



S C H O O L O F
Strategic Leadership Studies

JAMES MADISON UNIVERSITY®

**Ph.D. in
Strategic Leadership Studies
Student Handbook
2021-2022 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 Studies
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 doctoral career, we have prepared this handbook describing many of the rules, requirements, policies, and documents relevant to the Ph.D. Program in Strategic Leadership Studies 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 Studies. 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, the corporate world, 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 Studies* with areas of emphasis 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. Our faculty aim to produce leaders in a variety of organizational settings and leadership scholars. All organizational venues are being challenged to change, and our students are trained to meet these demands.

Along with core courses in leadership theory and literature, the program requires management, business, and accountability principles 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; quantitative measurement and statistics, and accountability coursework; and leadership courses in theories, role, governance, and

strategic management with elective options as well as an externship. To our knowledge, no other program exists with this model.

Our model is a new paradigm for training leadership scholars in postsecondary education, nonprofit sectors, and other various organizations. Very few Ph.D. programs with strong quantitative research requirements require their students to also take “business” courses. Strategic Leadership Studies doctoral students at JMU will take at least four research and methods courses, specifically assessment, statistics, and measurement courses (LEAD 705; PSYC 605, PSYC 606, and PSYC 608), and an interdisciplinary evaluation course (LEAD 805). In addition, there is a required research project in higher-level course work and a 12-credit hour research-based dissertation (LEAD 900). We believe these skills are important whether graduates enter practitioner or academic roles.

Often, organizational leaders are charged with the responsibility of managing million-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 nonprofit, higher education, and corporate leaders are trained.

Our graduates 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.

Strategic Leadership Studies 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.
- Contribute scholarship to the field of leadership studies.
- 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 and organizational perspective and evaluate available evaluation instruments.
- Describe the role and key applicable skills of a successful leader 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 Studies, and How is it Defined?

Among scholars and practitioners alike, there is 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 and leadership scholars.

Background, definition, characteristics and types of Leadership

Leadership is one of the most examined phenomena in social sciences because it is universal (Bass & Bass, 2008) and has many definitions given its complexity, multi-disciplinary and elusive nature. Warren Bennis, a renowned American scholar and a pioneer of contemporary field of leadership studies, once said that the quality of our lives is dependent of our leadership underscoring the importance of leadership across cultures and societies. Some of the more widely used definitions include the following three: “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.

Over the years, leadership has evolved and continues to develop starting with the “great man theory” which focused on leadership as a quality within an individual (Ayman, 1993; Chemers, 1997; Zaccaro, Kemp & Bader, 2004); to more complex subsequent theoretical developments and empirical investigations in the 20th century that explained leadership

using contingency models which include the leader's characteristics and traits, the situation at hand and outcomes (Fielder, 1964). Effective leaders possess strong social skills (Ferris, Perrewé, & Douglas, 2002), including emotional intelligence (Goleman, 1995), the capacity to persuade (Cialdini, 2001), hard and soft power skills (Nye, 2008), and political skills (Ferris, Davidson, & Perrewé, 2005); but more importantly, there can be no leaders without followers (Bandura, 1986; Bass, 2008; Grant & Ashford, 2008; Brown, 2018).

Effective leaders should also be strategic. Proponents of strategic leadership theory (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 strategic leadership, there are several other types of leadership that are discussed in the program, including ethical leadership (Treviño, Hartman, & Brown, 2000; Ciulla, 2020), transactional (Burns, 1978) and transformational leadership (Bass, 1990), bureaucratic and charismatic (Weber, 1905), autocratic/democratic/laissez-faire (Lewin, Lippitt, & White, 1939), servant (Greenleaf, 1977), entrepreneurial (Renko 2018), and complexity leadership (Uhl-Bien, 2006), among others. These leadership theories come from a variety of disciplinary perspectives and are not mutually exclusive.

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 this program will address leader emergence and development (Bray, Campbell & Grant, 1974; Day, 2000; Gottfried, Gottfried, Reichard, Guerin, Oliver & Riggio, 2011); students will also have the opportunity to discuss and observe similarities and differences between managing and leading (Bennis, 1989; Bennis & Nanus, 1985; Kotter, 1990, 1999).

Leadership in the Program

The Strategic Leadership Studies Doctoral Program is designed to help students study these topics at the doctoral level to advance the scholarship of leadership studies and learn how to apply appropriate leadership functions across a variety of organizational settings. Early courses (e.g., LEAD 700; LEAD 750) cover foundational leadership scholarship and theories. Later coursework and fieldwork (e.g., LEAD 891- Externship in Advanced Leadership Dynamics) provides 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 Studies 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 (LEAD 890) 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.

Program Faculty

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

Margaret F. Sloan, Professor of Strategic Leadership Studies

Director, Professor, & Advisor

Ph.D., University of Kentucky

M.A. & M.P.A., University of Kentucky

B.A., Alice Lloyd College

Adam J. Vanhove, Associate Professor of Strategic Leadership Studies

Advisor for Organizational Science and Leadership

Ph.D., Colorado State University

M.S., Colorado State University

B.A.S., University of Minnesota Duluth

Benjamin S. Selznick, Assistant Professor of Strategic Leadership Studies

Advisor for Postsecondary Analysis and Leadership

Ph.D., New York University

M.A., New York University

B.A., Dartmouth College

Nara Yoon, Assistant Professor of Strategic Leadership Studies

Advisor for Nonprofit & Community Leadership

Ph.D., Syracuse University

M.P.A., Yonsei University

B.A., Yonsei University

Program Staff

Brooke Rhodes, Admissions Coordinator & First Year Advisor

M.B.A., James Madison University

B.A., Bridgewater College

Faculty Emeriti

Karen A. Ford, Professor of Strategic Leadership Studies and Social Work.

Former Director of the School of Strategic Leadership Studies & Professor Emeritus

D.S.W., Howard University

M.S.W., Virginia Commonwealth University

B.A., Emory & Henry College

T. Dary Erwin, Professor of Strategic Leadership Studies and Psychology

Former Advisor for Postsecondary Analysis and Leadership & Professor Emeritus

B.S., University of Tennessee

M.S., University of Tennessee

Ph.D., University of Iowa

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/honorcode/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 JMU Student Handbook or by contacting the [Honor Council Office](#). The complete JMU Honor Code, including organizational processes, is available at: <http://www.jmu.edu/honor/code.shtml>.

