



School Of
EDUCATION
C H A N N E L
I S L A N D S



DELEJ
DOCTORATE IN EDUCATIONAL LEADERSHIP FOR EQUITY AND JUSTICE

EDD 734: Dissertation Research IV, [Semester, Year]

Instructor: [Instructor]

Email: [place here]

Phone: [XXX-XXX-XXXX]

Class Location:

Office Hours:

School of Education Mission:

***Our Mission:** The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.*

***Nuestra misión:** La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.*

Course Description:

An S-factor course with Dissertation Chairs. Students will work closely with their dissertation chair to write Discussion, Introduction, and Abstract sections for their

dissertation-in-practice. In addition, students will orally defend their dissertation and shepherd it through the publication process.

Course Structure:

This capstone course is the culmination of the dissertation-in-practice (DIP) process. It integrates all eight of DELEG's Program Learning Outcomes. Candidates complete all aspects of the DIP, including the final defense.

Required Readings:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association*, 7th ed. Washington, D.C.
- Authors. (2023). CSUCI DELEG dissertation guide. [link]
- Authors. (2023). CSUCI DELEG dissertation rubric. [link]
- Pemberton, C-L. A. (2012). A "how-to" guide for the education thesis/dissertation process, *Kappa Delta Pi Record*, 48(2), pp. 82-86, doi 10.1080/00228958.2012.680378
- Perry, J. A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for faculty members, dissertation committees, and their students*. Meyers Education Press.
- Smith, J., Blevins, B., Werse, N. R., & Talbert, S. (2021). Researcher positionality in the dissertation in practice. *Practice-based and practice-led research for dissertation development*, pp. 43-63. IGI Global.
- Storey, V. A., & Hesbol, K. A. (2014). Can the dissertation in practice bridge the researcher-practitioner gap? The education professional practice doctorate and the impact of the Carnegie Project on the Education Doctorate Consortium. *Journal of School Public Relations*, 35(3), pp. 324-347.
- Storey, V. A., Caskey, M. M., Hesbol, K. A., Marshall, J. E., Maughan, B., & Dolan, A. W. (2015). Examining EdD dissertations in practice: The Carnegie Project on the Education Doctorate. *International HETL Review*, 5(2). chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1097&context=edu_fac

Student Learning Outcomes:

By the successful completion of this course, you will be able to:

1. Complete dissertation Chapter 5. (PLOs 1-8)
2. Complete revision of entire dissertation and write front matter, appendices, and references. (PLOs 1-8)
3. Develop final oral defense presentation. (PLOs 1-8)
4. Complete final defense and sign-off of dissertation. (PLO 8)

Associated Program Learning Outcomes

[Carnegie Project on the Education Doctorate \(CPED\)](#)

How to Access our Course and Get Started:

- Log into MyCI: <http://myci.csuci.edu>
- Click on CI Learn
- Under “My Courses,” locate our course and click on it.
- This will take you to the course home page. View the announcement on the homepage and proceed to the “Start Here” area.

Technology Requirements and Support:

1. A computer with a webcam and access to the internet and a quiet place to record. A USB microphone like [Logitech](#) is strongly encouraged.
2. [Google Chrome](#) (web browser).
3. You will use a web-based tool called VoiceThread in this class. For an orientation to VoiceThread and support tutorials, [please click here](#).

What I Expect of You:

[Instructor completes this]

Online Etiquette:

All learners in this course will expect to abide to our community guidelines (we will develop these together)

If You Have Technical Problems:

Follow these steps:

1. [Clear your browser's cache](#)

2. Try a different browser (Chrome, Firefox, Safari)
3. Shutdown and restart your computer
4. If your problems persist, contact the University Help desk helpdesk@csuci.edu or 805-437-8552

Course Policies:

Academic Writing

Students are encouraged to make appointments with a Graduate Writing Studio (GWS) instructor for one-on-one or small group coaching on the graduate level academic writing skills you are working to develop. GWS instructors are prepared to support your development in the areas you identify—from basic writing skills (e.g., correct mechanics of sentence structure, grammar, spelling, punctuation) to correctly formatting APA citations and references, to identifying a relevant and appropriately bounded thesis topic, to developing a concise problem statement defending that thesis topic as relevant and appropriate, and more.

Please refer to our Academic Writing guidelines in Canvas.

Late Work

All assignments for this course will be submitted electronically through CILearn unless otherwise instructed. Assignments must be submitted by the due date unless a late submission is requested and approved by the instructor. With instructor approval, up to two assignments may be submitted late.

