8 years from the time of matriculation into the program to complete all required courses and defend their dissertation successfully. Students surpassing the allotted completion time of 8 years will need to request and submit an extension waiver to the Program Director. After submission, the extension waiver will be evaluated by their advisor along with the Program Director and core SSLS faculty for consideration to remain in the program.

10) Students who have been dismissed and wish to continue in the program must reapply to the School of Strategic Leadership Studies through The Graduate School. All new policies and curriculum requirements having changed since the student’s initial admittance will apply if the Admissions Committee chooses to accept the student back into the program. Advisors may also require additional coursework.

**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 graduate student "checklist". 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

- Submit Immunization Form
- Get Student ID (JAC card)
- Obtain Parking Pass
- Check JMU Email
- **Contact Your Advisor**
- Register for Classes via MyMadison
- Purchase Textbooks

Recommended Checklist Items

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

Beginning the Program and Advising

Each new student will be assigned an advisor, who will help the student identify the courses to be taken during the first semester of the student's program. It is the responsibility of the student to initiate advising meetings. Advising meetings should happen no less than once per semester. The student’s course plan should be recorded and submitted to the Educational & Student Support Specialist after advising meetings. 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 (if longer than six years, the credits can no longer be transferred, but the course may still be waived). 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.

Contact your advisor to request for credits to be transferred from a prior academic program. There is a limit of 9 credits that will be transferred from another program. The form is available here: http://www.jmu.edu/grad/_files/ApprovalOfTransferCredit%20fillable.pdf

Contact Educational & Student Support Specialist for form completion and submission.

**Continuous Enrollment**

In accordance with Graduate School policy (as stated in the Graduate School catalog):

“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."

The Graduate School has established a one-credit continuous enrollment course, **GRAD 597**. The tuition for this course is $50.00. No coursework or 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. This type of **Leave of Absence** requires approval of the Dean of The Graduate School.

Otherwise, according to Graduate School policy, “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.”

**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.
Conference Presentations

Part of a well-rounded doctoral experience includes participating in and presenting research at academic conferences and submitting to scholarly journals. SSLS encourages students to present their work in such venues, and The Graduate School at JMU supports such efforts with a limited number of travel grants for presenting students. Prior to submitting a paper proposal to a conference, journal, or other venue, students should take the following steps:

1. Seek guidance and feedback from advisor for finalizing and submitting scholarly work to journal, conference, etc.
2. Notify advisor and Educational & Student Support Specialist upon acceptance notification (send abstract, title, conference information, etc.)
3. Schedule a time for a “test” presentation
4. Review TGS Travel Grant information web page
5. Submit application to Educational and Student Support Specialist for collecting signatures and submitting to TGS
6. Go present!
7. Submit photos and reflection to Educational and Student Support Specialist upon return
8. Sign travel reimbursement forms to receive TGS travel grant funds
Program of Study Overview

The Doctor 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 700</td>
<td>Introduction to Leadership Studies and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 691</td>
<td>Strategic Organizational Leadership in Dynamic Environments</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 710</td>
<td>Advocacy and Volunteerism</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 890</td>
<td>Advanced Leadership Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>LEAD 891</td>
<td>Externship in Advanced Leadership (externship approval required prior to enrollment)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>Intermediate Inferential Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Measurement Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Multivariate Statistical Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Accounting for Decision-Making &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>MBA 617</td>
<td>Corporate Financial Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Core Hours** | **30**

**Business and Organizational Foundation Electives***:**

Pick Three MBA Electives in consultation with your advisor: (courses may include, but are not limited to those listed below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601</td>
<td>Management of Innovation &amp; Technology</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Project Management</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>MBA 644</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MBA 650</td>
<td>Managing Human Resources</td>
</tr>
<tr>
<td>MBA 664</td>
<td>Negotiations and Conflict Management</td>
</tr>
</tbody>
</table>

**Total Business and Organizational Course Hours (3 courses)** | **9**

**Concentration:**

Organizational Science, Postsecondary Analysis, or Nonprofit Leadership

**Total Concentration Hours** | **15**

**Required Research Experiences:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>LEAD 900</td>
<td>Doctoral Dissertation</td>
<td>12</td>
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***Additional advanced statistics courses or concentration courses outside the student’s concentration of study may be used to fulfill this requirement with advisor approval.
Concentration Courses

