

THESIS/CAPSTONE PAPER HANDBOOK

For

MASTER OF SCIENCE (M. S.) PROGRAM

IN

ORGANIZATIONAL LEADERSHIP



DEPARTMENT OF LEADERSHIP STUDIES

SCHOOL OF GRADUATE STUDIES

**BETHUNE-COOKMAN UNIVERSITY
DAYTONA BEACH, FL**

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Introduction

This handbook is an overview of the requirements for the completion of the Master of Science (MS) Thesis/Capstone Paper/Capstone Paper in the Organizational Leadership Program in the Department of Leadership Studies of the School of Graduate Studies at Bethune-Cookman University. It is a complete compilation of the stylistic and content requirements that students must meet in order to produce an acceptable Thesis/Capstone Paper in partial fulfillment of the degree of Master of Science in Organizational Leadership (MSOL).

Purpose of Research

The purpose of the Thesis/Capstone Paper research in the MSOL program is for the student to conduct action research (definition below) that is significant to their organization and to the field of leadership. The project is based on an authentic problem or issue identified within the student's organization (see workplace learning below). The research provides an opportunity for the student to study the organization's experiences and resources in relation to other contexts, and in relation to the theories, literature, and coursework experienced within the graduate program in organizational leadership (definition below). The Thesis/Capstone Paper/capstone project empowers the student to engage in ongoing, active inquiry through the process of problem identification; development of research purpose, questions, and methodology design; data collection and analysis; and synthesis of Thesis/Capstone Paper findings to articulate conclusions and recommendations for practical knowledge within the student's organization and professional practice. The Thesis/Capstone Paper allows other colleagues in the program and professionals in leadership to benefit from the student's research experience.

In the MSOL graduate program, students will conduct an action research project that will be reported in the master's Thesis/Capstone Paper or Capstone Paper. Action research is a methodology which has the goal of bringing about change in the community or organization through research, the process of scientifically analyzing by either a qualitative or a quantitative approach some problem in the organization.

Action Research is a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview...seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally flourishing of individual persons and their communities (Reason & Bradbury, p.1).

The four major tenets of Action Research included below provide the framework for effective change processes within an organization.

- a. Construct new knowledge for subsequent action – purpose/outcome

- a. People most affected by research are involved in a central way
- b. Data based on experience of participants and systematically analyzed
- c. Intention is to create change, personally/organizationally (Brooks & Watson, 1994).

The action research project in the student's workplace provides the context for the student to apply the leadership competencies acquired in the MSOL program in the organizational change process. Through active learning involving critical inquiry and reflection, the student develops the foundation skills of emancipatory learning that are directly related to transformative leadership. The definition of transformative leadership is provided below.

Transformative Leadership is the 'art and science' of learning to facilitate value-centered change within organizations through inquiry, reflection, and the framing of diverse perspectives for critique. This form of leadership is based in global ethics and is a continuous learning process that is derived from the theory of emancipatory learning whereby leaders and their stakeholders are liberated from the traditional barriers of thinking and acting that impede vision, creativity, and respect for all humanity (Reed, 2006).

The Master of Science in Organizational Leadership program entails the study of leadership founded on value-centered change. Transformative leadership advocates a respect for all humanity based on an awareness of the diversity of cultures that affect our global economy. The Master of Science in Organizational Leadership degree is an applied interdisciplinary study of leadership and management theories and practices within a value driven curriculum in which the values and actions of leaders are critically examined in the light of leadership theory to produce more effective individual and collective decision-making. This study of leadership involves a process of inquiry, reflection, critique and collaboration to create an environment in which students can explore new ways of thinking and evaluating to create innovative solutions to problems.

The Master of Science in Organizational Leadership is designed for working adults who are seeking to improve their organizational leadership skills in order to advance in their careers and to benefit their employers through enhanced job performance as well as an eye toward organizational change and development. Course content within the program is based on established leadership and management theories and includes the innovative themes of transformative leadership, civic engagement, critical reflection, and action research. Students use the content of their courses to develop "action research" theses based on adaptive leadership challenges at their workplace. Action research is a methodology which has the goal of bringing about change in the community or organization through research, the process of scientifically analyzing, by either a qualitative and/or a quantitative approach, some problem within the organization.

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Action Research Thesis/Capstone Paper Policies and Guidelines

In the MSOL graduate program, students will use the skills and competencies that they acquired in their courses to work with Thesis/Capstone Paper advisors and research co-participants to develop action research projects. Action research is a methodology which has the goal of bringing about change in the community or organization through research, the process of scientifically analyzing by either a qualitative or a quantitative approach some problem in the organization. The research problem and questions should be formulated so as to reduce the bias of the participant-researcher. The MSOL Program guides students in applying Reason's Cooperative Inquiry action research model.

Co-operative inquiry is one form of action research in which participants in the research are both co-researchers who contribute to designing the project, examining the findings, and drawing conclusions from the experience; and *also* co-subjects, who participate in responding to data collection tools. Co-operative inquiry follows four phases of reflection and action, fostering active learning through 1) *experiential knowing*, direct face-to-face interaction with a person, place or thing; it is the experience of empathy that leads to an in-depth knowing; 2) *presentational knowing* which proceeds from experiential knowing, and results in expression of insights gained through story, drawing, sculpture, movement, dance, drawing on aesthetic imagery; 3) *propositional knowing* which requires formation of concepts and ideas; and 4) *practical knowing* which encompasses the other forms of knowing and applies the new knowledge into action in the workplace (Heron, 1996; Heron & Reason, 2001).

In Phase 1 a group of co-researcher/participants collaborate to identify and formulate a problem that requires inquiry research. In this first phase they agree on the focus of their inquiry and a set of questions or propositions they wish to explore. They agree to a design for data collection, which will contribute to this inquiry, and agree to a set of procedures by which they will observe and record their own and each other's experience.

In Phase 2 the co-participants also become co-subjects: they respond to the data collection tools, observing and recording the process and outcomes of their own and each other's experience. In particular, they pay special attention to the nuances of their experiences, making sure to check the assumptions from the propositional frame which they held initially so that they are able to notice how practice does and does not conform to their original ideas.

In Phase 3, the anchor of the inquiry method, the co-participants develop a degree of openness to the data collected in order to ensure that their understandings are elaborated and developed. They may be led to think "out of the box" which then moves them from their original ideas and solutions into new options, unpredicted action and creative insights.

In Phase 4, the co-participants meet to review the findings from the data to consider their original research questions and as a result they may reframe them; reject them and/or pose new questions. They may choose, for the next cycle of action, to focus on the same

or on different aspects of the overall inquiry. The group may also choose to institute new knowledge in the workplace in the light of the findings.

In a more complete inquiry the cycle will be repeated several times. It should be noted that the actual process is not as straightforward as the model suggests: there are usually mini-cycles within major cycles; some cycles will emphasize one phase more than others; and some practitioners have advocated a more emergent process of inquiry which is less structured into phases; nevertheless, the discipline of the research cycle and systematic nature of the data collection is required (Reason 2002).

Research Context:

In the MSOL graduate program, students will use the content of their courses to develop “action research” theses based on an adaptive leadership challenge at their worksite or at an internship site, as a co-participant for faculty research or at an alternative context agreed to by the Thesis/Capstone Paper chair. Students who are not employed may be required to obtain an extended internship with an organization that will agree to allow them to use the workplace as a site for the action research. Action research is a methodology which has the goal of bringing about change in the community or organization through research, the process of scientifically analyzing by either a qualitative or a quantitative approach some problem in the organization.

Strengths of Action Research:

- Action research aims at an increased understanding of an immediate social situation, with emphasis on the complex and multivariate nature of this social setting
- Action research simultaneously assists in practical problem solving and expands scientific knowledge.
- Action research is performed collaboratively and enhances the competencies of the respective actors.
- Action research is primarily applicable for the understanding of change processes in social systems.

Limitations of Action Research:

- The high value placed on obtaining rich, in-depth contextual data increases the personal nature of the knowledge acquired.
- The research by its nature does not lend itself to standards of generalizability across varied contexts.
- When students identify a research topic they should be careful to avoid imposing a solution into their research design. This can be an especially tempting bias for the participant-researcher who is personally attached to the problem being researched.

These limitations are addressed by constructing a comparative study of your organization with other organizations, triangulating qualitative data, and/or including quantitative data that is objectively summarized using statistical methods.