Honor Code Contact Information

Honor Council Office:

Johnston Hall

MSC: 7506

Telephone: (540) 568-6383

Website: <http://www.jmu.edu/honorcode>

Honor Code

A. 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, *in whole or in part*, or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials (*materials used without instructor permission*) may include, but are not limited to notes, textbooks, *electronic devices, and previous works*. *Previous works include, but are not limited to examinations, papers, exhibits, experiments, and other supplementary items submitted for academic credit and includes previous works submitted to any institution.*
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 them 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 using copies of previously given examinations obtained from files maintained by individuals or various groups and organizations in an unauthorized manner.
6. Selling or giving 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 yourself or for someone else, or having another person falsify attendance records on your behalf.
9. Falsifying material relating to course registration or grades, either for yourself 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 one or more students on an examination or any work submitted for academic credit.
15. Committing the act of plagiarism: copying information, ideas, or phrasing of another person without proper acknowledgment of the true source; writing or presenting as if it is your own information, ideas, or phrasing without proper acknowledgment 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 Code violation investigation, hearing, or appeal.
18. Violating the terms of an Informal Resolution Agreement.

B. All students are strongly advised to ask their instructor of record to clarify what types of conduct are authorized or unauthorized in each course.

All students should ask their instructors to clarify what types of conduct are authorized or unauthorized in each course.

Selected Academic Policies

- 1) 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.
- 2) Students are expected to complete all coursework during the semester in which the course is taught. Grades of incomplete may be given under extenuating

circumstances, and the student must initiate such requests. If such arrangements are not in place, the student will be awarded the appropriate grade given the amount of work completed.

- 3) 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.
- 4) Per The 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; MBA 620, 617, 691; and, any LEAD course. 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.
- 5) Students are evaluated on professional conduct and general leadership abilities at key points during their doctoral studies. Professional conduct evaluations occur after the first year in the program or at any point when deemed necessary by the advisor.

See pages [35](#) and [Appendix A](#) for more information on the Professional Conduct Evaluation.

- 6) 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.
- 7) 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](#).
- 8) 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 JMU Graduate School policies and regulations. The [JMU Graduate School Catalog](#) lists general regulations. You should be familiar with these regulations and policies as a JMU Graduate Student. Questions about this information may be directed to your academic advisor or the Graduate School (540-568-6131).

The Graduate School's Checklist for New Students

The Graduate School website provides an Online Graduate Student Orientation, which features a checklist of tasks students should complete prior to beginning classes. The checklist is available at <http://www.jmu.edu/grad/current-students/orientation/new-student-checklist.shtml>.

SSLS Checklist for New Students

All students accepted to the School of Strategic Leadership Studies will receive instructions to complete a separate, SSLS new student checklist. The checklist is available on the [SSLS New Student webpage](#).

Beginning the Program and Advising

Each new student will be advised for the first year by the Admissions Coordinator and First Year Advisor who will help the student identify the courses to be taken during the first year of the student's program. After the first year of study, students will be assigned to a faculty advisor based on their area of interest. It is the responsibility of the student to initiate advising meetings. Advising meetings should happen no less than once per semester. 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 in effect for the academic year at the time of admission, 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.

Transferring Credits

Students who wish to receive graduate credit for courses taken prior to entering a JMU graduate program must submit requests to the Admissions Coordinator and First Year Advisor during the first semester of enrollment. The Approval of Transfer Credit form is available at <http://www.jmu.edu/grad/files/ApprovalOfTransferCredit%20fillable.pdf>.

A grade of "B" or better must be earned in courses requested for transfer credit. Courses taken for pass/fail or satisfactory/unsatisfactory grades will not be accepted for transfer graduate credit. An official transcript showing the credits approved for transfer must be forwarded to The Graduate School.

Students may not transfer in more than nine credit hours from institutions other than JMU. Under no circumstances will more than one-half of the total graduate credits required for completion of a program be considered for transfer/inclusion in the student's program of study. This includes any hours taken at JMU prior to acceptance. In the case of variable credit programs, the one-half maximum transfer hours allowed will be calculated based on the minimum number of hours required for the degree.

Transfer credit applications must be approved by the student's advisor, academic unit head and the dean of The Graduate School. Exceptions to the policy may be considered on a case-by-case basis.

Course work taken while an undergraduate financial aid recipient at JMU will not be transferred to the graduate transcript if fewer than 12 undergraduate credits remain on the transcript during the term in which the course(s) requested for transfer was taken.

It is the student's responsibility to furnish evidence that any course presented for transfer of credit is applicable to a comparable degree at the accredited institution where the course was taken. If the necessary information is not on the official transcript, it must be obtained in writing from the appropriate dean of the institution where the course work was earned. In all cases, courses considered for transfer of credit must be applicable to a comparable degree at JMU. Courses that are not intended by the institution offering them to be part of a degree program, such as extension and in-service courses, are not acceptable for transfer to JMU.

Credits earned to complete a previous graduate degree may not be applied to a second graduate program at JMU at the same degree level. However, previously earned graduate credit earned as a part of a master's degree program from an accredited institution may be counted toward the degree requirements of a higher-level degree, such as the Master of Fine Arts, Educational Specialist and doctoral degrees if the earned master's degree is not a requirement of admission. When a master's degree is required for admission to a degree program, credits from the original degree program may not be used to meet the degree requirements of the new program. Academic work, including transfer credit, taken more than six years before the master's degree award date or eight years before the doctoral degree award date may not be used to satisfy the degree requirements. No transfer credit will be approved while a student is in provisional status.

Students must familiarize themselves with their specific program requirements as discussed in the academic sections of this catalog and the Graduate School catalog.

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.

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.

