



LDR 820C Dissertation Research and Design III

Term: Fall 2019

Time: Arranged

Professor Contact Information

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Course Description

LDR 820C Dissertation Research and Design (3hours)

Candidates will use their knowledge regarding research-based and practice-based analytical and problem-solving techniques to research and analyze a problem related to leadership. Each doctoral candidate will be working under the guidance of their dissertation chair and committee to complete their dissertation. To successfully complete this course the doctoral candidate must show adequate progress towards their dissertation.

Prerequisite Studies

Prerequisites: EDUC 640, EDUC 645, LDR 745, LDR 810, LDR 820 A & B admission to candidacy, and appointment of a dissertation chair/mentor; Competency Exam, 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

At the conclusion of the course, the candidate must:

1. Identify presentation of research findings congruent with study design and select appropriate methods to present research findings; and create a draft manuscript of research findings (Chapter 4) that reflects a qualitative study design, a quantitative research design, or a mixed-methods research design.

Instructional Design

Candidates will explore Dissertation (Chapter 4) 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 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.

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: Author.

Gay, L.R., Mills, G.E. ,& Airasian, P. (2014). Educational research. 12th edition. Pearson. ISBN 9780132613170

Note: It is appropriate for students to use the edition purchased for LDR 745 or 8th or 9th editions.

Schedule of Readings: Review of chapters appropriate for chosen research design. Select in consultation with dissertation committee chair.

Additional Resource: Oakland City University Dissertation Handbook (available online at www.oak.edu. Click on academics, then click on School of Education, look under Resources and click on the Dissertation Manual).

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 Karen Nasser, the 504 coordinator at 812-749-1483 or by email: knasser@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached 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 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 at [@OaklandCityU](https://twitter.com/OaklandCityU)). 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. Consult the Dissertation Manual for manuscript requirements. 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

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.

Assignments

During class sessions that are conducted in a workshop format conducive to interactive discussion, work sessions and peer reviews of the dissertation section assignments, candidates are to complete a draft of Chapter 4 of the dissertation.

To complete a draft of Chapter IV, examine the relationship among the research questions, null hypothesis(es), the data collection instrument/s, and the population selected. Organize the draft in consultation with the dissertation committee chair. Present findings congruent with the research question(s), hypothesis(es), participating groups, or data collection instruments according to best practice.

Assessment Rubrics and Scoring Guides

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

ATTENDANCE AND PARTICIPATION (50 points)

Assessment Scales	MINIMAL There is little or no evidence of addressing the Learning Outcomes.	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:	.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
Point Range:	0 - 10	11-15	16-20	21-25
Grade Range:	F to C	C+ to B-	B to B+	A- to A
Applicable Program, State and Professional Standards				
Conceptual Framework	Professional Standards and Sub-Sections			

1 Skill	IDOE – Indiana Dept. Education ELCC – Ed. Leadership Constituent Council	
2 Knowledge		
3 Disposition		
4 Cultural Engagement		
CF Standards: 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
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Explain the SOE Conceptual Framework and its role in the internship experience.

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

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 an Internship.

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
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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

Average of All Ratings:	Points:	Grade:
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Additional Comments:

FINAL DRAFT - CHAPTER 4 (150 points)

Evaluation Rubric: Research Paper (Name of assignment)

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 3 Knowledge	2 Disposition 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:

Grade Computation

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

Assignments and Assessments	Grade Value
Discussion/Participation	50 points
Draft: Presentation of Findings	150 points
Total	200 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
194+	A	4.0	Superior
186-193	A-	3.7	Excellent
178-185	B+	3.3	High Average
170-177	B	3.0	Average
162-169	B-	2.7	Low Average
154-161	C+	2.3	Below Average, Counting as Graduate Credit
146-153	C	2.0	Below Average, Counting as Graduate Credit
0-145	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

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: Sage.
- 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 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

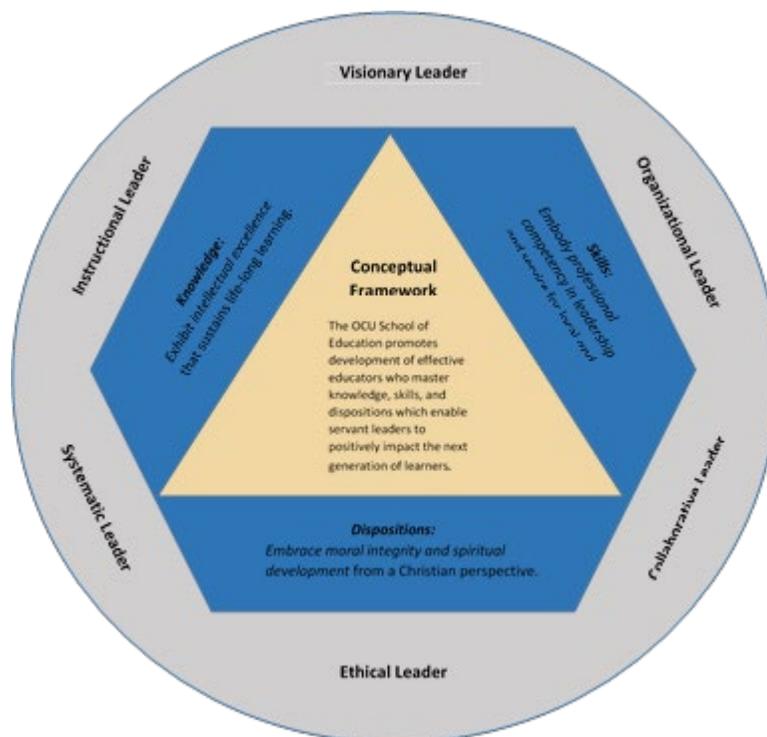
through active participation in professional organizations, community organizations, and community service activities; and

- 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

- Skills
 - a. Technological Skills
 - b. Pedagogical proficiency
- Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
- 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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