Policies

The Thesis/Capstone Paper Policies below have been developed to address the following potential concerns: a) selection of in-house research contexts with inequities of power; b) lack of sufficient methodology for validating “distancing” of researchers in analyzing findings; and c) vulnerabilities of students who work at Bethune-Cookman in conducting in-house research.

- 1) Students are instructed that they may not select a context or methodologies for research that contain or foster inequities of power over them or research subjects.
- 2) The selection of the research topic and context has to be approved by the Graduate School Thesis/Capstone Paper advisers and the University Institutional Research Board (IRB) Committee/MSOL Non Thesis Review Committee.
- 3) Students are to be instructed that they must consider the strengths and the limitations of using an action research model for investigating their topic of interest when writing the Methodology Chapter and in the discussions of future recommendations.
- 4) Students are required to ensure the validity and quality of the research product by constructing a comparative study of the selected organization with other organizations, triangulating qualitative data, and/or including quantitative data that is objectively summarized using statistical methods.
- 5) Students must follow the entire process set out in b) below. That process has many elements that require students to address concerns about “in-house research,” “distancing,” and “undue influence.”
- 6) Submit final revisions required by Thesis/Capstone Paper committee and external reviewers no later than two weeks before oral defense.
- 7) An oral defense must be held no later than ten days prior to the end of the semester.
- 8) The final Thesis/Capstone Paper with all corrections and signatures must be submitted to the Department of Leadership Studies, and uploaded into the online publication website, no later than one week prior to graduation.

Guidelines

A. Thesis/Capstone Paper Idea Development: The action research Thesis/Capstone Paper must be designed to include the following eight factors:

1. Problem Posing – The student must examine the organizational environment using critical incident analysis through the critical reflection model to identify a

problem based on available organizational data supported by literature-based theories.

2. Personal passions for inquiry – The research topic should hold your interest and fuel your passion, because you will be working on the research and Thesis/Capstone Paper for four semesters. Also, the topic should be meaningful in relation to your work in the organization. (Ask yourself: What issues am I really motivated to research because I want to know the answers related to the questions I have generated?)
3. Organizational Change – The research should address a problem or issue related to organizational change. The research can be accomplished in one of two ways: a) the research can address changes needed in the workplace or b) it might be a study of changes that have already been made.
4. Leadership of the organization – The research must examine the role that leadership plays in addressing the problem identified.
5. Role of Values – The research should focus on whether the organizational change studied in the research is value-centered.
6. Conceptual Model – The research must be based on a conceptual model rooted in theory. The Review of the Literature provides the conceptual foundation for your action research Thesis/Capstone Paper. This is accomplished by identifying specific theories and theorists around which the Thesis/Capstone Paper is organized; as well as, providing a rationale for those selected.
7. Bias - The research question/problem you identify to study needs to be explored in a context that reduces the bias of the participant-researcher. This is addressed by constructing a comparative study of your organization with other organizations, triangulating qualitative data, and including quantitative data that is objectively summarized using statistical methods. Some categories of review areas in comparative studies that students might consider include:
 - Setting, location and history
 - Philosophy, purpose, and goal setting process
 - Clientele
 - Organization and administration
 - staffing and staff development
 - Needs assessment procedures
 - Recruitment and/or selection of learners (leaders)
 - Program objectives and processes
 - Support services
 - Linkages (internal - intra-organizational and external - inter-organizational)
 - Program Evaluation and feedback loop - improvements

- Orientation and role of director
 - Leadership styles and characteristics
 - Viewing alternatives ways of addressing problems
8. Awareness of Limitations – The researcher needs to consider the limitations associated with selection of topics and data collection methods that impact the application of the research findings and conclusions. The specific limitations of the research design must be addressed in last chapter of the Thesis/Capstone Paper.

B. Inquiry Based Learning: Inquiry in the research process promotes active learning based on the student’s hands-on action research within their authentic work environment. This active learning stimulates the student’s empowerment as a lifelong learner in their professional role and personal life.

The research needs to be designed to follow one of the following approaches to the researcher’s role in the inquiry process:

1. First Person Inquiry – self-learning, reflective-critical thinking - The researcher is the focus of the research and directly related to the problem and outcome of the project. Therefore, the researcher responds to the data collection tools, analyzes the data, and determines the conclusions and recommendations.
2. Second Person Inquiry – collaboration with co-researchers and co-learners - The researcher is directly impacted by the problem and outcome of the project along with peers. Therefore, the researcher is a participant with peers in responding to the data collection tools, in analyzing the data, and in determining the conclusions and recommendations.
3. Third Person Inquiry – researching systematic organizational change. The researcher is not directly impacted by the problem and outcome of the project. Therefore, the researcher is an observer of the process and objectively collects the data, analyzes the data, and determines the conclusions and recommendations to share with the organization.

C. Statement of the Research Problem and Question

The student needs to identify a concrete problem or issue within the context of their workplace and write a succinct statement that specifies the justification for the study. It challenges the student to seek data to understand the problem fully. The student must avoid bringing their own bias and assumptions into the explanation of the problem and avoid jumping to conclusions about solutions to the problem. From this problem, the student derives a researchable question to guide the selection of methodology. The research question limits the scope of the study indicated in the problem.

C. Quantitative and Qualitative Methodology: The research may include quantitative and/or qualitative methods for data collection and analysis.

Qualitative and Quantitative Methods: A Comparison

An examination of the quantitative and qualitative paradigms will help to identify their strengths and weaknesses and how their divergent approaches can complement each other. In most cases, researchers fall into one of the two camps--either relying exclusively upon "objective" survey questionnaires and statistical analyses and eschewing warm and fuzzy qualitative methods, or using only qualitative methodologies, rejecting the quantitative approach as decontextualizing human behavior. However, social marketing researchers recognize that each approach has positive attributes, and that combining different methods can result in gaining the best of both research worlds.

Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity, generalizability and reliability. These techniques cover the ways research participants are selected randomly from the study population in an unbiased manner, the standardized questionnaire or intervention they receive and the statistical methods used to test predetermined hypotheses regarding the relationships between specific variables. The researcher is considered external to the actual research, and results are expected to be replicable no matter who conducts the research.

The strengths of the quantitative paradigm are that its methods produce quantifiable, reliable data that are usually generalizable to some larger population. Quantitative measures are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data. This paradigm breaks down when the phenomenon under study is difficult to measure or quantify. The greatest weakness of the quantitative approach is that it decontextualizes human behavior in a way that removes the event from its real world setting and ignores the effects of variables that have not been included in the model.

Qualitative research methodologies are designed to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with the people under study. Qualitative methods used in social marketing include observations, in-depth interviews and focus groups. These methods are designed to help researchers understand the meanings people assign to social phenomena and to elucidate the mental processes underlying behaviors. Hypotheses are generated during data collection and analysis, and measurement tends to be subjective. In the qualitative paradigm, the researcher becomes the instrument of data collection, and results may vary greatly depending upon who conducts the research.

The advantage of using qualitative methods is that they generate rich, detailed data that leave the participants' perspectives intact and provide a context for health behavior. The focus upon processes and "reasons why" differs from that of quantitative research, which addresses correlations between variables. A disadvantage is that data collection and

analysis may be labor intensive and time-consuming. In addition, these methods are not yet totally accepted by the mainstream public health community and qualitative researchers may find their results challenged as invalid by those outside the field of social marketing.¹

Thesis/Capstone Paper Committee

Each candidate for the degree of Master of Science in Organizational Leadership in the School of Graduate Studies at Bethune-Cookman University is required to participate in an oral defense of his/her M. S. Thesis/Capstone Paper before a 3-person committee of faculty members. The faculty committee members shall be comprised of three Bethune-Cookman faculty members (two members of the Department of Leadership faculty and one member from another department at the university) selected by the Thesis/Capstone Paper chair and approved by the chair of the Department of Leadership and Administrative Sciences. One of the two Leadership faculty members will act as major Thesis/Capstone Paper Advisor and Chair of the Committee. For the Capstone paper the internship mentor must be present for the final defense.

The Chair of the Thesis/Capstone Paper Committee shall work closely with the M.S. candidate to assist the student in meeting the requirements to produce a Thesis/Capstone Paper document that is acceptable for submission to the full committee for consideration and approval to complete the requirements for the M. S. degree in Organizational Leadership.