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. SSLS and The Graduate School offer financial support to students accepted to conferences with a limited number of travel grants. Students should take the following steps before submitting a paper proposal to a conference, journal, or other venue,

1. Seek guidance and feedback from advisor for finalizing and submitting scholarly work.
2. Forward your abstract, presentation title, and other conference acceptance information to your advisor and the Admissions Coordinator and First Year Advisor upon your acceptance notification.
3. Apply for a travel grant through The Graduate School's Travel Grant Program and SSLS's student travel grant program. Please note that in order to be eligible for a SSLS travel grant, you must apply for a TGS travel grant.
Information and instructions are available here:
The Graduate School: <http://www.jmu.edu/grad/current-students/awards-grants/travel-grants.shtml>
SSLS: <http://www.jmu.edu/leadership/ssls-grant-apps.shtml>
4. Complete and submit travel grant applications to the Admission Coordinator and First Year Advisor for signature collection and submission to TGS.
5. The SSLS Admission Coordinator and First Year Advisor will work with you to complete a Travel Authorization per JMU policy.

6. Schedule a time for a “test” presentation with your advisor and available SLS faculty and staff
7. Present!
8. Once your travel concludes, contact the SLS Admission Coordinator and First Year Advisor to initiate and complete the reimbursement process.

Program of Study Overview

The Doctor of Philosophy Program in Strategic Leadership consists of 54 hours of course work and 12 hours of dissertation credits (LEAD 900) for a total of 66 credit hours.

Statistics, Measurement, and Research Methodology Courses (12 credits total)	
Course	Credits
PSYC 605. Intermediate Inferential Statistics	3
PSYC 608. Multivariate Statistics	3
PSYC 606. Measurement Theory	3
LEAD 705. Advanced Research Methods in Leadership Studies	3
Foundations in Business Courses (9 credits total)	
MBA 620. Accounting for Decision-Making & Control	3
MBA 617. Corporate Financial Decision Making	3
MBA 691. Strategic Organizational Leadership in Dynamic Environments	3
Leadership Theory in Organizations and Research (12 credits total)	
LEAD 700. Introduction to Leadership Studies and Ethics	3
LEAD 740. Foundations of Postsecondary Education	3
LEAD 750. Organizational Science Theory & Change	3
LEAD 760. Proseminar in Principles of Nonprofit Organizations	3
Organizational Accountability (3 credits total)	
LEAD 805. Leadership & Accountability	3
Electives (12 credits total)	
Advanced Coursework (18 credits total)	
LEAD 890. Advanced Leadership Dynamics	3

LEAD 891. Externship in Advanced Leadership Dynamics	3
LEAD 900. Dissertation	12

Elective Courses

Students are required to take four of the following elective courses (12 credits total). Electives must be approved by your advisor.

- LEAD 710. Advocacy for Change Leadership
- LEAD 711. Effective College Teaching *3.00*
- LEAD 751. Organizational Behavior and Leadership *3.00*
- LEAD 752. Organizational Change and Strategic Human Resource Management *3.00*
- LEAD 761. Civil Society and the Nonprofit Sector *3.00*
- LEAD 762. Organizational Governance *3.00*
- LEAD 763. Philanthropy and Resource Development *3.00*
- LEAD 780. Policy Development and Analysis in Postsecondary Education *3.00*
- LEAD 790. Postsecondary Dynamics *3.00*
- PSYC 830. Structural Equation Modeling *3.00*
- PSYC 836. Hierarchical Linear Models *3.00*
- PSYC 840. Qualitative Research Design and Analysis *3.00*

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 to ensure students have common background knowledge for further study in leadership. The course final 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. Students must receive a passing grade of B or better in LEAD 700 to continue in the program

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 but truly takes place throughout the program. 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:

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. Area of emphasis themes as designated by your advisor.

These content areas map onto the learning objectives for the program.

The exam will be offered three times per year: near the beginning of the fall, spring, and summer terms. Students are allotted 5 hours on campus to complete the exam. Students may bring books, notes, and a laptop to the exam.

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 reexamination. Unless there are extenuating circumstances, the reexamination 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.

Comprehensive Exam and 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 passing the comprehensive exam. Otherwise, the student may need to take an updated comprehensive exam. 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.

Completing a Dissertation in SSLS

Section 1: Purpose

The purpose of a dissertation is to create a theoretically-grounded, scientifically rigorous, and tangible contribution to scholarship within a particular field of research. For a dissertation by a SSLS student to be successfully proposed and defended, dissertation committee members must unanimously deem that the student's work has sufficiently met this purpose. In addition, dissertations successfully completed through SSLS must incorporate a leadership perspective. That is, the student must establish the relevance of leadership to the problem, constructs, and variables under study, or vice versa, as well as clearly describe the theoretical and/or practical implications to leadership that the dissertation findings pose.

Section 2: Dissertation Process

There are a number of steps associated with the dissertation process. However, these can be broken down according to two formal milestones—the dissertation proposal defense and the final dissertation defense. The steps associated with each of these milestones as well as the format of the two defense (proposal and final) meetings are discussed in detail below. It is the student's responsibility to be aware of and plan for SSLS and Graduate School deadlines. Because each dissertation is unique, every student should discuss all aspects of the dissertation process and its appropriate deadline with the dissertation chair.

Section 2.1: Prerequisites and Getting Started

The student will identify a research question or questions that aligns with the dissertation purpose criteria described in Section 1. It is expected that the student will discuss with the student's committee chair potential dissertation ideas. The committee chair's approval of the dissertation topic is required.

Once a topic, research questions, and initial research design have been approved by the committee chair, the student must:

- Construct his/her dissertation committee (see Section 2.1.1).
- Develop a research plan and methodology. The student must obtain approval for the research plan from the committee chair, as well as the Institutional Review Board (IRB) (see Section 2.2.1).

Although the student may begin discussing possible dissertation topics and the research plan while completing his/her doctoral coursework, the student must successfully complete all doctoral coursework and pass the comprehensive exam prior to forming his/her dissertation committee and, thus, proposing the dissertation.

Section 2.1.1: Dissertation Committee

The School of Strategic Leadership Studies uses the “strong dissertation chair” model. We find this works best for the candidate and facilitates clear communication for all. Therefore, the dissertation chair is the point person for the candidate 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 students. Concerns about or changes to the dissertation are directed to the committee chair who determines the manner and format of the response to the student.

