



EDUC 631-Master's Thesis II (Key Assessment Course)

Term: Fall 2019

Class Dates- By ARR

Time: ByARR

Location: Kennedy Center

Professor Contact Information

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School of Education –Undergraduate/ Graduate Studies

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Course Description

The final project is a culminating activity that represents the student's appreciation of the interdisciplinary research approach to human value systems and an attempt to communicate what the student has learned. The student completes all chapters of the thesis according to the OCU Master's Thesis Handbook and submits completed document to the School of Education for publishing. In addition, students will share research findings at the Celebration of Learning event.

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

Upon successful completion of this course students should be able to:

1. Conduct action research within a school setting.
2. Analyze and summarize data collected in a research project.
3. Present findings of research in both written format and in a graphics presentation.

Indiana Content Standards for Educators-School Leader-Building Level

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students. (*Sub-standard 2.3*)

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school. (*Sub-standard 3.1, 3.5*)

Standard 5: Culture of Achievement

School building leaders develop a school-wide culture of achievement aligned to the school's vision of success for every student. (*Sub-standard 5.3*)

ELCC Standards: (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, and 3.3).

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

- 1.3 Candidates understand and can promote continual and sustainable school improvement.
- 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.
- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Instructional Design

Students will explore specified research topics through discussion, writing and editing, researching, and publishing.

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

Textbooks

OCU Master's Thesis Handbook, 2015, Chapters 1-3 (EDUC 630) and Chapters 4-5 (EDUC 631)

Assignments and Assessments	Grade Value
Action Research Project Part 1	100 points
Action Research Project Part 2	100 points
Total	200 points

Participation and Attendance

Students will attend regular class meetings and meet with faculty research advisor as needed.

Learning Outcome: Upon successful completion of this learning activity students should be able to plan and implement an intervention and measure the impact of the intervention with the goal of improving student achievement or improve the school's culture.

Assignments: See attached Rubrics with breakdown of assessments.

Action Research Master's Project (PART 1 AND PART 2: 200 POINTS)

The candidate is expected to plan and implement an intervention and measure the impact of the intervention with the goal of improving student achievement or improve the school's culture.

This will be accomplished through a quantitative action research study. Data will be collected and statistically analyzed from the research design in the school in which they are employed.

The student is expected to submit 3 clean copies of his/her action research project. All three copies will be bound. One will be returned to the student. One will be housed in the library, and the final copy will be housed in the School of Education.

Assessments will be conducted on two separate platforms. The first assessment will concern the APA mechanics of the AR project. The second assessment will concern the content of the AR project. Rubrics are provided.

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
190+	A	4.0	Superior
180-189	A-	3.7	Excellent
170-179	B+	3.3	High Average

Graduate Grading System

Points	Grade	Value	Definition
160-169	B	3.0	Average
150-159	B-	2.7	Low Average
140-149	C+	2.3	Below Average, Counting as Graduate Credit
130-139	C	2.0	Below Average, Counting as Graduate Credit
00-129	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

Objectives and Outcomes Matrix and Assignment Rubrics

ACTION RESEARCH PART 1 - (100 POINTS)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	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.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader's role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				

The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration	
General Assignment Requirements	
The candidate demonstrated the value of modeling personal and professional behavior. Specific Standards: IDOE 3.1. ELCC 4.1	
The candidate submitted all assignments as required. Specific Standards: IDOE 3.1. ELCC 4.1	
The candidate’s paper was organized, coherent, and well planned. The student’s paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6	
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7	
Total Points	Final Rating:

ACTION RESEARCH PART 2- (100 POINTS)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Ineffective There is little to no evidence of addressing the Learning Outcome	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.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	
Assignment Criteria			Rating	
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader’s role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				

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The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7	
Total Points	Final Rating:

Presentation

Candidate _____

Evaluator _____ Date: _____

Standard/Indicator	Minimal This is little to no evidence of addressing the indicator.	Basic The evidence address that the indicator is at an acceptable level	Proficient The evidence addresses that the indicator is at a high level.	Mastery The evidence addresses that the indicator is consistently at a high level.
Rating	1	2	3	4
Standard 1 (Visionary Leader) – vision, mission, and strategic planning				1 2 3 4
Standard 2 (Instructional Leader) – organizational culture and professional development				1 2 3 4
Standard 3 (Organizational Leader) – organization, operation, and resource management				1 2 3 4

