



## **LDR 830 Advanced Research**

Term: Fall 2019

Time: Arranged

### **Professor Contact Information**

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### **Course Description**

#### **LDR 830 Advanced Study (1 hour)**

Continued study of a topic approved by the Director of Doctoral Programs. Course can be repeated with permission. This course may be repeated until the dissertation has been completed.

### **Prerequisites:**

Completion of the LDR 820 course series and permission of Dissertation Committee Chair and Director of Program.

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

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

## Course Objectives

The candidate will develop and/or demonstrate a knowledge and understanding of the skills involved in the development of an acceptable doctoral dissertation in educational/organizational leadership:

- advanced research to completion and defense of dissertation study

## Instructional Design

Students will work at the direction of the Dissertation Chairperson and Committee.

## 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/](http://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](http://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). 6<sup>th</sup> edition. Publication Manual of the American Psychological Association. Washington DC: Author. ISBN 9781433805615

Gay, L.R. & Airasian, P. (2012). Educational Research. 11<sup>th</sup> edition. Upper Saddle River, NJ: Merrill-Prentice Hall. ISBN: 9780134041032

**Additional Resource:** Oakland City University Dissertation Handbook (This manual was provided by your professor in LDR 820A and is available of the OCU School of Education website.)

## 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 Karen Nasser, the 504 coordinator at 812-749-1483 or by email: [knasser@oak.edu](mailto: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 cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle ([www.nixle.com](http://www.nixle.com)) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](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. 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 Electronic Devices** – Allowances and restrictions on the use of electronic devices in the classroom will be announced by the instructor as necessary. An electronic device permitted in a classroom should be used in a non-disruptive manner to the instructor and fellow students.
  - \* Cell phones, pagers, and similar devices must be set to silent notification for incoming messages while in a face-to-face classroom. Please step outside of the classroom before you answer an incoming call.
  - \* The use of computers and/or other electronic devices in the classroom is determined by the instructor and ADA provisions for students with special learning needs.

- **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**

The student will work at the direction of the Dissertation Chairperson and Committee.

**Learner Outcome:** The candidate will be able to:

1. acutely focus 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:
  - 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.
  - planning, organizing, supervising, and supporting a rigorous district instructional program based on research-supported best practices regarding curriculum, instruction, and assessment.
  - 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.
  - 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.
  - 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.
  - promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement.

2. develop a district-wide culture of achievement aligned to the district’s vision of success for every student, including:
- 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.
  - establishing rigorous academic goals and priorities that are accepted as fixed and immovable.
  - orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation.
  - implementing systems to promote and enforce individual accountability for results.
  - ensuring all students full and equitable access to educational programs, curricula, and available supports.
  - ensuring the use of positive and equitable behavior management systems and the consistent implementation of rules and routines.
  - guiding building-level staff to build productive and respectful relationship with parents/guardians and engage them in their children’s learning.
  - 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.

## Assignments

Candidates are to continue advanced research to complete and defend their dissertation study.

## Assessment Rubrics and Scoring Guides

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

## Grade Computation

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

Assignments and Assessments		Grade Value
Assignment #1	Completed Dissertation Chapters I,II,III,IV,V	50 points
Assignment #2	Completed Frontage Pages of Dissertation	50 points

Assignments and Assessments	Grade Value
Assignment #3 Completed Bibliography Pages of Dissertation	50 points
Assignment #4 Completed Defense of Study	50 points

**Rubrics:**

**ASSIGNMENT 1: (50 points)**

**Evaluation Rubric: Dissertation Chapters I, II, III, IV and V**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

Assessment Scales	Ineffective	Improvement necessary	Effective	Highly Effective
	There is little to no evidence of addressing the Learning Outcome	The evidence addresses the Learning Outcome at an acceptable level.	The evidence addresses the Learning Outcomes at a high level.	The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Applicable Program, State and Professional Standards</b>				
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:	
<b>Assignment Criteria</b>			<b>Rating</b>	
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  <b>Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5</b>	
<b>General Assignment Requirements</b>	
The candidate demonstrated the value of modeling personal and professional behavior.  <b>Specific Standards: IDOE 3.1. ELCC 4.1</b>	
The candidate submitted all assignments as required.  <b>Specific Standards: IDOE 3.1. ELCC 4.1</b>	
The candidate took an active part in all discussions and activities.  <b>Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2</b>	
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.  <b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</b>	
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.  <b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</b>	

<b>Total Points</b>	<b>Final Rating:</b>
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**ASSIGNMENT 2: (50 points)**