Each student’s dissertation committee must consist of at least three (3) approved members of the JMU graduate faculty (one committee chair and at least two additional committee members). At least two (2) of the committee members must be SSLS faculty. The third committee member and/or additional members may be invited from either graduate faculty at JMU or another institution depending on their expertise related to the dissertation topic and/or research design. Students may request any SSLS faculty member to chair his or her dissertation committee according to the research interests and expertise of the faculty member. The faculty member may accept or decline based on the proposed direction of the research.

Section 2.2: Dissertation Proposal

The dissertation proposal is a formal research proposal written in APA style. A successful dissertation proposal is one that convincingly sets forth a set of hypotheses and/or research questions supported by theory and empirical evidence and outlines in sufficient detail an effective method for testing those hypotheses/research questions. SSLS dissertation proposals must also meet the purpose criteria described in Section 1.

Section 2.2.1: Preparing the Dissertation Proposal

The dissertation proposal document typically includes drafts of the first three chapters of the dissertation:

- *Chapter 1* provides a general introduction to study and includes descriptions of the study’s purpose and significance.
- *Chapter 2* includes a comprehensive review of the literature and theory relevant to study hypotheses. Study hypotheses are also posed within Chapter 2.
- *Chapter 3* includes a detailed description of the proposed method for carrying out the study. Within this chapter, the proposed sample, measures, procedures, and data analysis techniques should be clearly described. **Note:** for the dissertation proposal document, Chapter 3 should be written in future-tense. For example, “...*I will sample organizational leaders from...*”, “*I will measure leadership potential using the...*”, “*I will test a series of multiple linear regression models*”.
- A complete reference section and appendix containing all supporting materials must also be included.

The dissertation committee chair will provide the student with iterative feedback on proposal drafts produced by the student. The committee chair will make the determination of when the proposal is of sufficient quality to disseminate to dissertation committee members. Although time estimates for preparing the proposal are given in Section 3 below, it is important to keep in mind that **the time it takes to complete this phase of the process is dependent on the time it takes the student to produce a proposal document of sufficient quality.**

Section 2.2.2: Scheduling the Dissertation Proposal Defense Meeting

Once the dissertation proposal has been disseminated to committee members, a proposal defense meeting date must be set. Importantly, committee members must be given a minimum of three (but preferably more) weeks, *excluding University holidays and/or breaks*, from the time of receiving the completed proposal to the proposal defense meeting date to ensure committee members have sufficient time to thoroughly familiarize themselves with, evaluate, and develop feedback on the dissertation document. In addition, students must be aware of the difficulties that often exist when attempting to identify a meeting time that works for all committee members. Students must take these issues into consideration and prepare for them when planning out their dissertation timeline.

Section 2.2.3: The Dissertation Proposal Defense Meeting

Defense meetings are approximately two hours in length. The proposal defense meeting will take place as follows:

Part 1 (student and committee members in attendance) •

Student presentation of the proposed research (20-30 minutes).

- Q&A session allowing committee members to raise questions regarding aspects of the proposed study (30-45 minutes).

Part 2 (committee members only)

- Committee members tabulate quantitative scores on the dissertation proposal rating scale (Appendix C of student handbook) and deliberate study strengths and weaknesses and discuss necessary changes to be made prior to the student carrying out the study (15-30 minutes).

Part 3 (student and committee chair)

- If the committee deems the proposal to be successful, the committee chair will review with the student the changes determined by the committee to be necessary prior to carrying out the study, as well as debrief on the proposal defense and discuss next steps (20-45 minutes).

After passing the proposal defense, a student officially becomes a doctoral candidate.

Section 2.3: Carrying Out the Committee Approved Dissertation Study

The methodology of each dissertation differs. However, this phase involves executing the research using the proposed methods, pending revisions based on feedback from the proposal defense meeting.

Section 2.3.1: Institutional Review Board (IRB) Approval

If the student collects data from human subjects, IRB is necessary. The IRB human subjects research application and supporting IRB forms are available here.

Unless otherwise directed by the dissertation chair, IRB approval should not be sought until after the proposal defense, and most importantly, no data can be collected prior to IRB approval.

Section 2.3.2: Writing up the Dissertation Results and Discussion

After completing data collection and data analyses, the student will draft study results (Chapter 4) and discussion (Chapter 5).^{*} It is important that your Chapter 5 discussion does not simply rehash your presentation of results in Chapter 4. Instead, Chapter 5 should focus on, among other things:

- Elaborating on the “why” hypotheses were or were not supported.
- Clearly detailing the theoretical and practical implications of study findings.
- Discussing threats to the study’s internal and external validity and their implications, and proposing approaches to alleviating those threats
- Outlining future research directions. In addition, the student will update Chapters 1-3, based on changes agreed upon during the proposal defense meeting. Chapter 3 will be revised from “future-tense” to “present-tense” or “past-tense”. A polished version of the full dissertation will likely take multiple iterations. Students should expect the timeline for completing the full dissertation document to be similar to that of the dissertation proposal document (see Section 3). The dissertation defense meeting will not be set until the committee chair approves a final draft of the complete document. This document will include Chapters 1-5, a complete Reference section, and any supplemental materials (e.g., participant consent form, list of measures used, tables, figures). Committee members must be given a final dissertation draft at least three weeks prior to a scheduled dissertation defense meeting.

**This section describes a five-chapter dissertation model, typical for a quantitative dissertation, as a guideline; however, students should be aware that the number of chapters appropriate for a dissertation are determined by research design and in consultation with a student’s chair.*

Section 2.4: Dissertation Defense Meeting

The schedule for the dissertation defense meeting will be similar to the proposal defense meeting (see Section 2.2.3). The student will present the study (20-30 minutes). Having already proposed the study, the majority of this presentation will focus on the Methods, Results, and Discussion. Committee members will have the opportunity to raise questions relating to the study or other questions related to the research process or leadership studies more generally (30-45 minutes). Committee members will convene without the student present to discuss the adequacy of the completed study (15-30 minutes). Finally, the student will return, the committee chair will share with the student the committee's determination (Pass/Pass with Major Revisions/Fail):

- Pass: Student is required to make minor revisions to the document prior to depositing the final version with the Graduate School. Final approval on revisions are given by the committee chair.
- Pass with Major Revisions: Student is required to make one or more major revisions to the document, in addition to any minor revisions, prior to depositing the final version with the Graduate School. Final approval on revisions is given by the committee chair in consultation with the member(s) requesting the major revisions.
- Fail: Student is required to propose a new dissertation.

