



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY™

Department of Educational Leadership

Lamar University, a Member of the Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees.

The CONCEPTUAL FRAMEWORK of the Lamar University undergraduate and graduate educator preparation programs illuminates the vision of the faculty. The programs prepare educators for a changing world by requiring as outcomes general education, pedagogical content knowledge, content proficiency, pedagogical strategies, communication skills, values, and analytical abilities. Critical thinking is required for responding to the diverse needs of P-12 students in myriad and changing settings. Lamar University educator preparation candidates also develop dispositions and habits of mind needed for “self-learning” and lifelong learning”, that will equip them to encounter problems and change with confidence.

Synthesis EDUD 6353- Fall 2017



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Course Description

Integrating, synthesizing, and evaluating major concepts encountered in previous doctoral coursework.

This course serves as a proficiency assessment and when successfully completed, allows the student to apply for candidacy. It consists of two evaluative components: portfolio and pre-prospectus presentation and paper.

Course Rationale

This course is based on the premise that the process of joining concepts and ideas together to create a whole is important in our intellectual and personal growth as a scholar practitioner. In this course, we seek to integrate our doctoral readings, experiences, and studies into a conceptual framework that guides practice. Through reflection, the student revisits ideas and concepts discussed in previous courses to deepen understanding of the ideas and to apply this understanding to an analysis of critical issues in education. Consideration of the relationship of the knowledge to school leadership will be a primary goal of the course. The student’s personal journey of growth in educational leadership will also serve as a component of the course

The pre-prospectus paper is written and presented to the dissertation committee.

Course Objectives

The student will demonstrate the ability to:

- Synthesize understandings of concepts pertinent to school leadership
- Apply the knowledge attained to critical issues or problems of practice
- Recognize patterns in concept development

Learning Outcomes

Students learn to identify a research problem, investigate the literature regarding this problem, and develop a research methodology that will appropriately explore the purpose of the study – this is completed in the pre-prospectus paper and is observed throughout the portfolio.

Course Prerequisites

Completion of required prior coursework in the doctoral program of study.

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. **ISBN-10:** 1-4338-0561-8

Lamar University Doctoral General Program Policy and Dissertation Handbook

Supplementary Texts

Patten, M.L. (2000). *Proposing empirical research: A guide to the fundamentals*. Los Angeles, CA.: Pyczak Publishing.

Glatthorn, A.A., & Joyner, R.L. (2005). *Writing the winning Thesis or Dissertation* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Course Expectations: 2 Components – Portfolio and Pre-Prospectus Paper

Develop Synthesis Portfolio. Upon completion of EDUD 6353, the student presents a portfolio that demonstrates successful progress toward preparation as a scholar-practitioner leader. Evidence of the student's scholarship, research and inquiry skills, academic accomplishments, and professional growth are included in the portfolio. The portfolio contains items to be reviewed in support of continuation in the degree program and admission to candidacy for the Doctor of Education degree. **The portfolio should be a synthesis of learning while in the program.**

The portfolio is organized based on the rubric in this syllabus. The portfolio must be uploaded and graded in TK20.

Pre-Prospectus Paper and Presentation. The purpose of the pre-prospectus paper is to begin the framework for the dissertation study. This is a working document which consists of the background of a problem, a purpose of the study, literature review outline, and methodology. Also attach a survey, guided protocol or other instrument which you plan to use to gather data. Use rubric in this syllabus as a content guide.

Grading. The professor of record for EDUD 6353 assigns a grade to the portfolio. The second component of the course grade is the pre-prospectus paper approved by the dissertation committee. Upon successful completion of these components in EDUD 6353, the professor assigns a grade and the student now can Apply for Advancement to Candidacy (Appendix F).

Electronic Portfolio

TK20 is the official electronic portfolio software of Lamar University College of Education and Human Development. Program required key assessments, projects, work samples, and dissertation steps are processed, or archived through the TK20 secure portal. All signature assessments will be graded via TK20 by the professor. It is the responsibility of each student pursuing any degree or certification as an educator to purchase an account to access and use TK20. The account activation fee is considered a professional expense incurred as a part of an educator preparation program. The user account may be utilized for seven years from the activation date. <http://lamar.tk20.com>

Description of Assignments

This course requires significant independent work. Students are expected to consult with the instructor frequently and submit work for review in a timely manner. Course timelines when provided must be met in order to make satisfactory progress toward proposal completion. Students are expected to meet with the dissertation chair as often as possible for consultation and submit work. Policy and procedures for dissertations outlined in the Lamar University Dissertation. Handbook must be followed.

