

LDR 820B Dissertation II (Chapter 3)

Term: Fall 2019

Hybrid Format

Professor Contact Information

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Course Description

LDR 820B Dissertation II (Chapter 3) 3 hours

Students will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to educational administration and leadership. Each doctoral candidate must complete a dissertation. The dissertation product must be approved by the student's graduate committee, the Director of the Doctoral Program, and the University Provost.

Prerequisite Studies

EDUC 640, EDUC 645, LDR 745, LDR 810, admission to candidacy, and appointment of a dissertation mentor (committee chair); comprehensive examinations, and Portfolio Defense.

Diversity in the Oakland City University School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with the CAEP cross-cutting theme as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SOE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SOE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is designed to assist the student in completing the dissertation proposal (in conjunction with LDR 810 and LDR 820A). Upon successful completion of this course students should be able to:

- acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students. (IDOE 2, ELCC Standards 2, 7)
- develops a district wide culture of achievement aligned to the district's vision of success for every student. (IDOE Standard 5, ELCC Standards 1, 2, 7)

The student will develop and demonstrate a knowledge and understanding of the skills involved in the objectives and outcomes as presented and develop a positive attitude and values regarding the following as they apply to the specific objective or role as a leader in the development of an acceptable doctoral dissertation (specifically Chapter 3) in educational/organizational leadership:

- Practice of using various technologies, including the SPSS system, to collect and analyze data relevant to the individual dissertation process:
- Formulation of a null hypotheses, from the already approved problem, that answers each refined research questions;
- Definition of the dissertation design;
- Identify appropriate sampling plan, data sources, data collection strategies, and data analysis strategies:
- Describe the implementation process used to conduct the research:
- Completion of a draft of the survey instrument, and:

- Completion of the dissertation proposal.

Instructional Design

Students will explore the different sections of Chapter 3 through course readings, lectures and presentations, group discussions, and research reviews.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Gay, L.R., Mills, G.E., & Airasian, P. (2014). Educational research. 12th edition. Pearson. ISBN 9780132613170 (9th, 10th, and 11th editions acceptable).

American Psychological Association. Current edition. Publication manual of the American Psychological Association. Washington, DC: Author. ISBN 9781433805615

Current Dissertation Manual: <https://intranet.oak.edu/academics/school-education.php>

* This text will also be used for LDR 810 and LDR 820s.

Prior to beginning your dissertation, all candidates MUST apply for Institutional Review Board (IRB) approval. Information and application forms are found on the OCU website at: <https://www.oak.edu/forms/institutional-research-request>

Resources

Oakland City University Dissertation Handbook (This manual was provided by email and is available online on the university website.) . **Please check your myoak email for professor communication.**

Examples of dissertation manuscripts from OCU library databases, OCU dissertation archive, and those provided by the professor.

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Glatthorn, Allan A. (2012). 3rd Edition. Writing the Winning Dissertation.- A Step by Step Guide. Thousand Oaks, CA: Corwin Press. ISBN 9781452258782 or similar publications

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	From your myoak email	Review ancillary course materials
2	Chapter 2	Selecting and Defining a Research Topic
3	Chapter 4	Preparing and Evaluating a Research Plan
4	Chapter 7 Chapter 8 Chapter 9	Survey Research Correlational Research Causal-Comparative Research
5	Chapter 10 Chapter 11 Chapter 19	Experimental Research Single-Subject Experimental Research Mixed Methods Research
6	Chapter 12 Chapter 13	Descriptive Statistics Inferential Statistics
7	Chapter 15 Chapter 16	Narrative Research Ethnographic Research
8	Chapter 17 Chapter 18	Case Study Research Qualitative Research

*Ed D courses are offered in one of two methods. Fall and spring courses are offered online over the entire semester – or on six Saturdays where appropriate. Summer courses are offered in five-day sessions. Therefore, each course is designed to appropriately accommodate a five- or six-unit model of organized instruction. All courses earn 3 semester credit hours.

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Program Assessments	Grade Value
Participation/Attendance	40 points
Design of the Study	40 points
Sampling, Data Resources, and Instrumentation	40 points

Assignments and Program Assessments	Grade Value
Data Analysis	40 points
Total	160 points

Participation and Attendance

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required, and a penalty will be deducted from the final grade for absence.

