



LDR 820A Dissertation (Chapter 1)

Term: Fall 2019
Time: Arranged
Dates: 8/21/19 to 10/13/19
Location: Arranged

Professor Contact Information

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Course Description

LDR 820A Dissertation Research and Design (Chapter 1) 3 hours

Candidates 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 candidate's graduate committee, the Director of the Doctoral Program, and the University Provost.

Prerequisite Studies

Prerequisites: EDUC 640, EDUC 645, LDR 745, LDR 810, admission to candidacy, and appointment of a dissertation mentor; comprehensive examinations, and portfolio defense.

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 candidates will be able to 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 as a leader in the development of an acceptable doctoral dissertation in educational/organizational leadership:

1. Refine a research question for a dissertation-level problem;
2. Write clear narrative sections required for Chapter 1 (including essential citations):
 - Introduction
 - Statement of the Problem
 - Purpose of the Study
 - Significance of the Problem
 - Limitations
 - Delimitations
 - Definitions of Terms

LEARNER OUTCOMES: The candidate will be able to:

1. Develop and write a refined research question for a dissertation level problem.
2. Using APA format, develop and write a clear and precise draft of Chapter 1 as defined in Course Objective #2, including essential citations regarding prior research. This narrative will demonstrate an understanding of the dynamics and complexities of a major problem in a discipline.

Instructional Design

Candidates will explore Dissertation (Chapter 1) through readings of examples and handouts, lectures, group discussions, independent research, and workshops over Chapter 1 drafts.

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/ or coming to campus (Oakland City or Plainfield).

Required Course Materials

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

Textbooks

American Psychological Association. (latest 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. (2014). *Educational Research*. 12th edition. Pearson. ISBN 9780132613170. This is the same text used for LDR 745 and LDR 810.

Additional Resource: Oakland City University Dissertation Handbook (available at www.oak.edu).

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](https://twitter.com/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.
 - **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 must be completed to pass the course.

Participation and Attendance

Students are expected to meet at the designated times.

Assignments

Class sessions are conducted in a workshop format conducive to interactive discussion, work session and peer reviews of the dissertation section assignments. With these sessions, as well as your independent research and writing outside of class, you are to complete Chapter 1 of your dissertation.

1. **Before the face-to-face portion of the course begins**, read Chapter 16 of the Glatthorn/Joyner text. Locate three (3) dissertations, print or download each Chapter 1, identify each section listed in the *Capstone Project Description* document (in separate document), and be ready to critique **during the first day of class**. It is preferred, but not required, that these chapters come from studies similar to yours. Email or bring a copy for the professor.

2. Write a refined research question and problem statement appropriate for dissertation-level research. Write a clear “funnel” introduction section draft for the Chapter 1. **Written during class.**
3. Write a draft of Chapter 1, with essential citations regarding prior research. Refer to attached rubric. **Due two weeks after the face-to-face portion of the course ends.**

Assessment Rubrics and Scoring Guides

The following rubrics and scoring guides are followed in the assessment of candidate performance with course learning activities. (See attached)

Grade Computation

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

Assignments and Assessments	Grade Value
Readings: Glatthorn & Joyner (complete text) Gay, Mills, Airasian (chapters on Chapter 1) Other (provided by the professor)	50 points
Chapter 1 critiques	50 points
Draft Chapter 1: Introduction, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitations, Delimitations, Assumptions, and Definition of Terms	300 points
Total	400

Grading Scale

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

Graduate Grading System			
Points	Grade	Value	Definition
388+	A	4.0	Superior
372-387	A-	3.7	Excellent
355-371	B+	3.3	High Average
340-355	B	3.0	Average
324-339	B-	2.7	Low Average

Graduate Grading System			
Points	Grade	Value	Definition
308-323	C+	2.3	Below Average, Counting as Graduate Credit
292-307	C	2.0	Below Average, Counting as Graduate Credit
00-291	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	W		

Bibliography

Candidates 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.

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:

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

Targeted Standards of Course Learning

The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement

To become a leading faith-based university that provides a Christian learning environment preparing students for service.

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 Mission Statements

Mission of the School of Arts and Sciences

The School of Arts and Sciences at OCU is a learning/teaching community dedicated to:

- Academic knowledge and excellence, application of academic discipline, technical proficiency, and lifelong learning
- Presentation of Christian ethical and moral values within a liberal arts environment
- The broadening of each person's intellectual, artistic, spiritual, cultural, and social development
- Community service through positive leadership

Mission of the School of Business

The School of Business at Oakland City University is a learning community dedicated to:

- Academic excellence, lifelong learning, and the enhancement of each person's intellectual development
- The promotion of Christian ethical and moral values, especially in the business community
- The promotion of community service through positive leadership
- The preparation of graduates to successfully meet the needs of business and industry
- The development of skills necessary for each individual to enhance his or her own personal and professional growth

Mission of the School of Education

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

Conceptual Framework (Program Goals and Content Standards)

Note: Option II and option III candidates should substitute the term “school district level leader” with “Deanship” and “Manager/CEO” respectively for their program goals as applied to this course.

