OAKLAND CITY UNIVERSITY
SCHOOL *of* EDUCATION
GRADUATE STUDIES

LDR 810 Research Design

Term: Fall 2019
Time: ARRANGED
Dates: 8/21/19 to 10/3/19
Location: ARRANGED

Professor Contact Information
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School of Education
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Course Description
Doctoral Dissertation Research and Design (3 hours)

Doctoral students will continue their study of research-based and practice-based problems in in their focus problem area (Dissertation Topic). This course extends the expertise gained in LDR 745, as well as other courses, and is designed to assist the student in approaching the dissertation in a problem solving and analytical manner. The student is to finalize the focus problem area (Dissertation Topic) during this course and will be required to conduct a study of prior pertinent research that informs their dissertation topic.

Prerequisite Studies
EDUC 640, EDUC 645, LDR 745, and permission of the instructor.

Diversity in the Oakland City 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 will be able to:

The candidate will develop and/or 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 (and its importance) as a leader in the development of effective research procedures:

1. Performing for research purposes the analyzing and solving problems or issues related to educational leadership or other organizational leadership areas;
2. Analyzing and critiquing other published research pertaining to the student's area of focus;
3. Writing a review of literature in appropriate academic style for a dissertation.

LEARNER OUTCOMES: At the end of this course, the candidate will complete the following:

1. Develop a problem focus statement for dissertation research based on review, investigate and analyze pertinent prior research related to a specific dissertation problem/focus topic;

2. Create a list of sources of literature related to the topic of the dissertation study;

3. Write a Chapter 2 narrative examining and organizing prior research findings applicable to the dissertation focus;

   3.1 Develop Chapter 2 narrative containing a number of research citations and strong appropriate quotes;

   3.2 Develop a Chapter 2 narrative using strong transitional words and sentences in each section of the narrative and between each section; and

   3.3 Develop a Chapter 2 narrative using correct APA formatting.

Instructional Design

Students will explore the research needed for the dissertation through readings, lectures, group discussions, independent research, and workshops over Chapter 2 drafts.

Notional Hours

Students can expect the following volume of learning in meeting the Course Objectives:

- Class discussion – 1/3 of total time spent

- Researching – 1/3 of total time spent

- Writing – 1/3 of total time spent.

Online Learning Center

The Online Learning Center (OLC) at oakland.learninghouse.com provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through [oak.oak.edu/](oak.oak.edu/) 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 [oak.oak.edu/ask.htm](oak.oak.edu/ask.htm).

Required Course Materials

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

Textbooks

American Psychological Association. (2009). 6th edition. *Publication Manual of the American Psychological Association.* Washington DC. ISBN 9781433805615

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

Gay, L.R., Mills, G.E. ,& Airasian, P. (2011). *Educational Research*. 10th edition. Pearson. ISBN 9780132613170

Course Policies

The following polices 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 cancelations 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 (@ocu47660). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **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** – Students and faculty are to show appropriate respect for each other even when divergent viewpoints are 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.

Course Assignments and Assessments

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

Participation and Attendance

Students are expected to meet at the designated times.

Assignments

1. Develop a problem statement focus for dissertation research.

   Learning Outcome: Upon successful completion of this learning activity students should be able to develop a problem focus statement for dissertation research. *Course Objective #1*

2. Find at least 40 initial resources which speak either generally or specifically to the problem focus area.
   Learning Outcome: Upon successful completion of this learning activity students should be able to review, investigate and analyze pertinent prior research related to a specific dissertation problem/focus topic and create a list of sources of literature related to the topic of the dissertation study. *Course Objectives #2, 3 and 4.*

3. Construct a clear outline for organizing these prior research findings that will help you in writing the narrative.
   Learning Outcome: Write a Chapter 2 narrative examining and organizing prior research findings applicable to the dissertation focus. *Course Objective #5.*

4. Write multiple drafts of Chapter 2 containing at least 80 appropriate sources.
   Learning Outcome: Develop a Chapter 2 narrative containing a number of research citations and strong appropriate quotes, using strong transitional words and sentences in each section and between sections; and using correct formatting. *Course Objective #5.*

5. Write a polished draft of Chapter 2, containing a number of research citations and strong appropriate quotes, using strong transitional words and sentences in each section and between sections; and using correct formatting. *Course Objective #5.*

Grade Computation

Assignments and assessments are calculated toward the final course grade as follows.