**Evaluation Rubric: Dissertation Frontage Pages**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assessment Scales</b>	<b>Ineffective</b> There is little to no evidence of addressing the Learning Outcome	<b>Improvement necessary</b> The evidence addresses the Learning Outcome at an acceptable level.	<b>Effective</b> The evidence addresses the Learning Outcomes at a high level.	<b>Highly Effective</b> The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Applicable Program, State and Professional Standards</b>				
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:	
<b>Assignment Criteria</b>			<b>Rating</b>	
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  Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				

<b>General Assignment Requirements</b>	
<p>The candidate demonstrated the value of modeling personal and professional behavior.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate submitted all assignments as required.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate took an active part in all discussions and activities.</p> <p><b>Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</b></p>	
<b>Total Points</b>	<b>Final Rating:</b>

**ASSIGNMENT 3: (50 points)**

**Evaluation Rubric: Dissertation Bibliography**

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Assessment Scales</b>	<b>Ineffective</b> There is little to no evidence of addressing the Learning Outcome	<b>Improvement necessary</b> The evidence addresses the Learning Outcome at an acceptable level.	<b>Effective</b> The evidence addresses the Learning Outcomes at a high level.	<b>Highly Effective</b> The evidence addresses the indicator at a consistently high level.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Applicable Program, State and Professional Standards</b>				
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:	
<b>Assignment Criteria</b>			<b>Rating</b>	
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  Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				

<b>General Assignment Requirements</b>	
<p>The candidate demonstrated the value of modeling personal and professional behavior.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate submitted all assignments as required.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate took an active part in all discussions and activities.</p> <p><b>Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</b></p>	
<b>Total Points</b>	<b>Final Rating:</b>

**ASSIGNMENT 4: (50 points)**

**Evaluation Rubric: Dissertation Defense**

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.
<b>Rating Range:</b>	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0
<b>Applicable Program, State and Professional Standards</b>				
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:	
<b>Assignment Criteria</b>			<b>Rating</b>	
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  Specific Standards: IDOE 2.4, 2.5, 4.4, 5.3. ELCC 4.1, 5.4, 5.5				

<b>General Assignment Requirements</b>	
<p>The candidate demonstrated the value of modeling personal and professional behavior.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate submitted all assignments as required.</p> <p><b>Specific Standards: IDOE 3.1. ELCC 4.1</b></p>	
<p>The candidate took an active part in all discussions and activities.</p> <p><b>Specific Standards: IDOE 3.1, 3.5 ELCC 2.2, 7.2</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6</b></p>	
<p>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.</p> <p><b>Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7</b></p>	
<b>Total Points</b>	<b>Final Rating:</b>

## Course Outline

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

Unit	Lesson Title and Learning Activities	Topics Covered
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A GP (Graduate in Progress) grade will be used with doctoral candidates who have not successfully completed and/or defended their dissertation. No grade value is associated with this course.

### Graduate Grading System

Points	Grade	Value	Definition
194+	GP	0.0	Graduate in Progress
186-193	GP	0.0	Graduate in Progress
178-185	GP	0.0	Graduate in Progress
170-177	GP	0.0	Graduate in Progress
162-169	GP	0.0	Graduate in Progress
154-161	GP	0.0	Graduate in Progress
146-153	GP	0.0	Graduate in Progress
0-145	GP	0.0	Graduate in Progress
	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

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

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.

Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods*

Rudestam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2<sup>nd</sup> 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:

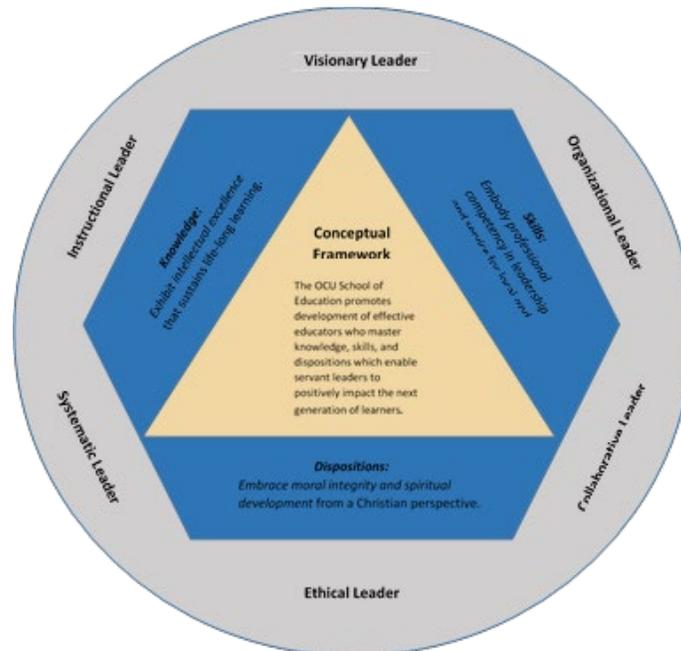
- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge 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

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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