**Organizational Science & Leadership**
Organizational Science Theory & Change (LEAD 750) - 3 hours
Organizational Transactions & Change Leadership (LEAD 751) - 3 hours
Strategic Organizational Design (LEAD 752) - 3 hours
Organizational Policy: Analysis & Accountability (LEAD 754) - 3 hours
Research in Organizational Leadership (LEAD 753) - 3 hours

**Nonprofit & Community Leadership Concentration**
Proseminar in Principles of Nonprofit Organizations (LEAD 760) – 3 hours
Civil Society and the Nonprofit Sector (LEAD 761) – 3 hours
Philanthropy and Resource Development (LEAD 763) – 3 hours
Leadership & Accountability for Nonprofit Organizations (LEAD 764) - 3 hours
Research Project (LEAD 765) - 3 hours

**Postsecondary Education**
Assessment and Public Policy (LEAD/PSYC 770) - 3 hours
Policy Development and Analysis in Postsecondary Education (LEAD 780) – 3 hours
Proseminar in Postsecondary Education (LEAD 785) – 3 hours
Research Practicum in Postsecondary Studies (LEAD 800) – 6 hours

**LEAD 700 Final Exam**
All students are required to take LEAD 700 their first semester in the program. As part of the course requirements in LEAD 700, Introduction to Leadership Studies and Ethics, students must pass the 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 with a grade of B or higher on the first administration will be given an opportunity to study further and retake the exam. Only one retake is permitted. Failure to pass this exam will result in dismissal from the program.

**Comprehensive Exam**

**Comprehensive Assessment Committee**
Upon completion of all coursework, students are required to sit for a comprehensive exam. All incompletes must be removed from their transcripts prior to taking the exam. Each student will have a comprehensive assessment committee. The comprehensive exam assessment committee will consist of the LEAD 890/LEAD 891 instructor, the student’s concentration advisor, and the program director. Additional faculty members may be invited to join the committee at the discretion of the concentration advisor. These committee members will work together to develop exam questions for the comprehensive
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 exam study guide for the 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 will be offered three times per year: near the beginning of the fall, spring, and summer terms. Students are allotted 5 hours to complete the exam. Students may bring books, notes, and a laptop to the exam, which will be completed on campus.

Grades of Fail, Pass, and Pass with Distinction are awarded by consensus of the examiners utilizing the comprehensive exam rubric. The examiners may request that a
specific question be redone. 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.

After consulting with their faculty committee, students are expected to conduct their own dissertation research including writing their literature review, maintaining their data manipulations, and conducting their statistical analyses. Students are advised to consult JMU’s honor code at http://www.jmu.edu/honor/code.shtml.

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. Please note that enrollment in LEAD 900 is by permission only. Contact Educational & Student Support Specialist for issuance of a permission number.

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.

Role of Dissertation Committee Members

The dissertation chair is the point person for the student regarding the dissertation. Committee members will communicate through the chair regarding requested changes or additions to the dissertation. Dissertation committee members are selected based on their expertise regarding the dissertation topic and/or methodology. Dissertation committee members function as topical advisors and discussants for the student. Concerns regarding the dissertation are to be directed to the committee chair who determines the manner and format of the response to the student.

Dissertation Oral Proposal Defense Meeting

The student must be enrolled in LEAD 900 for the semester the proposal defense occurs. When the dissertation proposal has been approved by the dissertation chair, the dissertation committee will meet to approve or disapprove the oral presentation of the dissertation 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/researchintegrity/irb/irbtraining.shtml has been completed and IRB approval granted.

Utilizing the Dissertation Proposal Rubric, 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. Upon passing, students will be considered Ph.D. candidates.

In the event that 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 program faculty and presented in writing to the dean of the College of Business.
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**

Graduate students are required to complete a minimum of 12 dissertation credit hours in LEAD 900. If students have completed the maximum number of dissertation hours required, but still have not successfully defended their dissertation, they must be enrolled in LEAD 900 or LEAD 899 (by consultation of the advisor) each semester until they complete and defend their dissertation. NOTE: The continuous enrollment course, GRAD 597, cannot be used as a dissertation continuance course, and may only be used in cases where no faculty time is being used.

**Dissertation Grading**

A grade of “S” (satisfactory) or “U” (unsatisfactory) grade will be entered into the MyMadison 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 MyMadison. 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 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 all deadlines specified by The Graduate School, and that the School of Strategic Leadership Studies will require students to meet internal deadlines which precede these, in particular, surrounding dissertation and graduation.