The School District Level Leaders as a servant leader, conveyor and facilitator of knowledge and heritage:

- 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)

Content Standards

IDOE standards specifically applied in this course:

Standard 2: Instructional Leadership

School district 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, including:

- 2.1 cultivating commitment to and ownership of the district’s instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision.
- 2.2 planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.
- 2.3 using student performance data to evaluate instructional quality and regularly providing school leaders and staff with prompt, high-quality feedback aimed at improving student outcomes.
- 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities.
- 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students.
- 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.

Standard 5: Culture of Achievement

School district leaders develop a district-wide culture of achievement aligned to the district's vision of success for every student, including:

- 5.1 empowering building leaders, teachers, and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning.
- 5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable.
- 5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.
- 5.4 implementing systems to promote and enforce individual accountability for results.
- 5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports.
- 5.6 ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.
- 5.7 guiding building-level staff to build productive and respectful relationship with parents/guardians and engage them in their children's learning.
- 5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the district's goals for student growth and achievement.

SPA (ELCC) standards specifically applied in this course: An educational leader who guides, facilitates, and supports the success of all learners by:

- understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations. (ELCC Standard 1: The Political, Social, Legal, Economic, and Cultural Environments)
- advocating, nurturing, and sustain a school culture that is shared and supported by the greater school community. (ELCC Standard 2: School Culture)
- personally demonstrating and promoting honesty, fairness, and professional ethics. (ELCC Standard 5: Acting with Honesty, Fairness, and Professional Ethics)
- An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate). ELCC Standard 7: Internship Practicum (Field Experience) of Standards-based Work in Real Settings

Below is a complete list of the School Leader-District Level Educator Standards as provided by the Indiana Department of Education.

School Leader-District Level Educator Standards

(Adapted from Indiana Department of Education, Indiana Content Standards for Educators, and School Leader-District Level)

- Standard 1: Human Capital Management - School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

- Standard 2: Instructional Leadership - School district 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.
- Standard 3: Personal Behavior - School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.
- Standard 4: Building Relationships - School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.
- Standard 5: Culture of Achievement - School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.
- Standard 6: Organizational, Operational, and Resource Management - School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Below is a complete list of the Educational Leadership Constituent Council (ELCC) Standards:

Educational Leadership Constituent Council (ELCC) Standards

- Educational Vision – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- School Culture – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported b the greater school community.
- Management – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
- Communication and Collaboration with Communities – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
- Acting with Honesty, Fairness, and Professional Ethics – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
- The Political, Social, Legal, Economic, and Cultural Environments – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and

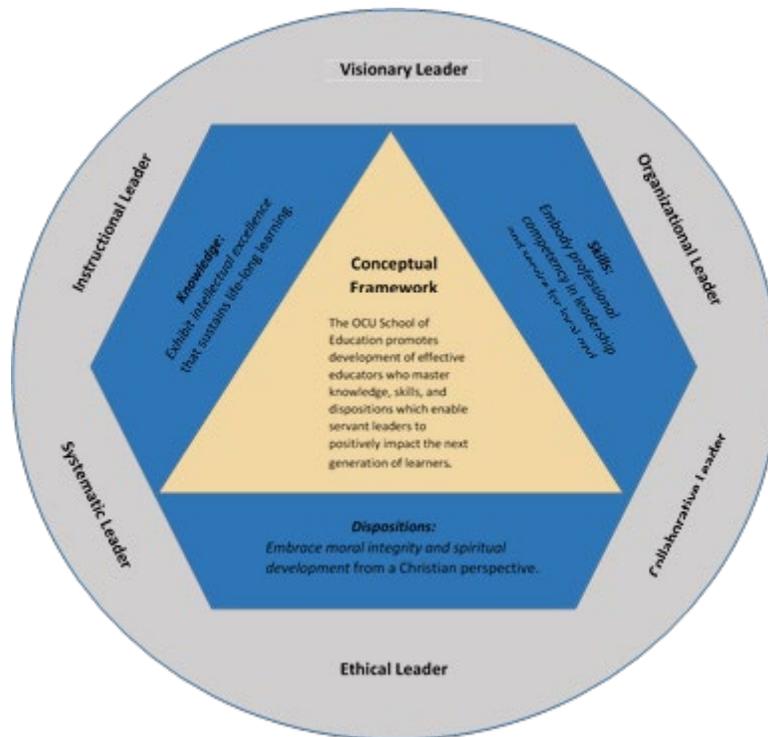
influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.

- Internship Practicum (Field Experience) of Standards-based Work in Real Settings – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).

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.

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