¹ Weinreich, Nedra K. (2006). Integrating Quantitative and Qualitative Methods in Social Marketing Research. Retrieved January 8, 2008 from <http://www.social-marketing.com/research.html>

Action Research Process and Timeline Semester One

Research Process - Formulation of Problem

1. Students participate in initial Virtual Session, Introduction to Action Research, to gain an overview of Action Research (What is it?), distribution and discussion of Thesis/Capstone Paper Handbook, and a brief introduction to active inquiry.
2. In the Mid-term Virtual Session, students meet with their advisors and action research cohort for “Problem Development Seminar” (session to share and critique workplace problem ideas). The action research cohort includes the students assigned to the same team of advisors.

Research Timeline

- Major Thesis/Capstone Paper advisor and secondary Thesis/Capstone Paper advisor assigned in initial Virtual Session
- Initiation of Research Log
- Establish group of co-researchers in workplace
- Update and review of Action Research Checklist with major Thesis/Capstone Paper advisor
- Students take the NIH Protection of Human Subjects course and obtain the Certificate of Completion required to apply to the University IRB (Lead 605)
- Assignment of external advisor for the Three-person Thesis/Capstone Paper Committee by end of semester
- Obtain approval signature of Employer/supervisor and Thesis/Capstone Paper advisor on Research Contract

Research Coursework

Lead 601 – Provide instruction in leadership theories, paradigms and practices. Action research skill building: Provide instruction in development of Thesis/Capstone Paper and writing of the literature review.

Lead 605 – Provide exploration and analysis of the ways in which critical thinking and emancipatory education shapes and transforms leaders. Action research skill building: Provide instruction in writing critical reflections and analyses of transformative leadership literature. The student must complete the NIH certification course in Protection of Human Subjects.

Lead 613 – Instructs students on ethical decision-making and the ethics of Transformative Leadership. The course concurrently challenges students to think critically about their own ethical stances and undue influences that result from or perpetuate inequities of social power. Further, it introduces a praxis model (applicable to action research as well as ethics).

Semester Two

Research Process - Research Design

1. At the initial second semester Virtual Session, students work with the Thesis/Capstone Paper committee members and the research cohort to obtain feedback and approval of research problem and to receive guidance on developing their Thesis/Capstone Paper Proposal. The rubric for the Thesis/Capstone Paper proposal is provided in the syllabus for Lead 640, and in appendix G in the Thesis/Capstone Paper Handbook.
2. The draft of the Thesis/Capstone Paper Proposal is presented to the full group of faculty and graduate students at the Mid-term Virtual Session. The students share a power point presentation of the action research proposal, and the audience provides a critique using the proposal rubric.
3. By the end of the semester, the students submit the IRB Application/NonThesis Application to their primary advisor for approval before final online submission to the the appropriate approval board/committee.
4. Students submit IRB Applications to the University IRB committee and NonThesis Applications to the Graduate NonThesis Review Committee for final approval. **Failure to obtain approval of the Thesis/Capstone Paper Proposal in a timely manner will result in delaying the completion of your degree and requires registration for Lead 646 instead of Lead 645.**

Research Timeline

- Complete design of research methodology for data collection
- Thesis/Capstone Paper Proposal submitted in the LEAD 640 course by Mid-term
- IRB Application submitted to Institutional Review Board and NonThesis Application submitted to Graduate NonThesis Review Committee by end of semester
- Committee approval of research data collection tools and methodology.
- Committee evaluation and approval of reliability and validity of tools
- Continuation of Research Log
- Update and review of Action Research Checklist with major Thesis/Capstone Paper advisor

Research Coursework

LEAD 640 - Action Research Thesis/Capstone Paper Proposal:

1. Complete a draft of Chapters 1 – 3.

2. Students must prepare a power point presentation of 5-10 slides explaining the proposed action research project to be presented in the midterm Virtual Session. The power point is shared with peers and faculty to obtain critical feedback before finalizing IRB/NonThesis applications.
3. Students write the IRB or Non-Thesis Application for submission to three-person Thesis/Capstone Paper committee.

Lead 638 – Data Collection, Analysis, and Statistics

Review quantitative and qualitative methods for data collection and analysis.
Develop the methodology, procedures, and data collection instruments.

Semester Three

Research Process - Data Collection and Analysis

1. At the initial third semester Virtual Session, students meet with these advisors and research cohort to refine the data collection methodology and process in preparation for data collection.
2. In the mid-term Virtual Session, students in Lead 645/633 meet with Thesis/Capstone Paper advisors and research cohort to report progress in data collection and to discuss the data analysis process and tools.
3. By mid-semester, students schedule regular meetings with the three-person Thesis/Capstone Paper committee and submit to their Thesis/Capstone Paper committee a draft of chapters one, two and three for the Thesis/Capstone Paper: Introduction, Review of Literature, and Methodology.

Research Timeline

- Complete design of data analysis
- Finalized draft of Chapters 1-3 of Thesis/Capstone Paper submitted by mid-semester
- Revised chapters 1-3 of Thesis/Capstone Paper and summary of data with preliminary analysis submitted by end of semester for students in Lead 645/633
- Evaluation of validity of findings by co-researchers by end of semester for students in Lead 645/633
- Continuation of Research Log
- Update and review of Action Research Checklist with major Thesis/Capstone Paper advisor

Research Coursework

LEAD 645/Lead 633 – Action Research II: Data Collection/Internship II - The students must schedule regular meetings with their Thesis/Capstone Paper committees to review progress in data collection and to design the data analysis process and tools. Submit initial draft of summary of data with preliminary analysis and revised chapters 1-4.

Semester Four

Research Process

1. Students must continue to schedule regular appointments with their Thesis/Capstone Paper committees to review the development of the Thesis/Capstone Paper.
2. At the initial fourth semester Virtual Session, students plan the presentation of findings from data analysis to co-researchers for evaluation of validity of data and determination of next steps.
3. In the mid-term Virtual Session, students share their research findings with the Thesis/Capstone Paper advisors and research cohorts.
4. Final Thesis/Capstone Paper must be submitted to all members of the Thesis/Capstone Paper committee no later than midterm. Then the Thesis/Capstone Paper is sent to external reviewers prior to the oral defense. **Failure to meet this deadline will result in delay of graduation.**
5. Thesis/Capstone Paper revisions based on committee feedback must be completed and resubmitted to the Thesis/Capstone Paper committee members prior to approval for oral defense. **Resubmission does not guarantee approval.**
6. The Thesis/Capstone Paper committee will recommend to the Dean that an oral defense be scheduled.
7. The oral defense meeting is scheduled by the Department Chair of the MSOL program during the last half of the semester and no later than ten days prior to graduation.

Oral Defense Process

1. The major Thesis/Capstone Paper advisor is the chair of the oral defense and will conduct the proceedings.
2. Normally the oral defense will be scheduled for approximately two hours. During this time, the student will present his or her research, and the committee will

question the student about the Thesis/Capstone Paper research and other aspects of his or her program.

3. After the presentation and questioning, the student will be asked to leave the room so that the committee can deliberate to determine the outcome of the defense.
4. The three possible outcomes of the oral defense are:
 - a. Pass with no revisions. This means that with the possible exception of grammatical corrections, the Thesis/Capstone Paper is accepted and signed by the committee.
 - b. Pass with revisions. This means that the student has passed the oral, but the committee recommends some final revisions to the Thesis/Capstone Paper before it is accepted and signed by the committee. This outcome may delay graduation.
 - c. Fail. The student must make significant revisions to the Thesis/Capstone Paper before another oral defense can be scheduled. This outcome will delay graduation.

Research Timeline

- Submit the final full draft of the Thesis/Capstone Paper by mid-term.
- Submit final revisions required by Thesis/Capstone Paper committee and external reviewers no later than two weeks before oral defense.
- An oral defense must be held no later than ten days prior to the end of the semester.
- The final Thesis/Capstone Paper with all corrections and signatures must be submitted to the Department of Leadership Studies and submitted to the online publication site, no later than one week prior to graduation.

Thesis/Capstone Paper Coursework

LEAD 650 – prepare Thesis and participate in Oral Defense

LEAD 652 –Capstone Paper completion and Oral presentation

Style Requirements

The Publication Manual of the American Psychological Association (APA), 6th edition, is to be used as the stylistic guide.