Timeline

Each student needs to commit to a timeline to complete 6353. Different professors recommend varying timelines so check with your instructor as soon as possible. Typically, we have the student complete the pre-prospectus within the first few weeks of the 6353 course if at all possible. The portfolio should be completed soon after. For example in the Spring semester, the pre-prospectus and portfolio should be completed by the end of February and in the Fall, 6353 should be completed by the end of November. In the Summer, 6353 should be completed by the end of June. By adhering to a timeline, the student will be able to move forward with other course work within that semester. This is especially important for students taking EDUD 6361 (writing the first draft of the proposal) in the same semester since students are unable to complete the proposal (6361) until 6353 has been completed.

Evaluation & Summary

EDUD 6353 – a grade of A is submitted when the appropriately completed portfolio and defended pre-prospectus paper are submitted to TK20.

Grading (see rubric below).

When the course is completed satisfactorily, the student receives 3 hours of credit for EDUD 6353 and a grade of A is recorded. Students cannot move on to EDUD 6361 until EDUD 6353 has been completed to the satisfaction of the dissertation chair.

Course Plan

This doctoral assignment is one of two components resulting in successful completion of the dissertation. Therefore, since **all** components of the Pre-Prospectus must be mastered adequately in order to move on to the Proposal, and then the Dissertation, the Pre-Prospectus is scored with either a Pass or a Fail. If the student fails, he or she must revise and resubmit to the Dissertation Chair and committee.

Pre-Prospectus includes these components:	Fail – Not addressed adequately - 0	Pass - component is addressed appropriately - 1
Begins with section that introduces need for study; supported by research.		
Main research question and related questions clearly stated.		
A brief overview of the theory base framing the study if there is one.		
Outline of proposed literature review.		
Methodology provides plan for sample, data collection, data analysis. Attach draft of survey, guided protocol or other data gathering instrument to the last page of the paper.		
Brief discussion of how this study contributes to the field of leadership.		
APA formatted; title page, references, 8-10 pages		

Score: less than 7 = Fail 7/7 = Pass _____

EDUD 6353 - Synthesis Portfolio - contains five sections

Scholar-Practitioner-Leader Portfolio Components

Please note: The portfolio will be submitted a section at a time to the major professor for review. In the final, complete portfolio document, move all of the references at the end of each section to a Reference page as the last page in the document. This is the iteration of the portfolio document which will be submitted to TK20.

Please note: For portfolio sections B-E, instead of including a copy of each complete paper as an artifact, use only the title sheet showing the title of the artifact, author, course, and semester in which paper was written. For artifacts that are e-mails, discussion board reflections, memos, agendas, etc., label the artifact and cut and paste the information into the document.

Section A Leadership Reflective Profile

Include a 1-2 page professional vita and 2-3 page leadership profile (cited). Put references for the citations at the end of the narrative for the professor's review. (See Scoring Rubric 1.)

Section B Academic Profile: 2-3 page discussion and artifacts

Include narrative reflections regarding academic growth. Cite and label the artifact examples in the narrative (example B.1, B.2). Put references for any citations in the narrative at the end of the narrative for the professor's review. Place the labeled artifacts at the end of the section. (See Scoring Rubric 2.)

Section C Research & Inquiry Profile: 2-3 page discussion and artifacts

Include narrative reflections regarding research growth. Cite and label artifacts that demonstrate this growth in the narrative (example C.1, C.2). Put references for any citations in the narrative at the end of the narrative for the professor's review. Place the labeled artifact at the end of the section. (See Scoring Rubric 3.)

Section D Growth as a Scholar-Practitioner Leader

Include evidence of leadership growth from the university classroom to the job. This narrative describes the relationship between coursework and accomplishments at work and includes sample artifacts of the experiences. Cite and label the artifact in the narrative (example D.1, D.2). Cite the literature when appropriate. Put references for any citations in the narrative at the end of the narrative for the professor's review. Place the labeled artifact at the end of the section. (See Scoring Rubric 4.)

