

Andrews University
School of Education
Leadership Department

LEAD 880 Dissertation Proposal
(2 credits)

Spring 2015

Instructors

Dr. Sylvia Gonzalez and Dr. Gus Gregorutti
Professors of Leadership and Higher Education

Contact Information

sylviag@andrews.edu
ggregoru@andrews.edu

Bell Hall Room 174C
Office Telephone: (269) 471-6163

SYLLABUS

LEAD 880 Dissertation Proposal

COURSE DESCRIPTION

This course helps participants develop the doctoral dissertation proposal for approval by their committees. It is structured so that during the semester participants will be able to write their proposal. The course will be completed when all assignments have been turned in and earned a satisfactory grade. Participants can work their proposals in this class in cooperation with their dissertation chairs.

PRE-REQUISITES

Pre-requisites to this course are **LEAD 637 Issues in Research** and **LEAD 535 Principles of Academic Writing**. In addition, participants must have **an approved doctoral committee and a prospectus**.

CREDIT HOURS

This course is offered for 2 credits, 60 hours being considered 1 credit hour. In LEAD 880 it is expected that you will spend **at least – 15 hours** each week during **15 weeks** of this class. A suggested weekly schedule to divide your time is provided:

- Readings: 5 hours
- Interactive Discussion on the Readings and reflection: 1 hours
- Assignments: 9 hours (more hours may be needed and it balances out with less readings)

MISSION, ELEMENTS, AND STANDARDS

The mission, elements, and standards that guide this course are the following:

I. Andrews University Mission

Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church.

II. School of Education (SED) Mission and Elements

A. *Mission*

The mission of the School of Education at Andrews University is to serve an international clientele, preparing educators for excellence in thinking, teaching, service, and research. As companions in learning, students and faculty are committed to global Christian service. The mission is succinctly captured in the phrase, “To Educate is to Redeem”, through harmonious development of students for service. The mission is expressed through six Elements that reflect the ideal development for all graduates of the School of Education. They are:

B. *Elements*

1. **Worldview (WV)** – addresses appreciation of the perspective of others and development of a personal philosophy from which action and service arise.
2. **Human Growth and Change (HGC)** – addresses principles of group behavior and learning, and the use of these principles to effect positive change.
3. **Groups, Leadership, and Change (GLC)** – addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations.
4. **Communication and Technology (CT)** – addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning.
5. **Research and Evaluation (RE)** – addresses valuing and conducting disciplined inquiry for decision-making.
6. **Personal and Professional Growth (PPG)** – addresses commitment to holistic personal and professional growth.

III. Leadership and Educational Administration Department (LEAD)

A. *Mission*

The Leadership and Educational Administration Department develops a community of scholar-practitioners who transform the power of knowledge into global service.

B. *Elements*

The unique LEAD conceptual framework is based on the following elements:

1. **Contextualism** – Graduates of LEAD will relate current knowledge and practices with past experiences in the appropriate contexts (cultural, political, economic, etc.).
2. **Collaboration** – Graduates of LEAD will value the strength derived from cross-fertilization of ideas and experiences from different disciplines, and the establishment of working relationships among individuals and groups within and without an organization.
3. **Visionary** – Graduates of LEAD will possess knowledge and skills to articulate a vision and engage in strategic planning activities.
4. **Developmental** – Graduates of LEAD will acquire knowledge that will enable them to process inputs of an organization (material and human resources) in order to maximize their potentials using the latest available means.

PROGRAM LEVEL LEARNING OUTCOMES

The following are the Department of Leadership and Educational Administration student learning outcomes. Asterisks (*) denote the alignment between these program learning outcomes and LEAD 880.