Basic requirements are:

- The Thesis/Capstone Paper must be double-spaced.
- **Title** page must be in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced. The title page should contain the title of the paper, the author's name, and the institutional affiliation.
- On the first line of the abstract page, center the word "Abstract" (no bold, formatting, italics, underlining, or quotation marks). Beginning with the next line, write a concise summary of the key points of your research. (Do not indent.) Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph double-spaced. Your abstract should be between 150 and 250 words.
- The left margin must be 1.25 inches, and the top, bottom and right margins must be 1.0 inches.
- You should use 8.5x 11 inch paper.
- Tables formatting should follow the guideline below:
 1. **Numbering:** Each table is preceded by the capitalized word "table" followed by an Arabic number (e.g., Table 1, Table 2, Table 3). The number given to a table is determined by the order in which that table is referred to in the text (i.e., the first table discussed is Table 1, the second is Table 2, and so on). Capitalize "table," and do not bold or italicize the text.
 2. **Titling:** Each table has a unique title written directly below the table number. Titles should be brief yet descriptive. Capitalize each major word in the title (but not *of, on, in, and,* etc.). Italicize titles. Don't put a period. **Example:** *Mean Performance Scores of Students With Different College Majors*
 3. **Spacing:** Tables in the new 6th edition APA format can be double-spaced **or** single-spaced with readability as the primary consideration. Spacing should be consistent throughout the table.
 4. **Ruling:** Put lines in a table only when they are necessary for clarity. Horizontal lines are permissible; vertical lines are not.
 5. **Font:** Use a serif font Times Roman or Courier for text and tables. Serif means that there are short lines at the ends of the strokes of letters. **Example:** This is written in serif font. This is sans serif font.

The Thesis/Capstone Paper abstract must be a concise statement of what the Thesis/Capstone Paper is about, the findings, and conclusions. It must be kept to one page.

Please refer to the APA style manual for specific requirements regarding the citation of references within your text; the proper citation of references in the References section; and, any other particular format matters. Running Heads are not to be used.

Please consult with your major advisor if you have style or format questions, or any other issues about which you are uncertain. It is very important that you work closely with your Thesis/Capstone Paper advisor throughout this process. **DO NOT HESITATE TO CONTACT YOUR THESIS/CAPSTONE PAPER ADVISOR TO GET ANSWERS AND HELP!**

Headings

APA Style uses a unique headings system to separate and classify paper sections. There are 5 **heading levels** in APA. The 6th edition of the APA manual revises and simplifies previous heading guidelines. Regardless of the number of levels, always use the headings in order, beginning with level 1. The format of each level is illustrated below:

APA Headings	
Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase heading with a period.
4	<i>Indented, boldface, italicized, lowercase heading with a period.</i>
5	<i>Indented, italicized, lowercase heading with a period.</i>

Taken from OWL style section. APA will be followed, with the following exceptions: (a) no running head and (b) page numbers at the bottom, as stated earlier. The URL for OWL is: <http://owl.english.purdue.edu/owl/resource/560/01/>

Copyright Procedures

The student needs to include a Copyright page that indicates ownership of the Thesis/Capstone Paper. See sample page included in the appendix.

The student needs to comply with the copyright law if he or she decides to publish the Thesis/Capstone Paper. The copyright is registered by applying to the Library of Congress, Copyright Office, Attention: 407 Deposits Office, 101 Independence Ave. SE, Washington, D.C. 20559-6000. Inquire at the School of Graduate and Professional Studies office for more information.

Layout for M.S. Thesis/Capstone Paper*

1. Title Page
2. Copyright Page
3. Approval Page
4. Dedication
5. Acknowledgements
6. Abstract
7. Table of Contents
8. List of Figures and Charts
9. Chapter 1
 - a. Introduction
 - b. Background
 - c. Statement of the Purpose of the Research
 - d. Overview of future chapters
10. Chapter 2 – Review of Literature
11. Chapter 3 – Methodology and Procedures
12. Chapter 4 – Data and Analysis
13. Chapter 5 – Conclusions, Implications, and Recommendations
14. References
15. Appendices

*Sample pages may be found in the appendix. They illustrate how each page heading should look. The titles for each chapter should have the chapter titles in the list above.

Page numbering: No page numbers should appear on the first three sections listed above, however, they should be included in the page count. Preliminary pages should have lower case Roman numerals. Beginning with Chapter 1, page numbers should appear as Arabic numerals continuing through the appendices. All numbers should be centered at the bottom of the page.

Annotated Outline of Thesis/Capstone Paper Components Abstract

The student needs to include a one-page (maximum) abstract of the Thesis/Capstone Paper. The abstract is a brief, comprehensive summary of the contents

of the Thesis/Capstone Paper, providing the purpose of the research and the significant outcomes. “The abstract needs to be dense with information but also readable, well organized, brief, and self-contained (p. 12).”²

Chapter One Introduction

Chapter One, Introduction, describes the context of the problem, the question, problem, or need that will be addressed (Purpose), and the projected benefit of the research. Chapter one provides supporting documentation for the importance of addressing this question, problem, or need. It should provide appropriate background information.

Chapter Two Review of The Literature

Chapter Two, Review of the Literature, is a cohesive, coherent synthesis of the important books, articles, and/or studies that are relevant to the Thesis/Capstone Paper topic. It includes works that address the models and theories in your area of research, highlight controversies, and indicate areas of support for the issues you have identified. The format of your review will consist of a stand-alone document. As a chapter in the Thesis/Capstone Paper, a review introduces a topic for research. The final Thesis/Capstone Paper literature review will need to address 30 or more references. References should be copyrighted within the last ten years, unless they are considered “classics” in the literature. The Thesis/Capstone Paper should have references from primary sources, i.e., documents or surveys, and secondary sources, i.e., books and refereed journal articles. A review analyzes a portion of a published body of knowledge through summary and comparison of prior research including: empirical studies, review articles, case studies, brief reports, monographs, and theoretical articles. Encyclopedias, textbooks, and random websites are not legitimate references.

Chapter Three Methodology and Procedures

Chapter Three, Methodology and Procedure, should describe the action researcher’s assumptions about knowledge, epistemology, and axiology, in addition to the particular action research strategy selected for data collection, analysis, and validity procedures. It explains how the data will be collected and analyzed. See the previous section on quantitative and qualitative methods.

² American Psychology Association. (2001). *Publication Manual of the APA*, fifth edition. Washington, DC: APA.

Chapter Four Data and Analysis

Chapter Four, Data and Analysis, should include the findings from the data collection and a summary of the interpretation of the data. The findings and analysis need to address the research questions presented in the Introduction. This chapter on reporting and analyzing your findings presents the data that forms the basis of your investigation, shaped by the way you have thought about it. In other words, tell the readers the story that has emerged from the findings. Every Thesis/Capstone Paper writer has to present and discuss the results of their inquiry first by presenting the data and then by analyzing it. In this part of research writing there is a great deal of variation. For example, a Thesis/Capstone Paper using oral history and one using survey data may both use interview data that has been collected and analyzed in similar ways, but the way the results of this analysis are presented will be very different because the questions they are trying to answer are different. In all cases, the presentation should have a logical organization that reflects:

- the aims or research question(s) of the project, including any hypotheses that have been tested
- the research methods and theoretical framework that have been outlined earlier in the Thesis/Capstone Paper

Do not simply describe the data. Make connections, and make apparent the reasons for saying that data should be interpreted in one way rather than another.

Structure

The chapter needs an introduction outlining its organization. The organization will vary according to the kind of research being reported. Below are some important principles for reporting quantitative and qualitative studies.

Quantitative (survey) Studies

There are generally accepted guidelines for how to display data and summarize the results of statistical analyses of data about populations or groups of people, plants or animals. However, this display needs to be presented in an informative way.

1. Describe the sample.
2. Remind the reader of the research question being addressed.
3. Tell the reader what you want him/her to get from the data.
4. State which differences are significant.
5. Highlight the important trends and differences/comparisons.

Qualitative Studies

The analysis of qualitative data cannot be neatly presented in tables and figures, as quantitative results can be. It must all be expressed in words, and this results in a large quantity of written material, through which must guide the reader. Structure is therefore very important. Try to make the chapter sections and subsections reflect the thematic analysis of the data, and make sure the reader knows how these themes evolved. Headings and subheadings are directions to the reader that can be used to make this chapter easy to navigate. For all types of research, the selection of data is important. Do not include pages of raw data in the text; however, in most cases it should be included in an appendix.