Any assignment originally submitted on time may be revised, resubmitted, and re-evaluated with eligibility for full credit.

Cheating and Plagiarism

This course will adhere to [CSUCI's academic dishonesty policy](#).

Accommodations for Students with Disabilities

Disability Statement: If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services ([DASS](#)) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of need: [Apply for services](#). Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment's due date. You will see a visual indication of new grades posted on

your CILearn home page under the link to this course.

Incomplete Policy

Under emergency/special circumstances, you may petition for an incomplete grade. An incomplete will only be assigned if a serious and compelling reason prohibits your ability to complete all course assignments during the expected timeframe of the semester. Incomplete course assignments must be completed within 1 year of the original beginning date of the course.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess. Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

A+ 98-100%	C+ 77-79%
A 93-97%	C 73-76%
A- 90-92%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86%	D 60-66%
B- 80-82%	F 0-59%

Attendance, Preparation, and Participation

Students are expected to...[instructor completes]

Library Research Resources

[Library Instruction and Resources](#)

Direct Student Support for School of Education: Dr. Colleen Harris

Email: Colleen.harris@csuci.edu; Phone: (805) 437-3140

[The Library offers 24/7 chat assistance.](#)

Writing and Multi-literacy Center

John Spoor Broome Library, Room 2675

For appointment requests and questions, call the WMC front desk or email:

Phone: 805-437-8934
Email: wmc.tutors@csuci.edu

Assignments (subject to change with notice)

Assignment #1: Completed Discussion Chapter (X points, individually)

Introduction to the assignment:

This assignment will...

Assignment Description

Over the course of the semester...

Assignment #2: Full Dissertation (X points, individually)

Introduction to the assignment:

With this assignment, you will...

Assignment Description:

Your full dissertation should...

Assignment #3: Completed Final Defense Presentation (X points, individually)

Introduction to the assignment:

This assignment will...

Assignment Description

Over the course of the semester...

Assignment #4: Completed Sign-Off Documents (X points, individually)

Introduction to the assignment:

This assignment will...

Assignment Description

Over the course of the semester...



Overview of Learning Modules (Subject to change with notice):

Please be sure to access this syllabus and Canvas prior to the start of the course and weekly throughout the session. This is a living document and will be updated weekly along with the Canvas modules.

Week/Module Topic	To complete this module:	Assignments Due
Weeks 1-2: [Dates] Module 1, Dissertation Discussion <ol style="list-style-type: none"> 1. Overview video (faculty option) 2. Reading: Dissertation Guide 3. Links to 3 Sample Dissertations 4. Discuss with Chair to determine the usefulness of working with a cohort member as a thought partner 5. Upload link for module deliverables 6. Link to Zoom meeting 7. Dissertation Rubric 		
Weeks 3-4: [Dates] Module 2, Dissertation Completion <ol style="list-style-type: none"> 1. Overview video (faculty option) 2. Reading: p. 33 – 35 in Dissertation Guide (Need to insert) 3. Links to 3 Sample Dissertations 4. Discuss with Chair to determine the usefulness of working with a cohort member as a thought partner 5. Upload link for full dissertation 6. Link to Zoom meeting 7. Dissertation Rubric 		
Weeks 5-6: [Dates] Module 3, Developing Final Oral Defense <ol style="list-style-type: none"> 1. Overview video (faculty option) 2. Reading: Guidelines for Final Defense and Powerpoint, APA Publication Manual 3. Links to 3 Sample Powerpoints 4. Discuss with Chair to determine the usefulness of working with a cohort member as a thought partner 		

5. Upload link for defense presentation 6. Link to Zoom meeting 7. Dissertation Rubric		
Weeks 7-8: [Dates] Module 4, Final Defense and Sign Off 1. Overview video (faculty option) 2. Reading: Sign Off Documents for Defense, APA Publication Manual 3. Links to 3 Sample Dissertations 4. Upload link for complete dissertation with Front Matter, References, and Appendices 5. Links to Zoom meeting and Defense meeting 6. Dissertation Rubric		

Course Policies

Note: Course policies are subject to change. It is the student's responsibility to check CILearn for corrections or updates to the syllabus. Any changes will be posted in CILearn.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess. Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

This course will adhere to CSUCI's academic dishonesty policy. **Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

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Attendance, Preparation, and Participation

Students are expected to...

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Instructor Communication Policy

Please email me your concerns and questions, I will respond within 24 hours Monday-Friday. I may not be available to respond on a weekend, but please leave a message and I will respond on Monday. If you would like to set up an in-person or Zoom meeting, please email me and we will find a time.