Guests are permitted and may be invited by the doctoral candidate during the oral presentation and committee questions so long as the dissertation chair approves and space permits.

Section 2.5: Depositing Completed Dissertation Documentation

The student must deposit the final, formatted dissertation with the Graduate School in order to officially graduate. Below are the typical deadlines for submitting completed¹ dissertation documents to the Graduate School:

¹ Completed is defined as a full dissertation document that has been successfully defended and, if necessary, revised based on dissertation defense feedback. Completed dissertation documentation requires a dissertation approval form, which you can find here.

For December Graduation: Mid-November

For Spring Graduation: Mid-April

For Summer Degree Conferral (note dissertations completed in the summer are invited to walk in December commencement ceremonies as there is not a formal summer commencement ceremony): Late June

Please note that SSLS does not schedule dissertation defenses during the month of July.

Section 3: Typical Dissertation Timeline

These are approximations. Timelines differ based on the scope of study and the student's ability to complete each step in a timely fashion.

Please adapt the following dissertation timeline benchmarks to your planning for the semester in which you hope to graduate. SSLS will not approve the conferring of a degree

for a semester in which the deadline for submitting a dissertation to the Graduate School is not met.

Dissertation Proposal (16-32 weeks):

- Development and Approval of Research Topic and Research Plan (3-8 weeks)
- Literature Review and Writing of Chapters 1-3 (10-16 weeks)
- Committee Review of Dissertation Proposal and Proposal Defense Meeting (2-4 weeks)

2 Students can move onto literature review and proposal writing while waiting for IRB approval.

Dissertation Defense (14-24 weeks + data collection)

- Creation of IRB form (1-4 weeks; additional 4-8 weeks for approval)
- Collect Data (dependent on data source)
- Data Management and Statistical Analyses (3-5 weeks)
- Writing of Chapters 4 and 5/Revising Chapters 1-3 based on Proposal Feedback (7-11 weeks)
- Committee Review of Full Dissertation Document and Final Defense Meeting (2-4 weeks)
- Final Revisions and Document Formatting, Graduate School Submission, and Final Approval (2-4 weeks)

To reiterate: It is the student's responsibility to be aware of and plan for SSLS and Graduate School deadlines. Because each dissertation is unique, students should discuss every aspect of the dissertation process and its appropriate deadline with the dissertation chair.

Section 4: Additional Resources

JMU "Thesis, Research Project and Dissertation Information" Website:

<http://www.jmu.edu/grad/current-students/thesis-dissertation/information.shtml>

"Guidelines for Writing a Thesis or Dissertation":

<https://www.jou.ufl.edu/grad/forms/Guidelines-for-writing-thesis-or-dissertation.pdf>

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 has 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.

The school strives 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.

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 reoccurrence. 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) Students may 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 School 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 Handbook, 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/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 assisted 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. JMU's Office of Disability Services (ODS) and JMU's Counseling Center are available as resources to consider. Please note 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 Director and/or their advisor. If the concern cannot be resolved at the 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 School 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 [JMU Graduate School Catalog](#).

The JMU Graduate School Catalog and JMU 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.

2021-22 Strategic Leadership Studies Course Catalog

Course Descriptions

Required Courses

LEAD 700. (3 credits) Introduction to Leadership Studies and Ethics

A doctoral survey course covering the history, philosophy, theories and concepts of organizational leadership. This course will differentiate between the roles of the manager and the leader and provide the student with the foundations of organizational leadership. This course provides an opportunity to examine pertinent leadership theories, to develop a personal understanding of leadership and to explore the relations of leaders and followers.

LEAD 705. (3 credits) Advanced Research Methods in Leadership Studies

Focuses on principles of research design and planning in strategic leadership studies at the doctoral level.

LEAD 740. (3 credits) Foundations of Postsecondary Education

Encompasses the practice, theory and empirical underpinnings of postsecondary education. Approaches may draw upon cultural, political, economic, historical, social and global aspects.

LEAD 750. (3 credits) 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 760. (3 credits) 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.

LEAD 890. (3 credits) Advanced Leadership Dynamics (capstone course):

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 generally. After satisfactory completion of this course, LEAD 891 (the externship) and the qualifying exam, students will be advanced to candidacy.

LEAD 891 Externship in Advanced Leadership Dynamics

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.

LEAD 900. (12 credits) Doctoral Dissertation

Provides advanced research required of all doctoral candidates. Course is graded on an S/U/I basis.

Assessment Course

LEAD 805. (3 credits) Leadership & Accountability

This doctoral level course presents methods of accountability and program evaluation. The course takes an interdisciplinary approach to these topics in business, higher education, and nonprofit organizational settings. Issues associated with program theory, design, implementation, evaluation, dissemination of results to stakeholders commonly found in these settings are discussed. Central to this course is understanding the role of leadership with regard to each of these issues.

Required Statistics and Business Courses

PSYC 605. (3 credits) Intermediate Inferential Statistics

Provides an understanding of types of research, inferential statistics and research report development. Special emphasis on experimental designs, power analysis, analysis of variance, multiple comparisons and effect sizes. Prerequisite: Permission of instructor.

PSYC 606. (3 credits) Measurement Theory

Measurement applications of classical test score theory, generalizability measurement theory, scale construction concepts, test bias, standard setting techniques and item response theory. Prerequisite: PSYC 605.

PSYC 608. (3 credits) Multivariate Statistical Methods in Psychology

Continuation of PSYC 605, with emphasis on multivariate analyses, including multiple regression, discriminant analysis and MANOVA. Prerequisite: PSYC 605.

MBA 620. (3 credits) Accounting for Decision Making and Control

Designed to present use of accounting in business decision-making. Covers concepts and theories pertinent to the management function. Prerequisite: One semester of introductory accounting.

MBA 617. (3 credits) 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. Prerequisite: MBA 620 .

MBA 691. (3 credits) Strategic Management

This course seeks to explain why firm performance differs. Particular attention is paid to external environmental analysis, internal environmental analysis, corporate and business level strategy, and strategy implementation as key drivers of firm performance.

