



### **EDUC 630 Master's Thesis I**

Term: Fall 2019

Time: 1-5 p.m.

Location: Kennedy Center- Room 202

Dates:

August 24, 2019

September 7, 2019

September 21, 2019

October 5, 2019

October 19, 2019

November 2, 2019

### **Professor Contact Information**

Dr. Camy Davis

School of Education

Graduate Studies

Faculty

E-mail: [cdavis@oak.edu](mailto:cdavis@oak.edu)

Cell: 812-664-1617

Office Hours: By appointment

Preferred Method of Contact: email

### **Course Description**

This course is designed to provide students with an understanding of both quantitative and qualitative methods approaches to research studies. Appropriate strategies for incorporating quantitative and/or qualitative paradigms will be explored. Specific issues, challenges, and considerations encountered in using these methodologies will be addressed in detail. (3 Credit Hours)

### **Prerequisite Studies**

None.

### **Diversity in the Oakland City School of Education**

### **Diversity in the Oakland City University School of Education**

The School of Education (SoE) 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 manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- 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 CAEP Professional Standards 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 provide students with an understanding of both quantitative and qualitative methods approaches to research studies. Upon successful completion of this course students should be able to:

1. Understand and be able to apply the fundamental concepts and procedures involved in the conduct of educational research such as:
  - a. Formulate a research problem;
  - b. State a research hypothesis related to the research problem;
  - c. Identify variables in a hypothesis;
  - d. Conduct a review of the research literature on a given topic;
  - e. Locate or develop an instrument to test a hypothesis;
  - f. Perform a reliability and validity check on a research instrument;
  - g. Identify and seek to control threats to the internal and external validity of a research investigation;
  - h. Collect, summarize, and analyze research data using the appropriate instruments and tests;
  - i. Write up the findings of a research investigation and
  - j. Read a research report with understanding.

## Instructional Design

Students will explore research methodologies through course readings, lectures and presentations, group discussions, independent research, and small group projects.

## 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](http://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](http://www.oak.edu/library/Ask.html).

## Required Course Materials

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

### Textbooks

**Provided:** OCU Master Thesis Handbook, 2015, Chapters 1-3 EDUC 630 and Chapters 4-5 for EDUC 631

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Syllabus Master's thesis handbook review IRB	Research Topic submitted for Instructor approval
2	Library/Lit. Review Instrumentation	Research Planning & Design Develop Research Questions
3	Chapter 1 Rough Outline	
4	Literature Review Annotated Bibliography	

## Course Assignments and Assessments

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

Assignments and Assessments	Grade Value
Internal Review Board Quiz	0-50 pts.
IRB Approval of Research	0-50 pts.

Assignments and Assessments	Grade Value
Chapter One Draft	0-300 pts.
Chapter Two Research- Collection of sources	0-100

### Participation and Attendance

Be prepared to contribute to the overall daily class discussions. As it is related to the research of the thesis project.

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.

### *Applicable Standards for Assignment*

**Conceptual Framework:** 1.1, 2.2, 3.1, and 3.3

**IDOE:** 2.1, 2.4, 2.5, 3.1, 3.4, 4.4, 5.3, and 6.1

**ELCC:** 1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, and 7.2

### 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
672-700	A	4.0	Superior
647-671	A-	3.7	Excellent
623-648	B+	3.3	High Average
595-622	B	3.0	Average
567-594	B-	2.7	Low Average
539-566	C+	2.3	Below Average, Counting as Graduate Credit
511-538	C	2.0	Below Average, Counting as Graduate Credit
0-510	F	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

Graduate Grading System			
Points	Grade	Value	Definition
	W		Withdrawal Official Approval