Section E Awareness of Personal, Social & Professional Growth

This is a narrative that describes relationship between coursework and accomplishments in personal, social and professional growth and includes sample artifacts. Cite and label the artifact within the narrative (example B.1, B.2). Cite literature. Put references for any citations in the narrative at the end of the narrative for the professor's review. Place the labeled artifact at the end of the section. (See Scoring Rubric 5.)

Once approved by the Professor of Record, the portfolio, along with the approved pre-prospectus paper, must be uploaded to TK20 to receive a grade for EDUD 6353.

Portfolio Rubric: Portfolio Scoring Rubric – EDUD 6353

Date: _____ Student Name: _____ Faculty Member: _____

Indicate the value, which most clearly reflects the quality of the student's preparation and presentation of the portfolio. A total value of the scaled items should be calculated with a total possible score of 25.

Assessment Scale: 0 = Lowest Possible Rating 5 = Highest Possible Rating							
	Concept Focus	0	1	2	3	4	5
A	Includes Leadership Reflective Profile 2-3 pages And 1-2 page Vita	Not focused on leadership profile.	Somewhat focused on leadership experiences	Focuses on leadership experiences. Includes vita.	Includes 1 – 2 and integrates leadership profile with academic learning; cites references.	Includes 1-3 - and provides discussion of student as leader at the beginning of	Includes 1-4 and discusses where student is after program completion. Include references for citations

B	Academic Profile: Demonstrates synthesis of coursework in academic learning. 2-3 page discussion + artifacts.	No integration of course content in learning; course of interest discussed in isolation.	Integration and elaboration of only 1 course with respect to learning	Integration and elaboration of only 2 courses with respect to learning. Includes 1 artifact	Includes 1 – 2 and focused discussion emphasizing core courses with respect to learning. Includes 2 artifacts	Includes 1-3 – and inclusion of electives with respect to learning. Includes 3 artifacts	Includes 1-4 – and discussion synthesizing course work relative to learning; provision of examples, & recommendations . 4 artifacts and references
C	Demonstrates evidence of research and inquiry. 2-3 page discussion + artifacts	No discussion of research process, and no evidence of any research applications.	Discussion of research process is unclear, but no evidence of any research applications	Discussion of influence of research understandings on reading peer-reviewed research articles. Includes 1 artifact.	Includes 2 & discussion of a class research project with reflection on learning &/or participation/ presentation at education-related conferences. 2 artifacts.	Includes 2-3 – and discussion of at least 1 additional class research project with reflection about learning. 3 artifacts	Includes 2-4 – and discussion of developing pre-prospectus proposal for dissertation. Includes 4 artifacts. Includes references for any citations.
D	Demonstrates implementation of leadership concepts and growth as scholar-practitioner. 2-3p. discussion + artifacts	No focused discussion of leadership models or concepts and no evidence of implementation of new learning.	Little discussion of leadership models or concepts and no evidence of implementation of new learning	Provides some reflection of current leadership models. Includes 1 artifact	Includes 1 – 2 – and a discussion with at least two examples from the literature. Includes 2 artifacts	Includes 1-3 – & discusses how they have implemented a scholar-practitioner leadership concept into practice. 3 artifacts	Includes 1-4 – and reflection on growth as a scholar-practitioner with respect to completing doctoral program. Includes 4 artifacts. Includes references for citations
E	Demonstrates awareness of personal, social, and professional growth. 1-2p. discussion + artifacts	Reflections not included.	Limited but inadequate reflections.	Provides a reflection on personal information; e.g., Who I was vs. who I am now. Includes 1 artifact	Includes 1 – 2 – and a reflection of social awareness, and provides examples relative to the doc program experience. Includes 2 artifacts	Includes 1-3 – & a reflection of professional growth; e.g., Where I was; where I am now; where I will be in five years. 3 artifacts	Includes 1-4 – and examples of personal, social, and professional growth. Includes 4 artifacts. Includes references for any citations in the narrative

Artifacts for a class paper can be the title page and first page of text; reflections as artifacts should be the complete reflection. Students should send each section of the portfolio to the professor for review before going on to the next section. After the professor has reviewed each section and the portfolio is complete, remove references from the end of each section and place as the last page of the portfolio on an APA Reference Page.