Electives

Students choose a total of four LEAD courses (12 credits) relevant to research interests. Courses must be approved by the student's advisor and may include but are not limited to:

Choose four of the following:

LEAD 710. Advocacy for Change Leadership

LEAD 711. Effective College Teaching 3.00

LEAD 751. Organizational Behavior and Leadership 3.00

LEAD 752. Organizational Change and Strategic Human Resource Management 3.00

LEAD 761. Civil Society and the Nonprofit Sector 3.00

LEAD 762. Organizational Governance

LEAD 763. Philanthropy and Resource Development 3.00

LEAD 780. Policy Development and Analysis in Postsecondary Education 3.00

LEAD 790. Postsecondary Dynamics 3.00

PSYC 830. Structural Equation Modeling 3.00

PSYC 836. Hierarchical Linear Models 3.00

PSYC 840. Qualitative Research Design and Analysis 3.00

Personal and Professional Conduct Evaluations

The focus of the Ph.D. program in Strategic Leadership is on developing students' knowledge and applied skills in the areas of assessment, measurement and statistics, use of computers and technology, and psychological foundations. The Strategic Leadership program director and core faculty will evaluate student progress after completion of the first foundation 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. Please see [Appendix A](#) for Personal and Professional Conduct Evaluation criteria, rating, and rubric.

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. Based on U.S. 2019 Census estimates, the population was [53,016](#). 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 a community committed to preparing students to be educated and enlightened citizens who 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.

Innovation: We believe that purposeful creativity through our collaborative processes leads to knowledge creation, learning and excellence. •

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

School of Strategic Leadership Studies website: <http://www.jmu.edu/leadership/>

Important SSLS Links

- [SSLS Registration Guide](#)
- [SSLS Course Catalog](#)
- [SSLS Curriculum Chart](#)
- [SSLS Library Research Guide](#)
- [SSLS Student Resources Page](#)

The Graduate School (TGS) Phone:

568-6131.

The Graduate School is located on the 4th Floor of Madison Hall

<http://www.jmu.edu/grad/>

Important TGS Links

- [Current Students Page](#)
- [Graduate Forms Page](#)
- [Dissertation Guidelines](#)
- [The Graduate School Catalog- Graduate School Academic Policies](#)
- 2021-22 [The Graduate School Academic Calendar Dates and Deadlines](#)

International Student Resources

Center for Global Engagement (CGE)

568-5209

2nd Floor of Madison Hall

100 E. Grace Street

<https://www.jmu.edu/global/>

International Student and Scholar Services (within CGE office)

<https://www.jmu.edu/global/iss/index.shtml>

Learning Centers - Multilingual Student Services
Student Success Center
MSC 1023
738 S. Mason St.
Room 1146

<https://www.jmu.edu/learning/multilingual-services/>

JMU Computing

JMU offers free downloads of software for students including:

- SPSS
- SAS
- NVivo
- Microsoft Office Suite

More information and instructions for downloading available at:

<http://www.jmu.edu/computing/software/>

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/>.

The bookstore also offers exclusive deals to JMU students on laptops, desktops, and more.

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.

Library Assistance

The librarian who works specifically with the School of Strategic Leadership Studies is Mr. Brian Sullivan. Email him a specific question at sulli2ba@jmu.edu or schedule a consultation at <https://www.lib.jmu.edu/ask/>. Ms. Elizabeth Price, JMU's business librarian, also can assist with SSLS research projects and can be reached at price2el@jmu.edu.

JMU Digital Scholarly Commons – <https://commons.lib.jmu.edu>

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/>).

To set up off campus access for online databases and other resources, please review the following page: <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.

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/> .

Counseling Center

Phone: 568-6552)

Student Success Center
738 S. Mason St.
Room - 3rd Floor, Suite 3100

The JMU Counseling Center is staffed by competent, experienced mental health professionals who, as part of the larger University community, are dedicated to the personal, social, and academic development of all JMU students.

<https://www.jmu.edu/counselingctr/index.shtml>

IT 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/>

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

Off-Campus Life

Phone: 568-6071

Off-Campus Life (OCL) is located in [The Union 205 H-L](#) (Taylor Hall, 2nd Floor) and has many resources useful for students in off-campus housing.

University Recreation (UREC)

Phone: 568-UREC (8732) Hotline Number

The hotline is available 24 hours a day and provides basic information like hours of operation. UREC's link is: <http://www.jmu.edu/recreation/>.

Phone: 568-8700

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/>

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.

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Appendix A- Personal and Professional Conduct Evaluation Criteria, Ratings, and Rubric

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.
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..
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.
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.

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 Ratings

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 Rubric

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

K. General ability to work in a group setting

1_____ 2_____ 3_____ 4_____ N/A_____

L. Group leadership ability

1_____ 2_____ 3_____ 4_____ N/A_____

M. Response to criticism

1_____ 2_____ 3_____ 4_____ N/A_____

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

1_____ 2_____ 3_____ 4_____ N/A_____

O. Cooperation

1_____ 2_____ 3_____ 4_____ N/A_____

P. Responsiveness to the opinions/viewpoints of others

1_____ 2_____ 3_____ 4_____ N/A_____

Q. Ability to provide feedback to others

1_____ 2_____ 3_____ 4_____ N/A_____

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

1_____ 2_____ 3_____ 4_____ N/A_____

S. Presentation skills

1_____ 2_____ 3_____ 4_____ N/A_____

T. Written communication

1_____ 2_____ 3_____ 4_____ N/A_____

Appendix B LEAD 890 (capstone) Course Details

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 faculty 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 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 emphasis including changing environments for postsecondary education, organizational settings, or nonprofits.
 - Other topic areas as defined by the advising 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.

Appendix B LEAD 890 Culminating assignment - Dissertation Preliminary Proposal Outline

This culminating assignment is designed to help you launch into your dissertation process with a clear research idea in mind and an outline to assist you in moving forward with direction. The assignment will be discussed in class in one of the initial sessions with check in points periodically throughout the semester. Read [*Completing a Dissertation in SSLS*](#), again in the SSLS Student Handbook prior to the session in which the assignment will be discussed. In addition to the assignment being evaluated as presented below, your work will be shared with SSLS faculty for informational purposes as well as potential committee membership. At all points please feel free to be in communication with the instructor of record and any other SSLS faculty members.