Standard 4 (Collaborative Leader) – collaboration with community stakeholders	1	2	3	4
Standard 5 (Ethical Leader) --professional standards of conduct	1	2	3	4
Standard 6 (Systemic Leader) -- pro-active organizational leader and change agent	1	2	3	4
Standard 7 (Internship) --practicum of standards-based work in real setting	1	2	3	4
Comments:				

**Candidate Disposition Audit
(To be completed by the Instructor)**

Candidate _____

Date _____

Evaluator _____

SCORING GUIDE				
Not Applicable or Not Observed	Minimal	Basic	Proficient	Mastery
NA	1	2	3	4
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed
REGARD FOR OTHERS				
1.1 Empathy and Compassion: Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.			Circle the Choice	
			NA	1 2 3 4
1.2 Rapport and Respect: Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.				
			NA	1 2 3 4
1.3 Passion: Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.				
			NA	1 2 3 4
COMMUNICATION				
2.1 Responsiveness: Attentive to the needs of others, while mindful of the best interests of all.				
			NA	1 2 3 4
2.2 Authenticity: Genuineness in interpersonal relationships and interactions with others.				
			NA	1 2 3 4
2.3 Collaborativeness: Active involvement in responsibly working other in planning, problems solving, and learning.				
			NA	1 2 3 4
CREATIVITY				

3.1 Flexibility: Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.	NA	1	2	3	4
3.2 Inventiveness: Visualizes and implements novel ways; and varied practices.	NA	1	2	3	4
3.3 Resourcefulness: Utilizes resources in effective ways; is able to seek additional, alternative resources.	NA	1	2	3	4
3.4 Resilience: Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA	1	2	3	4
REFLECTION					
4.1 Reflectiveness: Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
4.2 Initiative: Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
4.3 Efficacy: Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
PROFESSIONALISM					
5.1 Professionalism: Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
5.2 Work Ethic/Responsibility: Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
5.3 Oral and Written Communication: Uses correct voice modulation, grammar, and clarify of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
5.4 Cultural Competence: Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
COMMENTS:					

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.
- **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

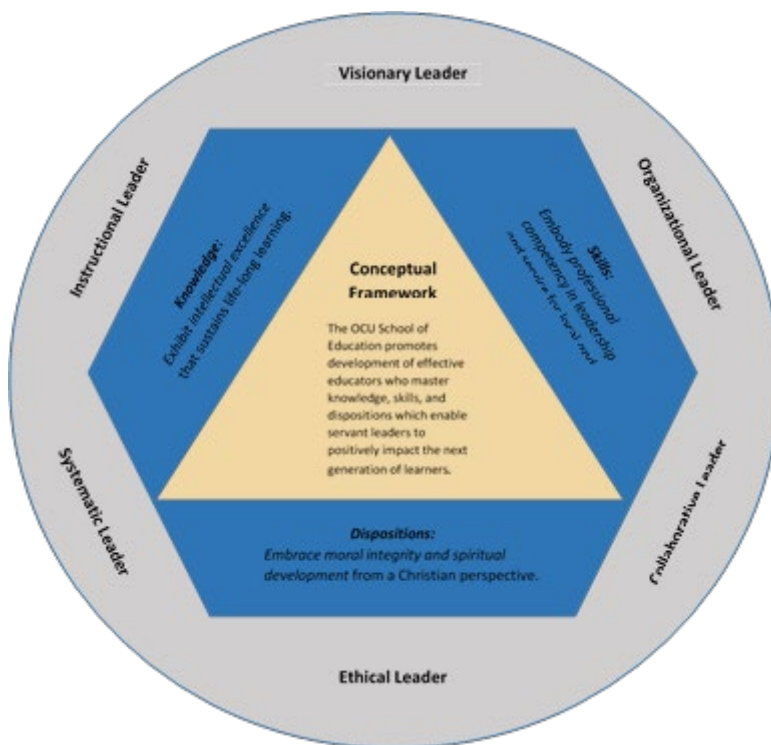
ethical leadership in creating positive working or learning environments for employers and students;

- 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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