Learning Outcome: Upon successful completion of this learning activity students should be able to acquire a working knowledge of the purpose, design, methods, and application of quantitative and qualitative research (ELCC #1, #4; IDOE #2, #5)

Discussion Forums (online/hybrid formats only)

Students must participate in the current online Discussion Forum(s) each week of the course—discussion participation cannot be made-up during a later week. A grade will be assigned each week reflecting the quality of participation in the online Discussion Forum(s) during the week the topic or question was posted.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long, with no more than 4 sentences per paragraph. Messages should not span multiple consecutive posts.
- Responses to others' postings should also follow the *4x4 Rule*, show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.
- Discussion points can only be earned in a Unit when it is the current Unit—proactive or retroactive posts do not count toward the minimum points required

Learning Outcome: Upon successful completion of this learning activity students should be able to evaluate classmate postings, synthesize the postings with their own position, and increase their understanding of the topic (ELCC #1, #4; IDOE #2, #5).

Assignments

During class sessions that are conducted in a workshop format conducive to interactive discussion, work session and peer reviews of the dissertation section assignments, candidates are to complete a first draft of Chapter 3 of the dissertation. The professor will provide details.

To complete Chapter 3 (capstone assignment), examine the relationship among the research questions, null hypothesis, the data collection instrument, and the population selected. Ensure that all are congruent. Analyze the data based on the type of data collected, the research question(s), and the hypothesis/ses identified earlier in Chapter 1. This assignment is designed to measure student performance according to ELCC, IDOE, and program standards. Please refer to the Capstone Project rubric for specific standards alignment (attached). Submit the draft to the professor at the end of the semester via email (pswails@oak.edu).

Learner Outcomes

- a. LO #1: manuscript demonstrates a working knowledge of best practice in developing the main sections of Chapter 3:
 - Design of the Study
 - Context of the Study
 - Sampling
 - Instrumentation
 - Data Sources
 - Data Analysis
- b. LO #2: manuscript demonstrates working knowledge and accommodation of ethical issues inherent in research
- c. LO #3: manuscript demonstrates accuracy of design congruent with the purpose and needs assessment of the research topic
- d. LO #4: manuscript demonstrates a professional approach to research presentation

After course completion, submit the completed work to include Chapters I, 2, and 3 to the Director of Graduate Studies (nmiller@oak.edu), the dissertation chairperson, and the committee members for review.

Quizzes and Examinations

Evaluation will be based on attendance, oral and written critiques and investigative reports, presentations, in class discussion and assigned topics, and researched issues and problems related to the course content.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
150-160	A	4.0	Superior
130-140	A-	3.7	Excellent
120	B+	3.3	High Average
110	B	3.0	Average
100	B-	2.7	Low Average
90	C+	2.3	Below Average, Counting as Graduate Credit
80	C	2.0	Below Average, Counting as Graduate Credit
Below 80	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval
	WP		Work in Progress

Objectives and Outcomes Matrix and Assignment Rubrics

This course does not contain Ed.S/Ed.D. key assessments.

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. Bellingham, WA: Owl Books.

Brause, R. S. (1999). *Writing your doctoral dissertation: Invisible rules for success*. New York, NY: RoutledgeFalmer.

Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development/ASCD.

Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Davis, G. B., & Parker, C. A. (1997). *Writing the doctoral dissertation: A systematic approach*. Hauppauge, NY: Barrons Educational Series.

Ferguson, G. A., & Takane, Y. (1989). *Statistical analysis in psychology and education* (6th ed.). New York: McGraw-Hill.

Gall, M., Borg, W., & Gall, J. (1999). *Applying educational research: A practical guide* (4th ed.). New York, NY: Allison Wesley Logman.

Gall, M., Borg, W., & Gall, J. (1996). *Educational research* (6th ed.). New York, NY: Longman.

Glanz, J. (1998). *Action research: An educational leader's guide to school improvement*. Norwood, MA: Christopher-Gordon.

Glazer, M. (1972). *The research adventure*. New York, NY: Random House.

Huck, S. (2004). *Reading statistics and research* (4th ed.). Boston: Pearson

Isaac, S. & Michael, W. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. San Diego, CA: Edits Publishers

McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. New York, NY: Hyde Publications/Routledge.

Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd ed.). Thousand Oaks, CA: Sage.

Secrist, J., Wright, D. J., & Fitzpatrick, J. (1998). *Secrets for a successful dissertation*. Thousand Oaks, CA: Sage.