**Graduate School Policies**

Students should obtain a copy of The Graduate School's Format Manual and refer to The Graduate School’s Thesis, Research Project and Dissertation Guidelines early in the dissertation process. The manual and guideline webpage contain 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. 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 the committee. 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 must be enrolled in dissertation credits (LEAD 900 or LEAD 899 if you have already completed 12 hours of LEAD 900) during the semester of the dissertation defense.
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/deanofstudents/.

**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 (2016-2017) here [http://www.jmu.edu/gradcatalog/16/academic-policy/general-regulations.shtml#GradeReviewProcedures](http://www.jmu.edu/gradcatalog/16/academic-policy/general-regulations.shtml#GradeReviewProcedures)

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.
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, html, 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

Core Course Descriptions

LEAD 700- Introduction to Leadership Studies and Ethics:
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. Continuation in the program is contingent upon passing the LEAD 700 final exam with a grade of B or higher.

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.

**LEAD 710 Advocacy and Volunteerism:**

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.

LEAD 890 Advanced Leadership Dynamics (capstone course):

Overview
The overall purpose of the capstone course is to bring together the multidisciplinary SSLS curriculum in a coherent manner providing the student an opportunity to read and evaluate some of the current leadership and management issues facing organizations in their concentration and generally. After satisfactory completion of this course, LEAD 891 (the externship) and the qualifying exam, students will be advanced to candidacy.

Course Perspective
This is a PhD level capstone course. The responsibility for the general direction and content of the course will be provided by the instructor of record. The expectation is that the students will take a key teaching and facilitation role in the delivery of the course. The perspective of the capstone course is that both the instructor and the students are teachers and pupils simultaneously in this learning environment.

Course Elements: The capstone course incorporates several integrated 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 and integrate additional content in a manner to facilitate moving to the dissertation stage as well as preparing for the written qualifying exam. This will take place in the classroom through scholarly discussions, student lead presentations and analysis as well as instructor and student lead synthesis material.

2. **New Readings**: Review of the current strategic leadership literature as it relates to organizational change and other readings as appropriate. The faculty of record will suggest this set of readings and may seek the advice of the concentration advisors.

3. **Leadership Philosophy**: Creating a fully developed and cited leadership philosophy for current and future professional use.

4. **Professional Communication**: Professional practice requires well developed communication skills. All assignments written or verbal are to be presented in appropriate form. *If you need help developing your writing skills, please take advantage of the Writing Resources available on campus*. Additional resources can be found on Canvas. In preparation for the dissertation phase of your program attention to The Graduate School style guide, use of non-stigmatizing language, proofreading, and APA style will be emphasized.

5. **Written Comprehensive Qualifying Exam**: In preparation for the five-hour exam the course will cover 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, organizational settings, or nonprofits.
   - Other topic areas as defined by the concentration faculty 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.

**LEAD 891 Externship in Advanced Leadership Dynamics**

**LEAD 891 SSLS Externship**

**Overview**

The overall purpose of the Externship 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 their externship organization. LEAD 891 utilizes and requires integration of the organizational and leadership readings from LEAD 890.

**Course Elements**: The Externship experience incorporates three interrelated activities.
Description of Course Elements and Learning Objectives

6. Developing a Coherent Framework for the Externship: Students are expected to tie together content from previous courses in a manner to facilitate an understanding of organizational leadership and change strategies for analysis in their externship setting.

7. 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 891 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 891 professor and your concentration advisor. Each student, along with his or her advisor, will complete an externship proposal form prior to enrolling in LEAD 891. 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 current/previous employment, practicum sites or 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 fulfilled with duties listed in the student’s current job description and under the supervision of the student’s current employment supervisor.

Externship Responsibilities

The following expectations/responsibilities 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
- TO THANK VERBALLY AND IN WRITTEN FORMAT YOUR INSTITUTIONAL HOST AND SUPERVISOR

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

8. **Journal:** Students will reflect on their own leadership and the learning from the externship and the 890 readings in a journal. Faculty of record for the course will evaluate the journal for depth of analysis and reflection throughout the semester. Three journals will be required over the course of the externship experience. A final integrative journal is also required. A template for journaling will be provided.

9. **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. A template for the report will be provided. Faculty of record for the course, in consultation with the student’s concentration advisor will determine final grade and provide feedback.