GOALS	STUDENT LEARNING OUTCOMES (SLO)	DIMENSION OF OUTCOMES	ALIGN- MENT TO (SLO) FOR LEAD 880
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Philosophical Foundations	Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practices	**
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Ethics, Values, and Spirituality	Leadership functions from a set of principles and standards that guides their work and all their relationships with others	**
Leadership and the Self: Competencies that focus on the self-awareness and the personal and professional identity required when practicing leadership	Learning and Human Development	Leadership understands the principles of learning and is committed to and practices continuous personal, interpersonal and organizational learning	**
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Effective Communication	Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships	*
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Mentor/Coach	Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives	
Leadership with Others: competencies that focus on the interpersonal aspects of leadership. Growth and development of others is an essential function of leadership	Social Responsibility	Leadership understands social systems and is accountable to others and endeavors to see that timely, community, and environmental needs are met in local and, as appropriate, in global ways	
Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects	Reading and Evaluating Research	Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field	***
Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects	Conduct Research	Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis	***
Leadership and Research: Competencies that focus on the need to use data to communicate, persuade, and make decisions, and to contribute to the knowledge base for leadership. Competence in research needs to include both qualitative and quantitative methods. Research skills are often necessary while engaging in organizational development, assessment and evaluation, and other leadership projects	Reporting and Implementing Research	Leadership adequately communicates research findings and implements the finding in the workplace	***

ALIGNMENT TO PROGRAM COMPETENCIES AND STANDARDS

Leadership Program

Competency 4a – Reading and evaluating research – Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.

Competency 4b – Conducting research – Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, explains standards for data collection, and conducts basic data collection and analysis.

Higher Education Program

Competency 4a – Conducting, evaluating and reporting research. Higher Education Administration understands the logic and processes of scientific enquiry, explains major research methodologies, formulates empirically-driven research problems, selects appropriate research designs, conducts basic data collection and analysis and adequately communicates research findings and implements the findings in the workplace.

K-12 Educational Leadership Program

Standard 10 – Participants who complete the program are educational leaders who apply knowledge which promotes the success of every student by understanding and comprehensively applying research and evaluation for effective decision making.

COURSE OBJECTIVES

The central goal of this course is to prepare participants to learn and demonstrate the ability to write an action plan for their research, which is the capstone of the PhD program.

At the end of this course, participants will be able to develop a dissertation proposal that contains the following:

1. A clearly-stated statement of the problem
2. Well-defined research question(s)
3. A well-articulated rationale for the study
4. A solid conceptual or theoretical framework
5. Variables of the study clearly identified
6. A literature review sufficient for proposal
7. A clear description of the methodology to be used
8. A clear description of the way data will be analyzed and interpreted
9. A feasible timeline for dissertation completion

COURSE STRUCTURE

This course will be delivered entirely online through the learning management system Learning Hub (<https://moodleadmin.andrews.edu/login/index.php>). You will use your Andrews University username and

password to login to the course from the Learning Hub AU page. In the Learning Hub, you will access online lessons, course materials, and resources.

TEXTBOOKS

The following textbooks are required for this course:

Bloomberg, L. D. & Volpe, M. (2012). *Completing your qualitative dissertation: A roadmap from beginning to end*. (2nd ed.). Thousand Oaks, CA: Sage. (Kindle edition available.) ISBN: 978-1452202709

Creswell, J. W. (2011). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0131367395

Rudestam, K. E. & Newton, R. R. (2007). *Surviving your dissertation: A comprehensive guide to content and process* (3rd ed.). Thousand Oaks, CA: Sage. (Kindle edition available.) ISBN: 978-1412916790

For reflection forums (Optional):

Cloud, H. & Townsend, J. (1992). *Boundaries: When to say yes, how to say no to take control of your life*. Grand Rapids, MI: Zondervan.

You may shop at the Andrews University bookstore: www.andrews.edu/bookstore

COURSE REQUIREMENTS

I. Before class start in January, 2015:

- 1) Make sure that your Learning Hub class link is working properly before the class begins. To participate in this course you will need access to the Internet (DSL, LAN, or cable connection desirable) and a Web browser (Internet, Explorer, Firefox, Safari). The website is <https://moodleadmin.andrews.edu/login/index.php>
- 2) If you are new to Learning Hub, you can learn how to use it by clicking on the learning tutorial. For additional help visit these websites: www.andrews.edu/services/dlit/instructional_tech/moodle.html
- 3) Instructions for logging into Learning Hub:
 1. Enter Learning Hub by going to <https://moodleadmin.andrews.edu/login/index.php>
 2. Enter your Andrews University username and password.
- 4) Upload your personal profile and photo: name, occupation, program in which you are currently registered, and your topic of preference.
- 5) Upload your **approved prospectus**.
- 6) Contact persons in case of problems with Learning Hub:
 - a. For help if your username or password do not work, or to report a problem with Learning Hub, you may contact dlit@andrews.edu, or call (269) 471-3960.
 - b. Please e-mail me at ggregoru@andrews.edu when you need to communicate with an instructor personally.