The purpose of this assignment is to give you a first opportunity to layout the topic and design for your dissertation research. The dissertation preliminary proposal outline will start with an abstract, no less than 100 words and not to exceed 200 words. The remainder of the outline will include an introduction with a clearly stated research question or questions, literature review (in brief narrative style), theory, proposed methodology, limitations of the design, importance of the research, potential conclusions and leadership implications (see dissertation preliminary proposal outline guidelines below).

The deliverable will be a 3-5 page dissertation preliminary proposal outline. This assignment is **30%** of the final course grade. A 5 minute presentation of the proposal will occur during the last two class sessions of LEAD 890. The outline will follow APA (American Psychological Association) guidelines for the cover page and references that will not count toward the page limit. There are not APA guidelines for outlines so include a running header with page number, 12-point and Times New Roman, double-spaced with one-inch margins on each side for the proposal outline product.

Dissertation Preliminary Proposal Outline Description and Content Outline

The dissertation preliminary proposal outline will include an abstract, introduction with a clearly stated research question or questions, literature review (in brief narrative style), theory, proposed methodology, limitations of the design, importance of the research, potential conclusions and leadership implications. Particular attention will be paid to a description of your research area, detailed research hypotheses, and anticipated methodology. **Clear links to leadership theory and literature should inform your proposal!**

Required components of the dissertation preliminary proposal include:

Abstract: All outlines must include an abstract, no less than 100 words and not to exceed 200 words that describes the nature of the problem, key literature and theory, methodology, and anticipated results. This section of the outline is the only one to be written in paragraph form. The remainder of the assignment will be in outline form.

Introduction: The model for the introduction comes from those found in the empirical articles. This section provides the reader with:

- a general statement of the problem/issue your research will address
- a general summary of previous research in the area, making sure you cite relevant & current studies
- clearly stated research question that is realistically answerable
- the hypotheses you will be attempting to test.
- a hint of how that will be done (i.e. survey, lab study, etc.).

Literature Review: What literature informs your study? What does the body of literature on this topic have to say? What are the dominant themes of the literature? Where are the gaps in the literature that could be explored through your research? Synthesize the literature in a meaningful way. This section is to be presented in brief narrative style.

Theory: Explain the theoretical framework that drives your study. What are the key elements of the relevant theory? Demonstrate how the theory leads to the testable hypothesis about your topic.

Methodology: Within this section, provide an overview of the following elements:

- **Data:** Provide a detailed description of your data for the study. Is it pre-existing dataset or will you be gathering data from participants? If participants are required, identify them and any notable IRB concerns.
- **Procedure and Measures:** Are you proposing to conduct a survey? If so, how will you distribute the questionnaire? What percentage of participants do you expect to respond to the survey? What specific survey instruments do you plan to use? Would you need to develop your own, and if so, what kinds of questions would you ask? If you conduct an experiment of some sort, where you have a control group, describe the group. Will you collect behavioral measures? If so, on what behaviors? Are there other dependent or independent variables you will collect? If so, what are they? What statistical methods do you propose to use? Be specific!
- Will you be utilizing an existing dataset? If so, what are the relevant variables and how are they constructed? How is the data distributed?

Anticipated Results and Discussion: How will you either reject or fail to reject your hypothesis or hypotheses? State how your expected results will affirm/reject your hypotheses. Discuss the implications of your study if hypothesized results are supported.

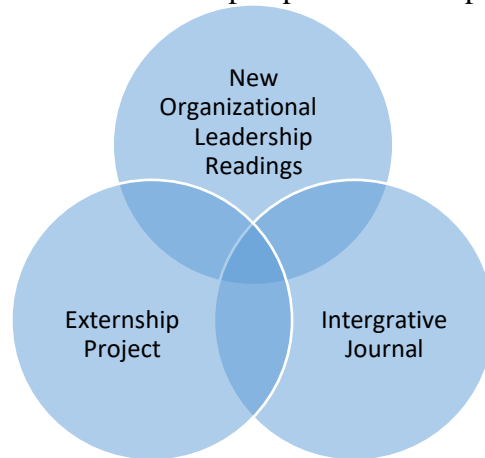
Discuss the implications of your anticipated findings as well as any anticipated limitations of the research design.

References: In APA form, list only those references cited in your research outline.

Appendix C- LEAD 891 SSLS Externship Overview and Course Materials

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 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 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 check in with 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 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.*

Appendix C- LEAD 891 Externship Proposal

NAME OF STUDENT:

SIGNATURE OF FACULTY ADVISOR: _____

SIGNATURE OF LEAD 891 INSTRUCTOR: _____

LEAD 891 – EXTERNSHIP PROPOSAL

AGENCY & CONTACT:

FOCUS:

OVERALL OBJECTIVE:

TIME REQUIREMENT: 100 Hours (minimum) – To be completed during _____ semester.

OVERVIEW OF EXTERNSHIP:

Appendix C- 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 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 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 as appropriate or required
- 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

Appendix C- Externship Journal Template

Externship Journal

Contents:

Externship Description

Beginning: 1st third of project/process

Middle: 2nd third of project/process

End: 3rd third of project/process

Summative Entry: Overview and synthesis using literature etc.

All journal entries should include ties to leadership literature and organizational literature as appropriate as well as your own insights and critiques. We are looking for your ability to apply, interpret, synthesize, critique and discuss.

Your instructor will expect to receive journal entries over the course of the externship and then complied with the final summative submission.