Classroom Management Policies

Attendance

Attendance is highly encouraged for all Adobe Connect meetings. We understand there will be circumstances in which students will be unable to attend and they are recorded. However, they are very beneficial for student success in the course. Students are expected to be prepared having read beforehand, and ready to begin class discussion. The online attendance is recorded as students log into Blackboard throughout the week.

Participation

Due to the nature of doctoral education, students are expected to actively participate in the learning process. When working in groups, all members of the group are expected to positively participate in the discussion or activity. Group members will evaluate each other as part of the grading process. Students should be logged in at a minimum of four times a week since this is a five-week course. **Place your requirements here (i.e. Participation is required in the discussion threads by posting your own response and then posting engaging comments or questions (at least two) with other peers per week. etc.).**

Online Web Conferences

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences utilizing **Adobe Connect** have been scheduled for every **place consistent day and time of the week (i.e. Tuesday evening from 9:00pm-10:00pm Central Standard Time) for place topic here (i.e. Office Hours)**. We will embed the link to these Web Conferences in the course so you will have access. We will record each Web Conference so that students who are unable to participate can access, review and respond to our group discussions. Arrangements can be made for additional conferences as needed upon request.

Doctoral Program and Dissertation Handbook

Students may access the Doctoral Program and Dissertation Handbook online at

http://education.lamar.edu/files/documents/educational-leadership/doctoral/GeneralPolicy_Dissertation%20Guide%20digital%20Oct%202016.pdfhttp://education.lamar.edu/files/documents/educational-leadership/doctoral/GeneralPolicy_Dissertation_Guide_digital_Oct_2016.pdf

http://education.lamar.edu/files/documents/educational-leadership/doctoral/GeneralPolicy_Dissertation_Guide_digital_Oct_2016.pdf

Academic Honesty

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

- *Plagiarism* shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
- *Collusion* shall mean the unauthorized collaboration with another person in preparing work offered for credit.
- *Abuse of resource materials* shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
- *Academic work* shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *APA Style Guide*, depending on your College requirements for

writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to <https://students.lamar.edu/academic-support/academic-policies.html>.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Technical Support

Technical Support - <http://students.lamar.edu/it-services-and-support/index.html>.

Phone: 409-880-2222

Email: servicedesk@lamar.edu <mailto:servicedesk@lamar.edu>

Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

For Blackboard technical support, go to <https://blackboardsupport.lamar.edu>.

Phone: 866-585-1738

Phone and chat are available 24/7/365

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

System Requirements

Computer/Technology Requirements:

- Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)

The minimum computer requirements are:

- Most current version of Firefox is recommended
 - Please note that Blackboard may not support Internet Explorer, Safari, or

Chrome.

- 8 GB or more preferred
- Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
- 1024 x 768 or higher resolution
- Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers
 - Example: Plantronics Audio 628 USB headset
- Current anti-virus software must be installed and kept up to date.
- Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
 - Firefox (<http://www.mozilla.org>)
 - Adobe Reader (<https://get.adobe.com/reader/>)
 - Adobe Flash Player (<http://get.adobe.com/flashplayer>)
 - Java (<http://www.java.com>)
 - QuickTime (<https://www.apple.com/quicktime/download/>)
 - Silverlight (<https://www.microsoft.com/silverlight/>)
- Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- At a minimum, students must have Microsoft Office 365 (<https://my.wip.lamar.edu>) click on MS Office 365). Microsoft Office 365 is available for all students.

Required Skills:

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

Academic Support

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>. There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including The Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

General Guidelines To Respect All Participants

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

Guidelines When Communicating With Others (Email, Discussions, Blogging, And Etc.)

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

Distance Education Librarian

Distance education students and faculty have access to a dedicated distance education librarian. Access this link, <http://libguides.lamar.edu/distancelearning> for more information.

Lamar University Privacy Policy Statement

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link: <https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>.

Academic Continuity Statement

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

EMERGENCY PROCEDURES

Be sure to update your MyLamar Account with the most current information.

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

These procedures may or may not apply to you:

Severe Weather:

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain

there until told by police it's safe.

- **DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.**