- II. **Weekly participation in the discussion and reflection forums.** This is an online course. Every Monday the instructor will post the discussion and reflection topics based on the weekly readings. Your participation in the class discussion and reflection forums is required. **This is an extremely important requirement of the class. Class discussions will run from Monday to Friday, and participants are encouraged to start posting early in the week.**

A. **Weekly reflection forum**

You are required to post at least one entry per week. The reflection will be linked to the book, *Boundaries: When to Say Yes, How to Say No to Take Control of Your Life*, by Henry Cloud and John Townsend. The instructor will moderate this reflection forum. You need to post at least one posting in this forum per week. The reflection will take place between Monday and Friday of each week. After Friday at 4:00pm, the reflection for that specific week will be closed.

B. **Content knowledge discussion forum**

You are required to participate **every week** by 1) reading the assigned chapters, 2) interacting with the other participants in the discussion, and 3) submitting your assignments. **At least one meaningful posting** is expected each week. The discussion will take place between Monday and Friday of each week. After Friday at 4:00pm, the discussion for that specific week will be closed.

Your success will depend on your weekly participation and your own work in the assignments. **Expect to be putting in at least 15 hours of work per week. This is a very time demanding class!**

EVALUATION

A grade of S (Satisfactory) will be given upon the submission of **ALL assignments** at the due date throughout the semester, as well as the final submission of a dissertation proposal that is ready or close to ready for proposal defense. Participants are strongly encouraged to be in communication with their committees as they go through the proposal development stages.

COURSE OUTLINE

DATE	READINGS & DISCUSSIONS	ASSIGNMENTS <i>You will be graded on assignments labeled "ASSIGNMENT"</i>
Week 1 (Jan. 5-9)	Creswell, <i>Educational research</i>: Chapter 1- The process of conducting research using quantitative and qualitative approaches Chapter 2- Identifying a research problem	• Obtain the textbooks prior to this date (extremely important). • Do the Learning Hub Tutorial if you are new to it. • Write and upload your personal profile with photo in the Discussion Forum. • Get to know each other. • Upload your prospectus. • Participate in the Reflection Forum.

Week 2 (Jan 12-16)	Bloomberg, <i>Completing your qualitative dissertation</i>: Part I- Taking charge of yourself and your work Chapters 1-4 Part II- Chapter 5- Introduction to your study Rudestam, <i>Surviving your dissertation</i>: Part I- Getting Started (Chapters 1-3) Discuss the differences between qualitative and quantitative methodologies. Participate in the Reflection Forum.	Post (Dropbox) a conceptual (main ideas) paper of all three authors read last week and this one (Creswell, Bloomberg, and Rudestam). Each sub-paper should not be more than 2 pages long. Write all at double spaces and do it in one integrated paper of no more than 6 pages long. Follow AU's format STRICTLY: http://www.andrews.edu/grad/documents/sww11.pdf Margins must be at 1" around for all papers. Use conventional 12-font size. ASSIGNMENT #1: Drop it in Dropbox on Sunday, Jan 18.
Week 3 (Jan 19-23)	Participate in the Discussion Forum on the readings from Week 1 and 2. Discuss your introduction and problem statement. Try to be a second reader posting perceptions and commentaries, if any. Participate in the Reflection Forum.	- Post (Share) in the discussion forum an introduction and statement of the problem you want to study (a short version of them). - Post (Dropbox) a paper with your introduction and statement of problem. Type it at double spaces. Follow AU's format STRICTLY: http://www.andrews.edu/grad/documents/sww11.pdf Margins must be at 1" around for all papers. Use conventional 12-font size. ASSIGNMENT #2: Drop it in Dropbox on Sunday, Jan 25.
Week 4 (Jan. 26-30)	Participate in the Discussion Forum on the reading: Creswell, <i>Educational research</i>: Chapter 4- Specifying a purpose and research questions and hypotheses Discuss your purposes and research questions/hypotheses. Try to be a second reader posting perceptions and commentaries, if any. Participate in the Reflection Forum.	- Post (Share) in the discussion forum your Purpose of the study and Research question(s)/Hypotheses (a short version of them). - Post (Dropbox) a paper with your Purpose of the study and Research question(s)/Hypotheses. Type it at double spaces. Follow AU's format STRICTLY. ASSIGNMENT #3: Drop it in Dropbox on Sunday, February 1.
Week 5 (Feb. 2-6)	Discuss main ideas that deal with conceptual framework, significance, limitations, and delimitations. Participate in the Reflection Forum.	Post (Dropbox) a paper with your Conceptual framework, rational/significance, and limitations/delimitations. Type it at double spaces. Follow AU's format STRICTLY. ASSIGNMENT #4: Drop it in Dropbox on Sunday, February 8.