In the analysis, a discussion of the findings provides an opportunity to develop the story found in the data, making connections between the results of the analysis and existing theory and research. While the amount of discussion required in a Thesis/Capstone Paper may vary according to discipline, all disciplines expect some interpretation of the findings that makes these connections.³

Chapter Five Conclusions, Implications, and Recommendations

Chapter Five, Conclusions, Implications, and Recommendations, should fulfill the purpose of the research by summarizing the insights the researcher has formed based on analyzing the data in relation to the models and theories studied in the review of the literature. In addition, the researcher identifies the implications of the conclusions and the significance of this research. Finally, the researcher makes recommendations for actions within the organization related to the research focus and for any future action research implied by the findings, if applicable. In the conclusion, draw together the research question and the research results. Briefly summarize the major findings that come from the research and relate them to the original problem or issue. What additional findings are shown by the data?

□

Relation to Other Research

It is essential to show how the results fit in with other work that has been done in the field. Point out the agreements and disagreements between the data and that of others discussed in the review of the literature. In presenting the interpretation of the results, consider the strengths and weaknesses of alternative interpretations from the literature.

□

Writing the Conclusion

The skill in writing a successful conclusion is in moving backwards and forwards between others' research and your research, making it clear

³ Adapted from <http://www.monash.edu.au/lls/hdr/write/5.8.html>, retrieved on January 10, 2008

- which has been done by other people
- which has been done by you
- **and** how they complement each other.

How do you differentiate your own research from previous research?

You might need to consistently refer to your own research as *'This study.. .'* *'The findings of this research...'* and referring to previous research as by name, place or time: *'Smith and Geva found that...'*; *'A previous study in Belgrade...'*; or by reference to similarities or differences in approach or findings *'Similar research carried out in the 1980s showed that...'*.

You might need to consistently refer to your own research in the present tense and other research in the past, e.g. *'This study shows a prevalence rate of 2.5 which is greater than that found by Smith and Geva in their Belgrade study...'* (Alternatively you might use the present perfect to highlight the recent relevance of your research in comparison with earlier research which would then be placed in the simple past, eg: *'This study has shown a prevalence rate of 2.5 which is greater than that found by Smith and Geva in their Belgrade study...'*)

Implications

Another aspect of making clear the contribution of the research is to draw out the implications of the findings. Depending on the nature of the research, these will probably be related to

- current theory
- technical applications
- professional practice

Identify and demonstrate the implications of the findings, what the research means in terms of practice or understanding, ideas or theory.

Limitations of the Research

Within the concluding chapter, discuss limitations of the research. Present with confidence the scholarly aspect of your research, your findings and the significance of the work. Simultaneously show humility in recognizing that it is still only an in depth study into a very tiny aspect of the field. That is all it can purport to be. While you may succeed in doing that exceptionally well, you will also need to demonstrate that you appreciate that it is limited. Additionally, even within the most comprehensive and large scale study, there are limitations by virtue of the possible scope, methodological restrictions, and practical realities. All claims and generalizations therefore, have to be tempered by this knowledge, and should be made using cautious language.

Recommendations

It is generally accepted as good practice to recommend areas and possibilities for further research and future work that is indicated by the present project. The study should open up new questions that can be addressed in the future. In this section suggest various useful ways of extending the scope of the research presented in the Thesis/Capstone Paper. Include recommendations for future action within the organization studied.⁴

References

The complete rules are given in the APA Manual. All references cited in the body of the paper must be noted in the reference section.

Citations in the body of the paper must agree with the reference list both in name of author, spelling of author, and year of publication. The reference section is a list of all sources which is double spaced with the first line aligned to the left. The second line is indented one half inch just like in a block quote. The APA manual recommends using the hanging indent for each citation. The entries are listed alphabetically by the authors' last names. If the same author has more than one publication, list the one published the earliest first. If the document does not have an author, alphabetize it by the title. Capitalize only the first word of the title, the first word after a colon, and any proper nouns. Put a period at the end of the title. Always italicize article titles and book titles.

Appendices

At a minimum, each Thesis/Capstone Paper must include the following:

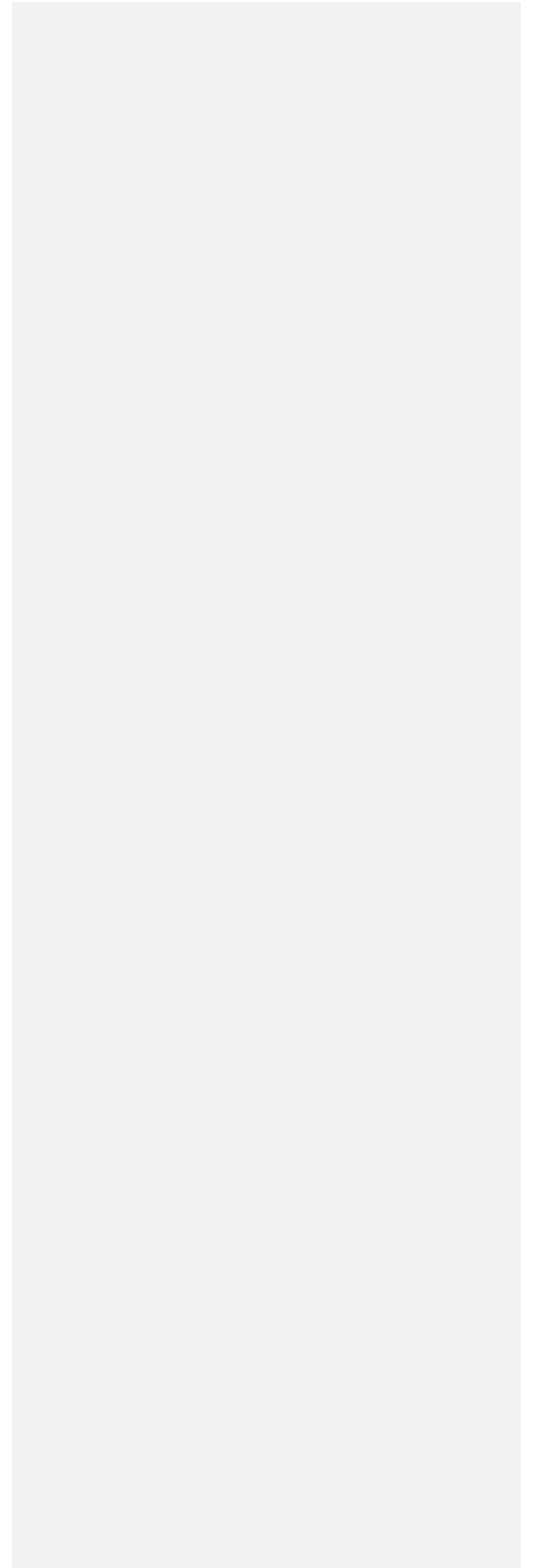
- NIH Certificate of Completion Certificate
- IRB/Non-Thesis application and approval letters
- Employer research approval letter
- Sample participant letter of consent
- Raw Data

⁴ Adapted from <http://www.monash.edu.au/lls/hdr/write/5.8.html>, retrieved on January 10, 2008

Appendix A

Examples of

Acceptable and Unacceptable Research Questions



Developing Action Research Questions: A Guide to Progressive Inquiry

The questions a researcher asks can guide their process. A good question will inspire one to look closely and collect evidence that will help find possible answers.

What are good examples of action research questions? What are questions that are less likely to promote the process of inquiry that is at the heart of action research? The best question is the one that will lead you to look at your practice deeply and engage in cycles of continuous learning from your everyday practice of your craft. These questions come from a desire to have practice align with values and beliefs. Exploring these questions helps the researcher to be progressively more effective in reaching their personal goals and developing professional expertise.

Good questions often arise from visions of improved practice and emerging theories about the change that will move the researcher closer to the ideal state of working practices. When stated in an if/then format, they can take the shape of a research hypothesis/Capstone Paper. If I [insert the action to be taken], how will it affect [describe one or more possible consequences of the action]? We will look at two examples, one from education and one from a business setting.

Development of Action Research Questions in an Educational Context

Suppose the researcher is worried about designing the learning context to meet the needs of students who are not currently doing well in the classroom. The general question might be:

How can I personalize instruction to match the diverse needs of my students?