Sternberg, D. (1981). *How to complete and survive a doctoral dissertation*. New York, NY: St. Martin's Press.

Vogt, W. P. (2005). *Dictionary of statistics & methodology*. (3rd ed.). Thousand Oaks, CA: Sage.

Attachments

Capstone Project rubric

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person’s work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, **class cancellations due to severe weather**, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter @OaklandCityU. Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM. We will also post class closures due to severe weather on our OCU website. www.ocu.edu
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.

- * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
 - **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles

that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

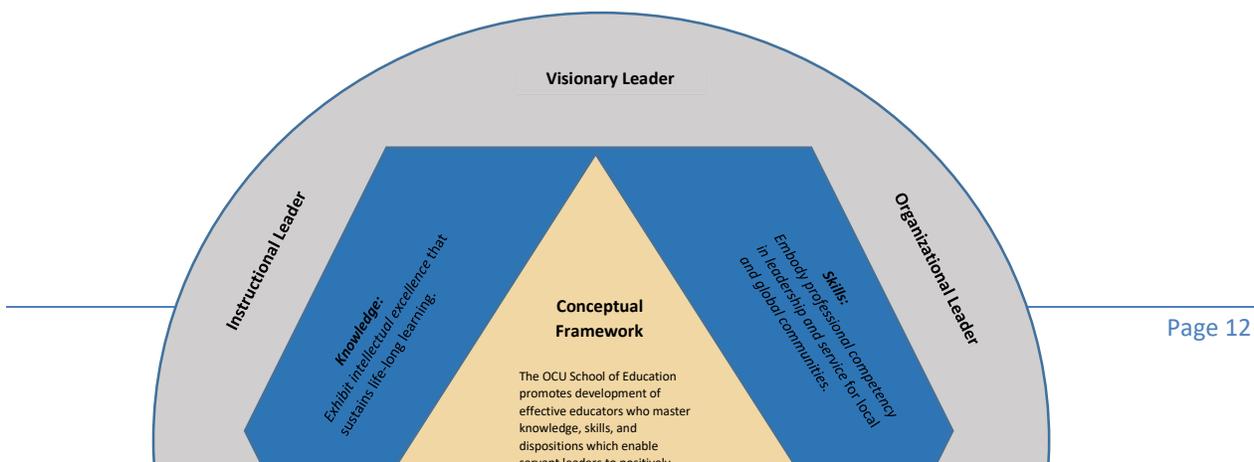
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;

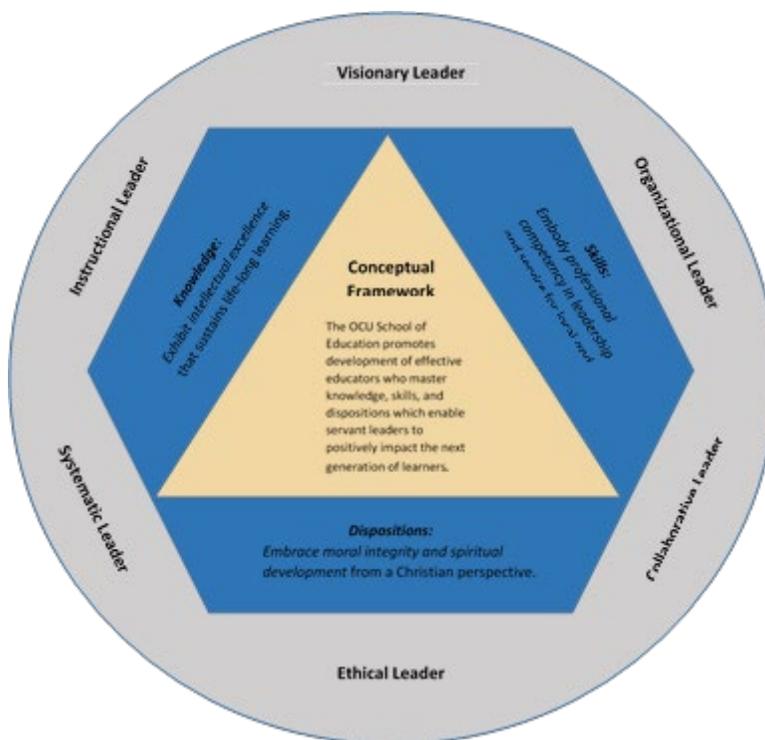
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content





Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

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