**Student Instructor Communication:**

The externship experience is unique to each student and each externship site. While 891 is a course it does not typically follow the flow of a traditional classroom based course. *It is critical therefor that the student take the lead to be in communication with the instructor of record regarding the progress of the externship experience as well as timing issues that relate to the semester structure of the academic world.*

**Professionalism, Classroom Etiquette, and Participation:**

LEAD classes are predicated on preparing scholar professionals. As such, distinct from academic programs that consider only scholastic performance, faculty also monitor students to determine if they are engaging in behaviors appropriate to scholarly and professional conduct. Therefore, demonstration of standards appropriate to the PhD level is considered to be a normal part of the course requirements. In
addition to fulfilling the academic expectations, students are also expected to cultivate the following habits and characteristics. Consistent deficits in any of these areas may impact the final grade.

- Punctuality
- Attendance
- Follow through/dependability
- Meeting of deadlines
- Handling stress
- Using humor appropriately
- Assumption of responsibility for actions
- Flexibility
- Work organization
- Effective use of written feedback
- Acceptance of verbal feedback
- Effective use of verbal feedback

**Email Guidelines:**
With all written and verbal correspondence, professionalism is important. Please maintain professional communications in all email correspondence and use the following guidelines.

1. Use only your JMU email address.
2. State your first and last name, course name, and subject of the email in the Subject heading (for example, LEAD 663, John Public, 990 Question).

**Written Work Back-Up:**
Keep a second copy of any written work submitted. If for any reason work submitted is lost/misplaced/not available, the instructor cannot assume that work was submitted and was of acceptable merit. Likewise, keep exams and papers returned with a grade or comments should grade lists be lost or inadvertently deleted from a faculty computer. In the event of the above, it would be your responsibility to submit the material in question.

See [http://www.jmu.edu/syllabus for information on the following course polices:](http://www.jmu.edu/syllabus)

- Attendance Policy
- Academic Honesty/Honor Council Statement
- Adding/Dropping Courses Policy
- Disability Accommodations
- Inclement Weather Policy
- Religious Observation Accommodations

See [SSLS student handbook for information on school policies regarding:](http://www.jmu.edu/syllabus)

- Problem Identification, Remediation and Retention/Termination
- Expected Student, Decision-making, Informational literacy, and Interpersonal Competencies

**MBA 691 Strategic Organizational Leadership in Dynamic Environments:**

This course develops leadership skills to be applied in organizational settings or as executive consultants. Topics include crisis leadership, strategy making and implementation, optimal structure and design, leading to inspire internal and external organizational stakeholders, macro-environment scanning and competition-sensitive decision-making, and evidence-based leadership. The interconnectedness of curriculum-wide course concepts is emphasized using case studies and simulations.
• 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.

**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)

**MBA 620 Accounting for Decision Making and Control:**
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.

**MBA 617 Corporate Financial Decision Making:**
This course provides in-depth study of the theories of capital structure, capital budgeting, long-term financing decisions, working capital management, and current topics such as mergers and bankruptcy. Students will analyze various capital budgeting evaluation methods, evaluate how firms make capital structure decisions, perform financial analysis to assess the financial condition and performance of a business entity, and examine to what extent corporate policy affects the value of a firm. MBA 620 is taken prior to MBA 617.

Electives (choose 3 from those offered in the MBA program. Courses must be approved by the student’s advisor and may include but are not limited to):
Research Methodology Courses

PSYC 605 Intermediate Inferential Statistics:
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.

PSYC 606 Measurement Theory:
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.

**PSYC 608 Multivariate Statistical Methods in Psychology:**
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.

SSLS Concentration Courses

Organizational Science & Leadership Concentration

LEAD 750 Organizational Science Theory and Change: This course provides a broad overview of the field of organizational science and key components that unite and divide the field drawing upon an overview of various social science disciplines such as organizational development, change, climate, and culture. Prerequisite: LEAD 700

LEAD 751. Organizational Transactions and Change Leadership: This course is designed to introduce students to the principles of organizational transactions, internal and external, with a focus on leading organizational change. The course links communication theory and research to effective practices, emerging issues, evaluation and experiential learning opportunities in organizational practice. Prerequisite: LEAD 750