This forms a good overall goal which can then lead to a number of possible cycles of action research, each with a separate question.

Consider this question:

If I listen to students, will I have better understanding of them?

This question suggests an action and possible outcome but is vague in both in the description of the action and in the possible outcome.

Now consider:

If I set up community circle time to listen to students describe their learning experiences in my classroom, in what ways, if any, will the information about their learning processes help me redesign the way I teach?

Now it is clear what the researcher intends to do and what a possible outcome might be. In listening to students, the researcher might discover information that will lead directly

to an experiment in instructional design or might refocus the overall goal to one that was not apparent when the researcher started the quest.

Development of Action Research Questions in a Corporate Context

Another example, this time from a business setting where people in diverse offices are working in ways that need more coordination.

The action researcher might identify the problem as "with current poor communication options, decisions are made without attending to the issues of how this decision affects other parts of the system." The researcher might see a role for technology in forging a solution to this problem. For example, creating a database for storing and sharing documents. The overall research question might be:

How can the development of a common location for shared knowledge and the use of interactive communication tools increase the collaborative effectiveness of team-based decision-making in our different regions?

The next step is to define what kind of communication tool will be used and how the researcher plans to measure collaborative effectiveness of the distant teams.

Cycle questions that might evolve should be specific with respect to the actions taken and the outcomes that will be monitored:

If I create a wiki to share documents and increase coordination, to what extent will the teams use this means of storing information to coordinate their decision-making?

A second cycle question that might follow when it is clear that other teams failed to use the wiki as effectively as the researcher had hoped:

How will making all day support available on instant messenger for questions about the use of the wiki affect the use of the wiki to organize group work?

Recognizing Weak Action Research Questions

- Questions with known answers where the goal is to "prove" it to others. For example, a person has been holding family math night for years and sees an effect on parent participation. A weak question for action research would be: *Will holding a family math night increase parent participation?* This might be a great evaluative research question where a controlled study could be set up to explore the connection. But evaluative research is different than action research. Action research is an experiment in design, it is trying an action to learn more about the consequences.
- Questions that can be answered yes or no. Generally these are questions that will not direct you to pay attention to the many nuances of the setting and the interactions. Although, like any guide, while some yes/no questions can provide

direction, it is often helpful to think about how to transform the question into a different format. For example: *Will the introduction of project-based learning lead to more student engagement?* might be reworked to *How will the introduction of project-based learning affect student engagement in my classroom?* The first one, the researcher can answer the question with yes (an outcome that they might have expected). The second question guides them to look for the possible mechanism of project-based learning (maybe ownership, collaboration, or self-assessment) that seems to be related to increased engagement.

- *Questions that can be answered by reading the literature. What does community of practice mean?* might be a question that the researcher needs to answer, but the answer can be found by reading more readily than by engaging in action research. A better formulation for action research might be: *How will increasing the time for teacher collaboration in grade level teams affect the development of a community of practice at our school?"*

Riel, M. (2007) Understanding Action Research, Center For Collaborative Action Research. Pepperdine University. Accessed online on 9/2/08 12:01 from <http://cadres.pepperdine.edu/ccar/define.html>

Appendix B

Thesis Template

TITLE OF THESIS

[typed in all capital letters, double-spaced and centered]

by

NAME OF STUDENT

This Thesis is being submitted in partial fulfillment of the requirements for the Master of
Science degree in Organizational Leadership

Bethune-Cookman University
Daytona Beach, Florida

Semester, Year

Copyright

by

Student's Name

Year

TITLE OF THESIS

By

Student's Full Name

APPROVED:

[Type Name] Committee Chair

[Type Name] Committee Member

[Type Name] Committee Member

_____, Year
Date

DEDICATION

This section should be short. One paragraph is generally sufficient. Most students dedicate their thesis to family members or others who are very close to them.

ACKNOWLEDGEMENTS

In your acknowledgements, you should recognize all persons who helped you complete your thesis (this may include professors, supervisors, mentors, etc.)

ABSTRACT

The Abstract should be a concise statement of your thesis research and findings. It should be no more than one page long. This section should start with an introduction paragraph, state the purpose of your study, primary research question and sub questions. Also provide a summary of your methodology, conclusions, and recommendations.

TABLE OF CONTENTS

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List of Tables**	vii
List of Illustrations**	viii
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Chapter 2 Review of Literature	4
Chapter 3 Methodology and Procedure	26
Chapter 4 Data and Analysis	32
Chapter 5 Conclusions, Implications, and Recommendations	47
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****Page numbers for preliminary pages should be in lower case roman numerals. DO NOT put a page number on the TITLE PAGE.***

Beginning with Chapter 1, page numbers should appear as Arabic numerals continuing through the appendices. This can be done in Word by placing a “Section Break” between the List of Illustrations and Chapter 1. By placing a section break at this point, Word will allow you to start your pagination over with Arabic numerals.

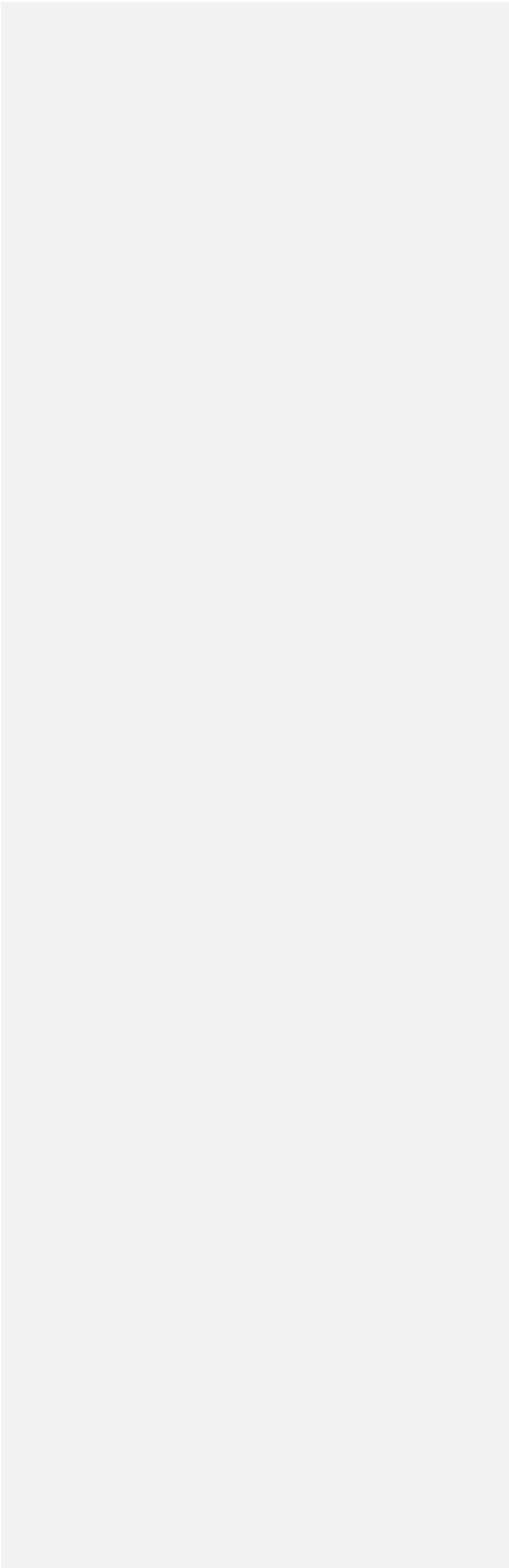
*****Do not include these in the Table of Contents if you do not have them in your thesis.***

The Table of Contents (TOC) can be automatically generated by Word. Go to the Help button to get detailed directions on how to insert the TOC.