**Objectives and Outcomes Matrix and Assignment Rubrics**

**ATTENDANCE AND PARTICPATION (100 points)**

Assessment Scales	INEFFECTIVE There is little or no evidence of addressing the Learning Outcomes.	IMPROVEMENT NECESSARY The evidence addresses the Learning Outcome at an acceptable level	EFFECTIVE The evidence addresses the Learning Outcomes at a high level.	HIGHLY EFFECTIVE The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	.25, .50, .75, 1.00	1.25, 1.50, 1.75, 2.00	2.25, 2.50, 2.75, 3.00	3.25, 3.50, 3.75, 4.00
Applicable Program, State and Professional Standards				
Conceptual Framework	Professional Standards and Sub-Sections			
1 Skill 2 Knowledge 3 Disposition 4 Cultural Engagement	IDOE – Indiana Dept. Education ELCC – Ed. Leadership Constituent Council			
<b>CF Standards:</b> 1, 2, 3, 4	IDOE: 2.1, 2.4, 2.5, 3.1, 3.5, 4.4, 5.3, 6.1		ELCC:1.1, 4.1, 4.2, 4.4, 5.1, 5.4, 5.5, 7.2	
Assignment Criteria	Rating			

The candidate can explain the IDOE and ELCC applicable standards, as well as other professional standards associated with his/her field of study.

**Specific Standards: IDOE 2.1, 6.1. ELCC 1.1, 4.1**

Identify concepts associated with the culture and environment surrounding work in their field.

**Specific Standards: IDOE 2.4, 5.4. ELCC 4.1, 5.1**

Demonstrate an understanding of the roles of leadership, diversity, fairness, and ethics in management, communication, and collaboration play in leadership.

**Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5**

General Assignment Requirements	Rating
---------------------------------	--------

The candidate demonstrated the value of modeling personal and professional behavior.

**Specific Standards: IDOE 3.1 ELCC 4.1**

The candidate attended all class sessions.

**Specific Standards: IDOE 3.1 ELCC 4.1**

The candidate took an active part in all class discussions and activities.

**Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2**

The candidate submitted all assignments as required.

**Specific Standards: IDOE 3.1 ELCC 4.1**

<b>Average of All Ratings:</b>	<b>Points:</b>	<b>Grade:</b>
--------------------------------	----------------	---------------

## 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.

Gay, L. R. & Airasian (2000). Educational Research: Competencies for Analysis and Application. 6/e. Merrill.

Mills, G. (2000). Action Research: A Guide for the Teacher Researcher. Merrill.

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](http://www.oak.edu/campus-life/student-services.php).
- **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 Academic Affairs at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **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 cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at **@OaklandCityU**.

**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.

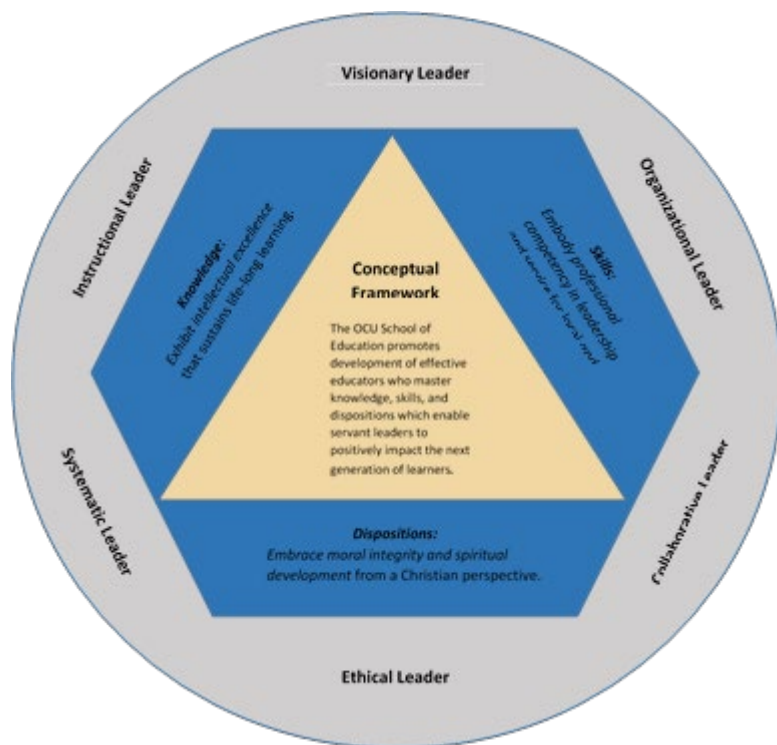
The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- 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.

### Copyright

© Copyright Oakland City University  
 138 North Lucretia Street  
 Oakland City, Indiana 47660  
 (800) 737-5125