LEAD 752. Strategic Organizational Design: This course examines the key theories, purposes, and roles of organizations in today’s world. The main focus is on the design and structure of organizations based on their mission; environments; complexity; size; and span. Differences between public, private and governmental organizations are examined. Organizational culture and its effect on ethics, change leadership, and innovation are studied. Designing for performance, sustainability and innovation are foci of this course. Prerequisite: LEAD 750

LEAD 753. Research in Organizational Leadership: This course focuses on principles of research design and planning in organizational science and leadership. Students will conduct a defensible research topic, research plan, data collection, selection of methodology, and implications. Prerequisites: LEAD 751, LEAD 752, LEAD 754
LEAD 754. Organizational Policy: Analysis and Accountability: This doctoral level course is designed to develop organizational leaders’ practices related to and theoretical understanding of policy, accountability and assessment in organizations and in organizational science generally. Prerequisite: PSYC 606.

Nonprofit & Community Leadership Concentration

LEAD 760 Proseminar in Principles of Nonprofit Organizations: 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

**LEAD 761 Civil Society and the Nonprofit Sector:** 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.

**LEAD 763 Philanthropy and Resource Development:** 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.

**LEAD 764 Leadership and Accountability for Nonprofit Organizations:**

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 & 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

**LEAD 765 Research Project in Nonprofit and Community Leadership**

**Postsecondary Analysis & Leadership Concentration**

**PSYC 770 Assessment and Public Policy:**
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.

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.

**LEAD 780 Policy Development and Analysis in Postsecondary:**
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.

**LEAD 785 Proseminar in Postsecondary Education:**
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.

**LEAD 800 Research Practicum in Postsecondary Studies (6 credit hours):**
In this course students:
• Review and apply technological-based search strategies, statistical software, data collection options and ethics, measurement approaches, research designs, and advanced multivariate 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.
• Complete a research study 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.
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 director and core faculty will evaluate student progress after completion of the first concentration course and before taking the comprehensive exam. The Personal & Professional Evaluation may be completed at any other time as deemed necessary by the faculty. 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 evaluation process. The faculty 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. Student has attended nearly all required
and optional professional development events organized by SSLS faculty within the concentration.

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. Student has attended required professional development events organized by SSLS faculty within the concentration.

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. Student has missed some required professional development events organized by SSLS faculty within the concentration.

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. Student has missed many of the professional development events organized by SSLS faculty within the concentration.

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/viewpoints 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**

**A. Professional Development/Identity**

1 _____ 2 _____ 3 _____ 4 _____ N/A*

**B. Professional Self-Confidence**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**C. Ability to work independently, conscientiousness**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**D. Flexibility**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**E. Time management and organizational skills**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**F. Ability to function in stressful situations**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**G. Problem-solving ability**

1 _____ 2 _____ 3 _____ 4 _____ N/A

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

1 _____ 2 _____ 3 _____ 4 _____ N/A

**I. Level of contributions to group discussions**

1 _____ 2 _____ 3 _____ 4 _____ N/A

**J. Quality of group participation**

1 _____ 2 _____ 3 _____ 4 _____ N/A

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* N/A indicates not applicable or not enough information to rate
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<td>Response to criticism</td>
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<td>Quality of relationships with peers, faculty, and staff</td>
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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. As of the 2010 census, the population was 48,914. 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. Sentara Rockingham Memorial Hospital and the Hahn Cancer Center are located in the city and are equipped with modern facilities.
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.

Vision

To be the national model for the engaged university: engaged with ideas and the world.

Values

Academic Quality: We are dedicated to exemplary learning experiences because they are the essence of our mission.

Community: We thrive when we collaborate, respect and serve others, and appreciate our interconnectedness.

Diversity: We strive to be an inclusive community that values the richness of all individuals and perspectives.

Excellence: We seek to be innovative and to perform at the highest levels.

Integrity: We pursue ethical reasoning because it is essential to meaningful citizenship.

Student Focus: We provide experiences that challenge and support students.

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.

Useful Resources for Students

See SSLS website for the following links:

New Student Checklist
SSLS Orientation.ppt

Be sure to start checking your dukes.jmu.edu email account for important announcements as soon as you receive an offer of admission from The Graduate School.

JMU Fact Sheet: https://www.jmu.edu/about/fact-and-figures.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/.

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 second floor of Student Success Center.
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/connect/](http://www.lib.jmu.edu/connect/) 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/](http://www.jmu.edu/grad/).