LIST OF TABLES

Table 1: Comparison by Gender 15
Table 2: Comparison by State 16

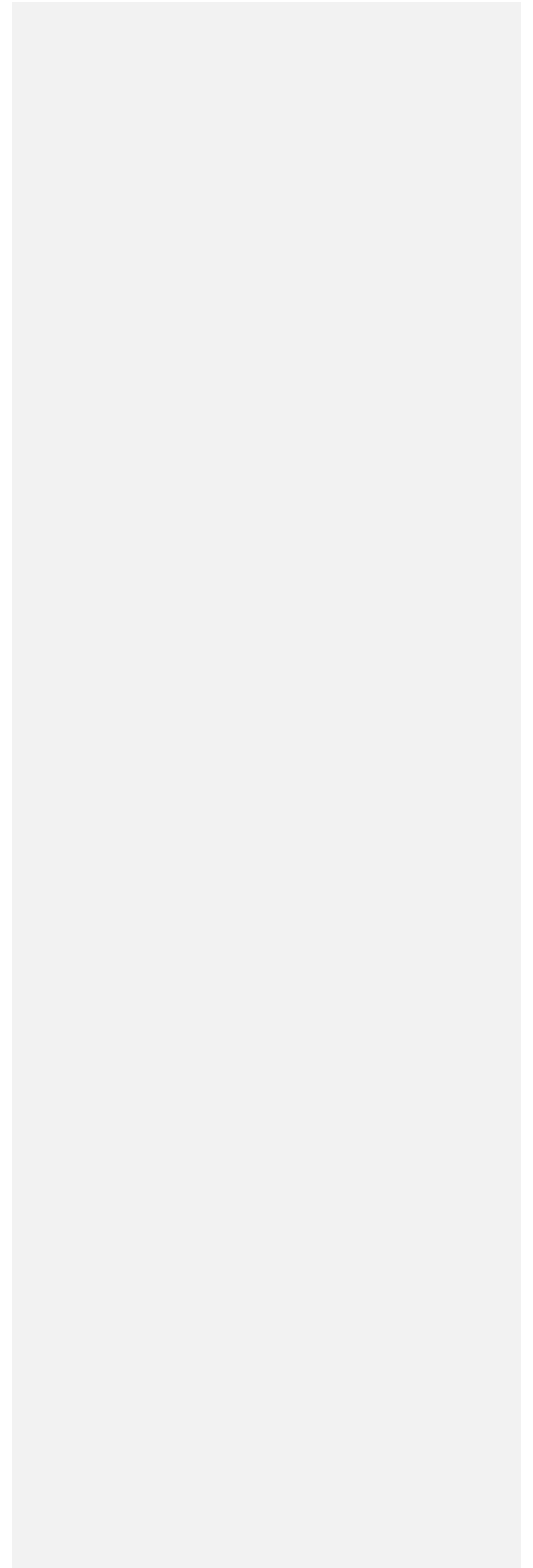
This page can be eliminated for those theses that do not include illustrations.



LIST OF ILLUSTRATIONS

Leadership Praxis Graphic 37

This page can be eliminated for those theses that do not include illustrations.



CHAPTER ONE
INTRODUCTION

Instructions: Begin your chapter with a paragraph that tells the “big picture” view of the problem. You might consider using a quote from a research study someone else conducted related to your topic.

Background Context

Use the essay you wrote for the Critical Incident assignment to describe the background of the problem. Tell about your organization’s characteristics that relate to the problem. Also tell the reader how this project supports your development as a transformative leader in the MSOL program.

Statement of Problem

Use the Problem Statement you submitted as the summary of the problem following your pilot data collection assignment.

Purpose of Research

The purpose of the research was to _____ . The main co-researchers were _____ .

The primary research question was: _____ ? The sub-

questions for research included: 1) _____ ? 2)

_____ ? 3)

_____?

Significance of Research

Write a paragraph explaining how you, your co-researchers, and your research subjects will benefit from your findings.

Summary of Remaining Chapters

Tell the reader what the next four chapters contain.

CHAPTER TWO
REVIEW OF LITERATURE

Instructions: Begin your chapter with a paragraph that tells the purpose of your research, the research questions and how you organized your review.

The purpose of the research was to _____ . The primary research question was: _____ ? The sub-questions for research included: 1) _____ ? 2) _____ ? 3) _____ ?

The Review of Literature investigates primary studies related to the following topics connected to the research questions: 1) Topic 1; 2) Topic 2; and 3) Topic 3. An explanation of action research, the selected methodology, is included, along with a review of Transformative Leadership and the Ethics of Transformative Leadership.

Topic 1

Summarize the findings from the literature relevant to this topic listed in the first paragraph. Cite references in APA Style and use quotations with a page number when material is a direct quote.

Topic 2

Summarize the findings from the literature relevant to this topic listed in the first paragraph. Cite references in APA Style and use quotations with a page number when material is a direct quote.

Topic 3

Summarize the findings from the literature relevant to this topic listed in the first paragraph. Cite references in APA Style and use quotations with a page number when material is a direct quote. More topics may be needed.

Action Research

Place your Action Research essay here. Please edit the essay to be appropriate for the thesis. Explain why action research supports transformative leadership as a problem solving model and address the following items:

- *What is Action Research?*
- *Concerns and limitations of action research*
- *Rationale for using this methodology for your research*

Transformative Leadership

Use your Transformative Leadership essay from LEAD 601. Please edit the essay to be appropriate for the thesis. Address the following items:

- *Participatory Leadership Model*
- *Affective domain*
- *Collaborative Characteristics of TL*
- *Emancipatory nature of TL*

Ethics of Transformative Leadership

- *Responsibility Ethics (Relationality – Responsibility Model for ethics) – the literature review should rely on Charles Curran’s work, specify how he defines this approach to ethics, how it is different from other approaches, particularly deontological and teleological ethics, and why this approach is well suited for Transformative Leadership.*
- *Conscience - the literature review should specify a definition of conscience suitable for ethics (e.g., how conscience leads to the avoidance of both absolutism on the one hand and extreme forms of relativism on the other. Here, coursework related to the work of Richard Gula, for instance, is helpful.*
- *Ethics of Risk in contrast to an Ethics of Control – this portion of the literature review should focus on the work of Sharon Welch and others who offer a definition of both. The literature review should include a precise definition of both, following from her work (and the work of others). Remember that both an ethics of risk and an ethics of control were conceptualized by Sharon Welch. An ethics of risk is especially well suited for Transformative Leadership, and the literature review should make this clear.*
- *Systematic Injustice – this portion of the literature review should rely on the work of Iris Marion Young and her conceptualization of “Five Faces of Oppression.” Other references about systematic injustice can be used so long as they are consistent with*

Transformative Leadership and the ethics for Transformative Leadership.

CHAPTER THREE

METHODOLOGY

Instructions: Begin your chapter with a paragraph that tells the purpose of your research, the research questions and how you organized this chapter to include: Rationale for the methods selected and literature references, Definition of population and selection of sample, Procedures for data collection, Procedures and Methods for analysis and synthesis of data, Limitations of study, and Timeline.

The purpose of the research was to _____ . The primary research question was: _____ ? The sub-questions for research included: 1) _____ ? 2) _____ ? 3) _____ ? _____ ?

Chapter three summarizes the rationale for the methods selected and literature references, definition of population and the process for the selection of the sample, the procedures for data collection, the procedures and methods for analysis and synthesis of data, the limitations of the study, and the timeline.

Rationale for Research Methods

Explain that you will use action research and why it was chosen (rely upon or make reference to some of the same information you shared in chapter 2) and tell

how you will use quantitative and qualitative methods for data collection. Also explain why action research supports transformative leadership as a research method for problem solving. Why is Action Research the appropriate methodology for your study?

- *Why is AR the appropriate methodology for your research?*

Definition of Study Population

Explain who the subjects are in your study who will respond in the data collection process. Also explain the procedures used for identifying the sample population.

Procedures for Data Collection

Explain the minimum of three data collection tools selected and the step by step process you will follow to collect data.

Procedures and Methods for Data Analysis

Explain how you will use statistical software to organize data for analysis. Explain how you will use charts, tables, graphs to synthesize data for analysis.

Limitations of Study

Explain how the findings will only be relevant to the population in the research. Also explain how you have reduced bias and subjectivity by using multiple sources of data and validation of data by co-researcher review.

CHAPTER FOUR DATA AND ANALYSIS

The purpose of the research was to _____ . The primary research question was: _____? The sub-questions for research included: 1) _____? 2) _____? 3) _____? In this chapter the data, analysis and findings are summarized.

Demographics of Study Population

Survey respondents included the following population demographics. As shown in Graph 1 below...

Graph 1
Breakdown of Survey, Interview & Focus Group Participants

Commented [c1]: Insert graph(s) below to show demographic information

Participants in the survey were Participants in the focus group were Interviewees were.....

Data Summary

Sub-question 1 – Place sub-question here

The data from the surveys, focus groups, and interviews provided insights into the first research sub-question.