Appendix C- 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. Executive Summary of Leadership Approach for process/project**
- III. Organizational culture/readiness for change** (campus, state, federal environmental influences; change in leadership)
- IV. Changes organization is implementing:** Goals of the change, student learning outcomes, curricular, co-curricular, and programmatic interventions, policy changes
- V. Description of primary stakeholders in the process**
- VI. Description of proposed implementation process/project:** timeline, communications plan
- VII. Anticipated organizational facilitators of change and collaboration and how these will be capitalized upon in introducing the initiative/project**
- VIII. Anticipated organizational inhibitors of change** (and how these will be addressed)
- IX. The role of cross-disciplinary teams in the change/ project process**
- X. The role of leadership in the change/project process**
- XI. Methodology**
- XII. Evaluation of program/project outcomes as well as the effectiveness of the implementation process.**
- XIII. Bibliography**
- XIV. Notes: As appropriate**

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

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

1	2	3	4	5
Answer is unspecified, unfocused		Insufficient answer breadth or depth		Appropriate breadth; only relevant work cited

Q1 ___ Q2___ Q3___ Q4___ Avg._____

B. Application of related literature

1	2	3	4	5
Studies cited without connection		Studies cited with some linkage		Fluent, well integrated, connections made

Q1 ___ Q2___ Q3___ Q4___ Avg._____

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

1	2	3	4	5
Related foundation concepts ignored or glossed over		Important concepts mentioned; understanding not well demonstrated		Foundation concepts integrated with fluid clarity

Q1 ___ Q2___ Q3___ Q4___ Avg._____

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

1	2	3	4	5
Technical concepts confusing or obfuscated		Technical concepts stilted and definition-like		Advanced/Technical concepts understandably presented and clearly summarized

Q1 ___ Q2___ Q3___ Q4___ Avg._____

Overall Average: _____ Pass with distinction _____ Pass _____ Fail _____

Comments: _____

Signatures:

Faculty Advisor

Date

Program Director

Date

Appendix E- Dissertation Proposal Rubric (Revised 8/17/17)

A. Specify Topic Domain

1	2	3	4	5
Topic is unspecified, unfocused, or too broad		Insufficient topic breadth or depth		Appropriate breadth; only relevant work cited

B. Demonstrate Control of Literature

1	2	3	4	5
Studies cited without connection		Studies cited with some linkage; synthesis of literature (e.g. meta-analysis)		Fluent, well integrated connections made; leads to next steps

C. Establish Importance of Topic

1	2	3	4	5
Topic relayed without context in literature		Some indication of topic importance noted		Topic importance for research confirmed

D. Identify Research Hypotheses

1	2	3	4	5
No hypotheses; not stated in research context	Work cited without research context		Gaps in research findings noted	Formulation of research ideas; clear hypotheses stated

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

1	2	3	4	5
Related foundation concepts ignored or glossed over		Important concepts mentioned; understanding not well demonstrated		Foundation concepts integrated with fluid clarity

F. Research Design

1	2	3	4	5
No design proposed		Design does not match problem		Multivariate Statistical design reflects sophistication of problem

G. Applied Measurement to Research Approaches

1	2	3	4	5
Instruments adopted without empirical		Reviews of instruments based on technical reliability		Instrumentation reflects advanced procedures review & validity research (e.g. confirmatory)

				factor analysis, inter-rater reliability analyses, construct validity evidence)
--	--	--	--	---

H. Sample

1	2	3	4	5
Samples not defined		Sample size ill-defined; sample does not address hypothesis		Samples are feasible and generalizable

I. Oral Presentation

1	2	3	4	5
Defensiveness		Demonstrated depth of expertise		Ability to respond meaningfully to questions and offer appropriate feedback

J. Feasibility

1	2	3	4	5
Research design has major constraints; not feasible		Research design has minor constraints that may impact ability to carry out the planned work		Research design is feasible

K. Leadership Implications/Connections

1	2	3	4	5
Unspecified/unfocused	Insufficient depth or breadth	Linkages noted but not well integrated		Clear connections made; implications and possibilities discussed and integrated

Approved _____ Not Approved _____ Approved with stipulations listed below _____

Comments (circle those which are stipulations for approval):

Signatures:

Dissertation Advisor

Date

Student

Date

Appendix F- Dissertation Defense Rubric (Revised 8/17/17)

Student's name: _____

Defense date: _____

Dissertation chair: _____

A. Specify Topic Domain

1	2	3	4	5
Topic is unspecified, unfocused, or too broad		Insufficient topic breadth or depth		Appropriate breadth; only relevant work cited

B. Demonstrate Control of Literature

1	2	3	4	5
Studies cited without connection		Studies cited with some linkage; synthesis of literature (e.g. meta-analysis)		Fluent, well integrated connections made; leads to next steps

C. Establish Importance of Topic

1	2	3	4	5
Topic relayed without context in literature		Some indication of topic importance noted		Topic importance for research confirmed and extends current knowledge in the field

D. Identify Research Hypotheses

1	2	3	4	5
No hypotheses; not stated in research context	Work cited without research context		Gaps in research findings noted	Formulation of research ideas; clear hypotheses stated

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

1	2	3	4	5
Related foundation concepts ignored or glossed over		Important concepts mentioned; understanding not well demonstrated		Foundation concepts integrated with fluid clarity

F. Research Design

1	2	3	4	5
No design proposed		Design does not match problem		Multivariate Statistical design reflects sophistication of problem

G. Applied Measurement to Research Approaches

1	2	3	4	5
Instruments adopted without empirical and validity research		Reviews of instruments based on technical reliability		Instrumentation reflects advanced procedures review (e.g. confirmatory factor analysis, inter-rater reliability analyses, construct validity evidence, advanced mixed methods)

H. Sample

1	2	3	4	5
Samples not defined		Sample size ill-defined; sample does not address hypothesis		Samples are feasible and generalizable

I. Statistical Analysis

1	2	3	4	5
Only descriptive statistics reported	Univariate techniques		Multivariate analytical techniques (e.g. MANOVA, discriminant analyses) Mixed Methods clearly explicated with Multivariate Techniques	Advanced multivariate techniques (e.g. SEM, HLM) Mixed Methods with Advanced Multivariate Techniques

J. Interpretation of Results

1	2	3	4	5
Interpretations not based on data	No limitations stated		Clear data-based interpretations	Next steps outlined

K. Oral Presentation

1	2	3	4	5
Defensiveness		Demonstrated depth of expertise		Ability to respond meaningfully to questions and offer appropriate feedback

L. Leadership Implications/Connections

1	2	3	4	5
Unspecified/unfocused	Insufficient depth or breadth	Linkages noted but not well integrated		Clear connections made; implications and possibilities discussed and integrated

Pass_____ Fail_____

Comments: _____

Signatures:

Dissertation Committee Chair

Date

Dissertation Committee Member

Date

Dissertation Committee Member

Date

Student

Date