**Health Center**
Phone: 568-6177
The Health Center is a typical university health center. It is located in Student Success Center. The main link for the Health Center is: [http://www.jmu.edu/healthctr/](http://www.jmu.edu/healthctr/).

**HelpDesk**
Phone: 568-3555.
Located in Student Success Center. The HelpDesk can answer questions about computer problems or access issues. Their link is: [http://www.jmu.edu/computing/helpdesk/](http://www.jmu.edu/computing/helpdesk/)

Tip: To set up your e-mail account visit [http://www.jmu.edu/accounts](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/](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 Champions Parking deck, located at the football stadium. The parking services link is: [http://www.jmu.edu/parking/](http://www.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
LEAD 891 – EXTERNSHIP PROPOSAL

Student: ___________________________ Dates: _____________________

ORGANIZATION:

OVERALL OBJECTIVES AND FOCUS:

TIME REQUIREMENT: 100 Hours – To be completed: _______________

OVERVIEW OF EXTERNSHIP:

Signatures:

____________________________________________  ___________________
Program Director      Date

____________________________________________  ___________________
Concentration Advisor    Date

____________________________________________  ___________________
Student                  Date


Requirements and Expectations of Externship Participants

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 site
- To apply and integrate doctoral program experiences with the needs of the site organization
- 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 site organization 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 Externship Site:
- To provide professional level responsibilities and tasks to the student
- To maintain communication with the program (which may include monthly check-ins)
- 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
General Outline for Project Paper around the topic of Implementation of Change

Typical sections in a paper on this topic may include: (Total length approximately 25 to 35 pages)

I. Overview of the organization: Aims, mission statement, brief history, and organizational structure. You can include an organizational chart to illustrate the various layers within the organization.

II. Organizational culture/readiness for change (campus, state, federal environmental influences; change in leadership)

III. Changes organization is implementing: Goals of the change, student learning outcomes, curricular, co-curricular, and programmatic interventions, policy changes

IV. Description of primary stakeholders in the process

V. Description of proposed implementation process: whole-campus approach, timeline, communications plan

VI. Anticipated organizational facilitators of change and collaboration and how these will be capitalized upon in introducing the initiative

VII. Anticipated organizational inhibitors of change (and how these will be addressed)

VIII. The role of cross-disciplinary teams in the change process

IX. The role of leadership in the change process

X. Evaluation of program outcomes as well as the effectiveness of the implementation process.
Appendix B

Written Comprehensive Exam Grading Rubric (Revised 4/21/16)

A. Overall analysis, synthesis, and interpretation of question.

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<tr>
<td>Answer is unspecified, unfocused</td>
<td>Insufficient answer breadth or depth</td>
<td>Appropriate breadth; only relevant work cited</td>
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Q1  Q2  Q3  Q4  Avg.

B. Application of related literature

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<tr>
<td>Studies cited without connection</td>
<td>Studies cited with some linkage</td>
<td>Fluent, well integrated, connections made</td>
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Q1  Q2  Q3  Q4  Avg.

C. Demonstrate Command of Leadership and Concentration Foundational Concepts (i.e., theory, models)

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<td>Related foundation concepts ignored or glossed over</td>
<td>Important concepts mentioned; understanding not well demonstrated</td>
<td>Foundation concepts integrated with fluid clarity</td>
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Q1  Q2  Q3  Q4  Avg.

D. Demonstrates command of research design and application (i.e., statistics, measurement, assessment)

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<td>Technical concepts confusing or obfuscated</td>
<td>Technical concepts stilted and definition-like</td>
<td>Advanced/Technical concepts understandably presented and clearly summarized</td>
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Q1  Q2  Q3  Q4  Avg.

Overall Average: ______  Pass with distinction_____  Pass_____  Fail_____

Comments: ___________________________________________________________________________________
_____________________________________________________________________________________________

Signatures:

Concentration Advisor  Date

Program Director  Date
Appendix C

Dissertation Proposal Rubric (Revised 8/11/15)

A. Specify Topic Domain

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<td>A.</td>
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<td>Insufficient topic breadth or depth</td>
<td>Appropriate breadth; only relevant work cited</td>
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B. Demonstrate Control of Literature

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<td>B.</td>
<td>Studies cited without connection</td>
<td>Studies cited with some linkage; synthesis of literature (e.g. meta-analysis)</td>
<td>Fluent, well integrated connections made; leads to next steps</td>
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C. Establish Importance of Topic