Late Work

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Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned as follows:

Online Etiquette

All learners in this course are expected to abide by our community ground rules and Netiquette. Also refer to the Civil Discourse policy of the CI campus (below).

Preferred Pronouns

I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You may also update your pronouns or preferred name in [myCI Student Center](#)

Viewing Grades in CILearn (optional)

Points you receive for graded activities will be posted to the CILearn Grade Book. Click on the My Grades link on the left navigation to view your points.

I will update the online grades each time a grading session has been complete—typically within the week following an assignment’s due date. You will see a visual indication of new grades posted on your CILearn home page under the link to this course.

University Policies

Civil Discourse

NOTE: I take this policy seriously and make no exceptions. I will have zero tolerance for deviations from a civil discourse.

Non-protected speech (meaning it is not protected under 1st Amendment) includes hate speech, obscenity, defamation, fraud, incitement, and threats. Symbolic speech--non-verbal speech such as symbols or gestures--is also not protected if it is hateful, threatening, obscene, or perceived as creating an unsafe/threatening learning environment by me or a student.

All Candidates, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to “engage in informed discourse and express a diversity of opinions freely and in a civil manner” (language from Academic Senate [Resolution SR 16-01](#), Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community).

In addition, Candidates whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action: Candidates that disrupt this course may receive a verbal and written warning from the instructor and/or they may be referred to the Dean of Candidates office for further review and possible disciplinary action.

Time Commitment

The CSU policy calculates a 3-unit class as 3 hours a week of in-class time (in-person or online) plus minimum of 6 hours weekly (9 recommended weekly), outside of the class session on reading, watching taped lectures which is a “flipped class” instructional model, completing assignments, and other preparation work completed by the students on their own for deep learning. In order to keep up with and pass this class, these hours are factored for this course.

The CSU credit hour definition is consistent with federal law (600.2 and 600.4 revised July 1, 2020) and the requirements of the WSCUC.” Memo from CSU Chancellor Office, December 21, 2020

Title IX and Inclusion

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits

discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands' commitment to diversity and inclusion or to report a potential violation, please contact [Title IX & Inclusion](#) at 805.437.2077.

Student Services

Basic Needs @ CI

If you face challenges securing food, housing, or other basic needs, you are not alone, and CSUCI wants to help during this time of crisis. One helpful resource is the community of staff available through the Basic Needs Program (BNP) located on the first floor of Arroyo Hall, Room 114. Students can call 805-437-2067, email basicneeds@csuci.edu, or drop in during open hours and talk with a BNP student assistant or professional staff member for resources, ideas, and strategies connected to basic needs challenges. Students can complete a referral form to request services for themselves or others by going to www.csuci.edu/basicneeds. The BNP is known for the Dolphin Pantry located at Arroyo Hall 114, but there are other resources available and staff who can help you work through housing insecurity or displacement as well as financial insecurity. Undergraduate students living in California are especially encouraged to explore CalFresh (grocery money each month for eligible students) as a resource. Domestic undergraduate students living in California are likely to be eligible for CalFresh and BNP staff are skilled with helping students navigate this process.

Please also notify your instructor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

The Black Cultural Center is located in Bell Tower 1506

Campus Tutoring Services

You are encouraged to make early and regular use of campus tutors and/or peer-led study groups. For campus tutoring locations, subjects and hours, check out [Campus Tutoring](#).

Counseling and Psychological Services (CAPS)

CAPS is pleased to provide a wide range of services to assist Candidates in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support.

CAPS can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text "Hello" to 741741); you can also email us at caps@csuci.edu or visit the [CAPS website](#).

Digitally Accessible Course Materials--ALLY

CSUCI is committed to providing you the best learning experience possible. With this goal, we have activated ALLY in your Canvas courses. ALLY is a product that focuses on making digital course content more accessible to all Candidates. You will now be able to [download most course files in the format that fits best with your learning needs](#); PDF, HTML, .EPUB, and Audio files are now available for most content items. To learn more about formats available as well as what each format offers visit [Ally Support](#).

Should you have any questions or experience issues while using ALLY, please contact Shared Services Solution Center at (805) 437-8552. Send a screen shot of the problem you have!

[Inclusive Student Services](#)

The Latin X Cultural Center is located in Bell Tower 1524

[Social Justice, Equity & Inclusion Center](#) (formerly Multicultural Dream Center) is located in Bell Tower 1538

[Veterans Affairs](#)

[Writing and Multi-literacy Center](#)