Assignments and Assessments	Grade Value
Participation	30 points
Problem Statement	30 points
Resources	50 points
Outline	50 points
Draft of Chapter 2	100 points

Assignments and Assessments	Grade Value
Final Draft of Chapter 2	100 points
Total	360 points

Grading Scale

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

A = 97-100%   B+=89-92%   C+=77-80%

A- =93-96%   B=85-88%   C=73-76%

                       B- 81-84%

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
349+	A	4.0	Superior
335-348	A-	3.7	Excellent
320-334	B+	3.3	High Average
306-319	B	3.0	Average
292-305	B-	2.7	Low Average
277-292	C+	2.3	Below Average, Counting as Graduate Credit
263-276	C	2.0	Below Average, Counting as Graduate Credit
00-262	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

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of student performance with course learning activities.

LDR 810 Research and Design (Chapter 2) Final Draft (100 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery 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
1. Develop a problem statement focus for dissertation research. **CF**- 3.2, 3.3, 4.2 **IDOE**- 5.0 **ELCC**- 5.2, 6.2, 6.3	
2. Review, investigate and analyze prior research related to a specific dissertation problem/focus topic. **CF**- 3.3, 4.2 **IDOE**- 3.0 **ELCC**- 5.2, 6.2, 6.3	
3. Create a list of sources of literature related to the topic of the dissertation study.	

CF- 3.3, 4.2 **IDOE-** 3.0 **ELCC-** 5.2, 6.2, 6.3	
4.1 Write a Chapter 2 narrative examining and organizing prior related research findings applicable to the dissertation focus. **CF-** 3.2, 3.3, 4.2 **IDOE-** 3.0, 5.0 **ELCC-** 5.2, 6.2, 6.3	
4.2 Develop a Chapter 2 narrative using strong transitions words and sentences in each section of the narrative and between each section. **CF-** 3.2, 3.3, 4.2 **IDOE-** 3.0, 5.0 **ELCC-** 5.2, 5.4, 6.2, 6.3	
5. Develop a Chapter 2 narrative using correct formatting. **CF-** 3.2 **IDOE-** 3.0 **ELCC-** 5.2, 6.2	
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:

Course Outline

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

Meeting	Lesson Title and Learning Activities	Topics Covered
1	**Dissertation Focus Topic** Written dissertation focus problem due at beginning of class. Look at dissertation topic examples.	Choosing a focus topic Criteria for a good dissertation topic Focus research question
2	**Examining Prior Research and Organizing** Be prepared to discuss prior research in relationship to your topic. Discuss examples provided by the instructor.	Appropriate sources Locating sources Organizing the Review of Literature
3	**Using Your Research** Have a list of at least 40 published studies relating to your topic Have a tentative outline for organization of the research in your Chapter 2. Review examples provided by the instructor.	Writing narrative using sources Citation and "Academic Gossip."
4	**What to Look for in Your and Others' Narratives** Have a first draft of Chapter 2 Workshop first drafts with classmates	How does a workshop work? Transitions Strong quotations Correct citations Correct format
5	**Perfecting Chapter 2** Have a second draft of Chapter 2 Workshop second drafts with classmates	Review of Chapter 2 requirements Grammar, spelling and punctuation

Bibliography

Students will review numerous academic research studies pertaining to their specific topic.
The instructor will provide researched articles for the class to review and discuss.

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
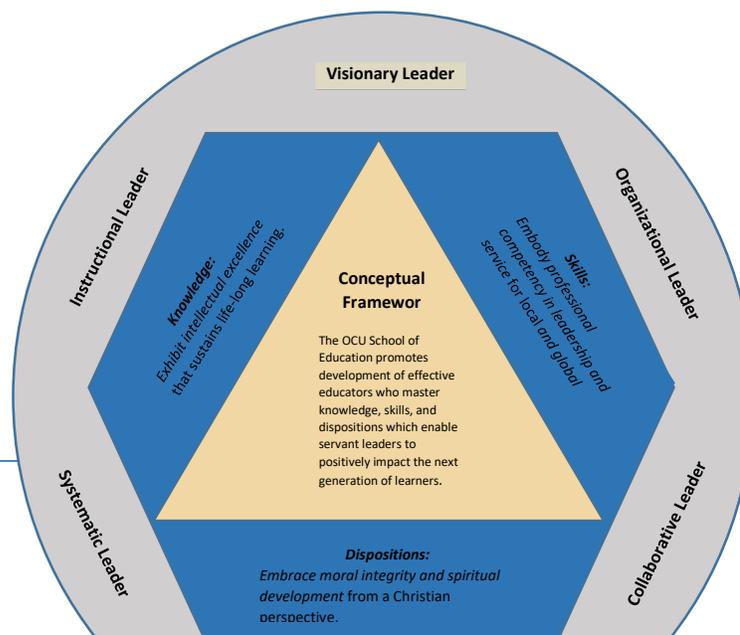
Courseware Usage

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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