Week 6 (Feb. 9-13)	Participate in the Discussion Forum on the readings from: Rudestam, <i>Surviving your dissertation</i>: Chapter 9 Overcoming barriers: Becoming an expert while controlling your own destiny. Participate in the Reflection Forum.	- Revise and refine Chapter 1 (in consultation with your chair). Post your revision next week (February 22). - Post (Dropbox) a conceptual (main ideas) paper of chapter 9 (Rudestam). It should not be more than 2 pages long. Follow AU's format STRICTLY. ASSIGNMENT #5: Drop it in Dropbox on Sunday, February 15.
Week 7 (Feb. 16-20)	Participate discussing (Forum) your changes (after consultation with your chair) in chapter 1. Participate in the Reflection Forum.	Post (Dropbox) a revised and refined Chapter 1 with Definition of Terms, Methodology, and Summary (in consultation with your chair). Follow AU's format STRICTLY. ASSIGNMENT #6: Drop it in Dropbox on Sunday, February 22.
Week 8 (Feb. 23-27)	Participate in the Discussion Forum on the following readings: Creswell, <i>Educational research</i>: Chapter 3- Review the literature Bloomberg, <i>Completing your qualitative dissertation</i>: Part II- Content and process: Chapter 6- Developing and presenting the literature review Rudestam, <i>Surviving your dissertation</i>: Chapter 4- Literature review and statement of the problem Participate in the Reflection Forum.	- Post (Dropbox) a conceptual (main ideas) paper of all three authors read this week (Creswell, Bloomberg, and Rudestam). Each sub-paper should not be more than 2 pages long. Write all at double spaces and do it in one integrated paper of no more than 6 pages long. Follow AU's format STRICTLY. - Post (Dropbox) at least 10 pages of your Chapter 2 Literature Review. This MUST be very well linked to your research questions and problem. ASSIGNMENT #7: Drop it in Dropbox on Sunday, March 1.
Week 9 (Mar. 2-6)	Participate in the Discussion Forum on the experiences you had to fully integrate your research questions and problem through your chapter 2. Participate in the Reflection Forum.	- Post (Dropbox) another 10 pages of your Chapter 2 Literature Review. This MUST be very well linked to your research questions and problem. Follow AU's format STRICTLY. Revise and refine Chapter 2. Keep all your references in Endnote. ASSIGNMENT #8: Drop it in Dropbox on Sunday, March 8.
Week 10 (Mar. 9-13)	Participate in the Reflection Forum.	Post (Dropbox) your final revision of Chapter 2. ASSIGNMENT #9: Drop it in Dropbox on Sunday, March 15.