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<td>C.</td>
<td>Topic relayed without context in literature</td>
<td>Some indication of topic importance noted</td>
<td>Topic importance for research confirmed</td>
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D. Identify Research Hypotheses

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<td>D.</td>
<td>No hypotheses; not stated in research context</td>
<td>Work cited without research context</td>
<td>Gaps in research findings noted</td>
<td>Formulation of research ideas; clear hypotheses stated</td>
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E. Demonstrate Command of Foundational Concepts (i.e., theory, models) Related to Literature

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<td>Foundation concepts integrated with fluid clarity</td>
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F. Research Design

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No design proposed | Design does not match problem | Multivariate Statistical design reflects sophistication of problem

G. Applied Measurement to Research Approaches

<table>
<thead>
<tr>
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<td>Instruments adopted without empirical</td>
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<td>Instrumentation reflects advanced procedures review &amp; validity research (e.g. confirmatory factor analysis, inter-rater reliability analyses, construct validity evidence)</td>
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H. Sample

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<tbody>
<tr>
<td>Samples not defined</td>
<td>Sample size ill-defined; sample does not address hypothesis</td>
<td>Samples are feasible and generalizable</td>
<td></td>
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I. Oral Presentation

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<td>Defensiveness</td>
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### J. Feasibility

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Research design has major constraints; not feasible</td>
<td>Research design has minor constraints that may impact ability to carry out the planned work</td>
<td></td>
<td></td>
<td>Research design is feasible</td>
</tr>
</tbody>
</table>

Approved______  Not Approved______  Approved with stipulations listed below _____

Comments (circle those which are stipulations for approval):
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Signatures:

Dissertation Advisor _______________________________ Date __________

Student _______________________________ Date __________
Appendix D  
Dissertation Defense Rubric (Revised 8/11/15)

Student’s name: _____________________
Defense date: _______________________
Dissertation chair: ___________________

A. Specify Topic Domain

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

B. Demonstrate Control of Literature

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<tbody>
<tr>
<td>Studies cited without connection</td>
<td></td>
<td></td>
<td>Studies cited with some linkage; synthesis of literature (e.g. meta-analysis)</td>
<td></td>
<td>Fluent, well integrated connections made; leads to next steps</td>
</tr>
</tbody>
</table>

C. Establish Importance of Topic

<table>
<thead>
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<tbody>
<tr>
<td>Topic relayed without context in literature</td>
<td></td>
<td></td>
<td>Some indication of topic importance noted</td>
<td></td>
<td>Topic importance for research confirmed and extends current knowledge in the field</td>
</tr>
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D. Identify Research Hypotheses

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<tbody>
<tr>
<td>No hypotheses; not stated in research context</td>
<td>Work cited without research context</td>
<td>Gaps in research findings noted</td>
<td></td>
<td></td>
<td>Formulation of research ideas; clear hypotheses stated</td>
</tr>
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### E. Demonstrate Command of Foundational Concepts (i.e., theory, models) Related to Literature

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<tbody>
<tr>
<td>Related foundation concepts ignored or glossed over</td>
<td>Important concepts mentioned; understanding not well demonstrated</td>
<td>Foundation concepts integrated with fluid clarity</td>
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### F. Research Design

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### I. Statistical Analysis

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</thead>
<tbody>
<tr>
<td>Only descriptive statistics reported</td>
<td>Univariate techniques</td>
<td>Multivariate analytical techniques (e.g. MANOVA, discriminant analyses) Mixed Methods clearly explicated with Multivariate Techniques</td>
<td>Advanced multivariate techniques (e.g. SEM, HLM) Mixed Methods with Advanced Multivariate Techniques</td>
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</table>

### J. Interpretation of Results

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</thead>
<tbody>
<tr>
<td>Interpretations not based on data</td>
<td>No limitations stated</td>
<td>Clear data-based interpretations</td>
<td>Next steps outlined</td>
<td></td>
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### K. Oral Presentation

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Pass_____ Fail_____

Comments:

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______________________________________________________________________________________
______________________________________________________________________________________

78
Signatures:

______________________________  ____________________________
Dissertation Committee Chair      Date

______________________________  ____________________________
Dissertation Committee Member     Date

______________________________  ____________________________
Dissertation Committee Member     Date

______________________________  ____________________________
Student                          Date