Week 11 (Mar. 16-20)	SPRING BREAK! Relax and enjoy it with your family!	
Week 12 (Mar. 23-27)	Participate in the Discussion Forum on the following readings: Creswell, <i>Educational research</i>: Chapter 5- Collecting quantitative data Chapter 7- Collecting qualitative data Bloomberg, <i>Completing your qualitative dissertation</i>: Chapter 7- Presenting methodology and research approach Rudestam, <i>Surviving your dissertation</i>: Chapter 5- The method chapter: Describing your research plan Participate in the Reflection Forum.	- Post (Dropbox) a conceptual (main ideas) paper of all three authors read this week (Creswell, Bloomberg, and Rudestam). Each sub-paper should not be more than 2 pages long. Write all at double spaces and do it in one integrated paper of no more than 6 pages long. Follow AU's format STRICTLY. - Look at Table 7.1 in Bloomberg (pp. 102-103) and start developing Chapter 3. Post (Dropbox): Introduction/Overview Population/sample ASSIGNMENT #10: Drop it in Dropbox on Sunday, March 29.
Week 13 (Mar. 30-Apr. 3)	Participate in the Discussion Forum Participate in the Reflection Forum.	Post (Dropbox): Research design and data collection methods. ASSIGNMENT #11: Drop it in Dropbox on Sunday, April 5.
Week 14 (Apr. 6-10)	Participate in Reflection Forum.	- Post (Dropbox): Data analysis/synthesis. Ethical considerations. Validity and reliability or trustworthiness of research. ASSIGNMENT #12: Drop it in Dropbox on Sunday, April 12.
Week 15 (Apr. 13-17)	No discussion or reflection forums this week unless there are pressing questions from the class participants.	Revise and refine all three chapters. FINAL ASSIGNMENT #13: Drop it in Dropbox on Sunday, April 19.

COURSE POLICIES

Communication with the instructor

Please remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to an email message within 2 business days during the week, and may not be available to respond on weekends.

Maintain professional conduct online

The instructor will make every effort to provide a safe environment for you to share your opinions, ideas and beliefs. In return, you are expected to respect the opinions, ideas and beliefs of the other participants. Everyone has the right and the privilege to learn in the class, free from harassment and disruption.

Discussion boards

How will you proceed with the discussion boards? First, read the assigned readings as per the class outline. Respond to the questions posed by the instructor. Read what others have posted and exchange ideas with them. You must make at least one substantive response in your weekly postings that will show the instructor that you have read and thought about the assigned readings. Keep the following in mind:

1. You must make at least one substantive responses in your weekly interactions. What does this mean? That the instructor will be able to see that you read and thought about the assigned readings. Writing: “I also think the same”, or “Nice comment” is not considered a substantive comment.
2. Be respectful of others’ opinions, but also honest.
3. You do not need to respond to everyone in the class. Choose what issues you will address.
4. You will not have non-verbal cues and neither will the instructor. Communicate with the instructor when you are confused, or unhappy. You need to initiate communication when there is something that concerns you.
5. Please avoid using emoticons and if you want and feel you need to use them, do it only once in a while.

As a student of Lead 880 and of Andrews University, you are expected to maintain a high degree of professionalism, commitment to active learning, and participation in this class, as well as integrity in your online behavior.

ACADEMIC DISHONESTY POLICY

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying official documents;
- Plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators;
- Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the university);
- Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud;
- Presenting another’s work as one’s own (e.g., homework assignments).

The submission of work, which includes the work or ideas of another without citing or attributing them to their author, possibly constitutes plagiarism. **Assignments which are plagiarized will be given a failing grade and their authors treated in accordance with AU Honor Code on academic dishonesty as stated in the Andrews University Academic Calendar.**

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Provost. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties.

SPECIAL NEEDS ACCOMODATION

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the University of any disability by contacting the Student Success Center. Students who are otherwise qualified for college may receive reasonable accommodations for disabilities if they have provided documentation by a qualified, licensed professional, and have notified Student Success. Arrangements for accommodations should be made as early as possible after acceptance, and each semester. Students who suspect that they may have disabilities may also contact Student Success to inquire about the documentation process. More information about disabilities accommodations in college can be found at the government website: www.ed.gov/about/offices/list/ocr/transition.html. For more information about the services that are offered by the Student Success Office please refer to the current Online Bulletin or contact Carletta Witzel, Disabilities Services Coordinator, in the Student Success Office. If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

EXTRA REFERENCES (Optional)

- Fink, A. (2010). *Conducting research literature reviews from the internet to paper*. (3rd ed.). Thousand Oaks, CA: Sage.
- Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (4th ed.). Glendale, CA: Pyrczak Publishing.
- Gay, L. R., Mills, G. E. & Airasian, P. (2012). *Educational research: Competencies for analysis and applications*. (10th ed.). Upper Sadle River, NJ: Pearson Education.
- McMillan, J. H. & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. (7th ed.). Upper Sadle River, NJ: Pearson Education.
- Patten, M. L. (2009). *Understanding research methods: An overview of the essentials*. (7th ed.). Glendale, CA: Pyrczak Publishing.