Commented [CJB2]: Only include the tools you are using in your study

Survey Data

The survey participants indicated ...

Graph 2
Title of Graph

Commented [c3]: Insert graph below

The survey data indicated ...

Graph 3.
Title of Graph

Commented [c4]: Insert graph below

Finally, the survey data also revealed ...

Graph 4
Title of Graph

Commented [c5]: Insert graph below

The survey data indicated

Focus Group

The focus group participants indicated ...

Chart 1
Title of Chart

The focus group participants further indicated ...

Chart 2
Title of Chart

The focus group data indicated ...

Interviews

The interview data indicated ...

Chart 3.
Title of chart

Chart 4 shows ...

Chart 4
Title of Chart

Sub-question 2 – place sub-question 2 here

The data from the surveys, focus groups, and interviews provided insights into the second research sub-question.

Survey Data

The survey participants indicated ...

Graph 5.
Title of Graph

The survey data indicated ...

Graph 6
Title of Graph

Finally the survey data indicated ...

Graph 7
Title of Graph

Focus Group

The focus group participants indicated ...

Chart 5
Title of Chart

The focus group participants indicated ...

Chart 6
Title of Chart

The focus group data indicated ...

Interviews

The Interview data indicates

Chart 7
Title of chart

Chart 8 shows ...

Chart 8
Title of Chart

Sub-question 3 – Sub-question 3 here

The data from the surveys, focus groups, and interviews provided insights into the third research sub-question.

Survey Data

The survey participants indicated ...

Graph 8
Title of Graph

The survey data indicated ...

Graph 9

Title of Graph

Finally the survey data indicated ...

Graph 10
Title of Graph

Focus Group

The focus group participants indicated ...

Chart 9
Title of Chart

The focus group participants indicated ...

Chart 10
Title of Chart

The Focus Group data indicates ...

Interviews

The Interview data indicates

Chart 11
Title of chart

Chart 12 shows ...

Chart 12.
Title of Chart

Key Findings

The data from the surveys, interviews and focus group revealed the

following key findings.

-

Commented [c6]: List the summary statements for each subquestion below in bulleted form

CHAPTER FIVE CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of the research was to _____ . The primary research question was: _____ ? The subquestions included: (1), (2), and (3)

Insert Sub Question 1 here

Conclusions from Findings

Related to your research questions, what overall conclusions do you have after reading these key findings (related to subquestion 1)?

Implications

As a standard part of this a portion of the implication section address:

a. The moral or ethical implications of the research, specifically using the ethics focused upon in the program (Lead 613 and 623) ... ethical model we use, mention of systematic injustices like marginalization, etc...to the extent that these things apply – and given our process, some of this will certainly apply generally.

b. Some mention of how the implications relate to specific understandings about TL

Recommendations

Three types of recommendations are appropriate: 1. recommend solutions to original problem or next steps based on specific data in findings; 2. recommend improvements in problem area based on insights from review of literature; 3. recommend further research and changes in your methodology tools

(Follow the same format as above for each of your sub questions.)

Limitations of Findings

Tell how your findings only apply to your study population. Also tell whether your efforts to reduce bias seem to have worked.

Implementation Plan

Explain how you will implement your recommendations. How is this plan consistent with the ethics of transformative leadership?

Overall Summary

Tell reader of thesis your main “learning” and support with citation from chapter two.

REFERENCES

Commented [CJB7]: List at least 30 references in APA Style in alphabetical order, double-spaced

APPENDICES

APPENDIX A
INTERVIEW QUESTIONS

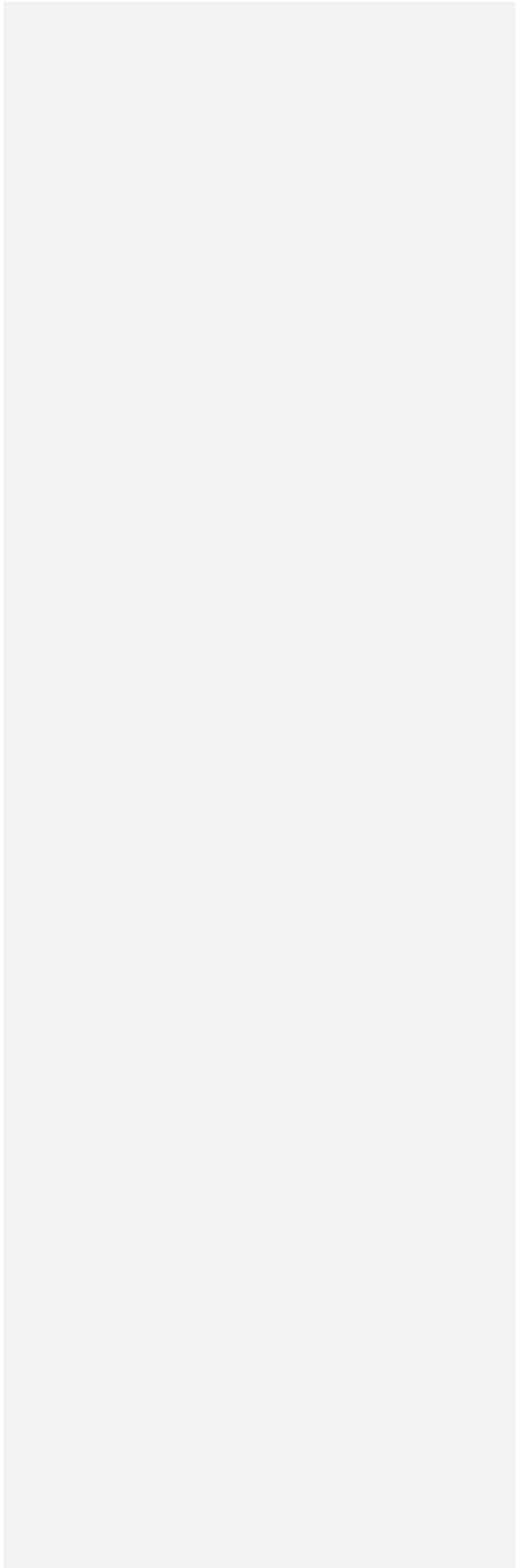
APPENDIX B
SURVEY QUESTIONS

APPENDIX C
FOCUS GROUP QUESTIONS

APPENDIX D
NIH CERTIFICATION

APPENDIX E

APPROVED IRB
(black out all identifying information)



**BETHUNE-COOKMAN UNIVERSITY
INSTITUTIONAL REVIEW BOARD
COVER PAGE
APPLICATION FOR ACTION RESEARCH APPROVAL**

APPENDIX F
INFORMED CONSENT FORM



BETHUNE - COOKMAN UNIVERSITY

INFORMED CONSENT STATEMENT

DATE

TITLE OF RESEARCH

INTRODUCTION

The Department of _____ at Bethune-Cookman University supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or Bethune-Cookman University.

PURPOSE OF THE STUDY

The purpose of this study is _____.

PROCEDURES

RISKS

BENEFITS

ALTERNATIVE PROCEDURES OR TREATMENTS

PAYMENT TO PARTICIPANTS

RESEARCH RELATED INJURY

There are no anticipated related injuries. In the event that an injury occurs while participating in this research the participants may discontinue their participation at any time. No treatment will be provided. If you have any questions, please feel free to contact your Principal Investigators at _____.

PARTICIPANT CONFIDENTIALITY

Your name will not be associated in any way with the information collected about you or with the research findings from this study. The researcher(s) will use a code *instead* of your name to insure anonymity. No individual responses will be reported separately. Only summarized information will be reported and used in this study. The researchers will not share information about you unless required by law or unless you give written permission.

Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future.

We must keep your study records as confidential as possible. Your confidential information will be stored in a secured locked file cabinet. The information derived from this research may be used for publication, future research endeavors and/or may be shared with other professionals.

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- _____
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:
 - The Bethune-Cookman University Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for B-CU that provide other kinds of oversight may also need to look at your records.

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know

School of _____
Bethune-Cookman University
Daytona Beach, FL
386-481-_____

School of _____
Bethune-Cookman University
Daytona Beach, FL
386-481-_____

SUPPLEMENTAL RESOURCES FOR STUDENT GUIDANCE.

***SAMPLE LITERATURE REVIEW DEALING WITH ACTION
RESEARCH***

***SAMPLE LITERATURE REVIEW DEALING WITH THE ETHICS OF
TRANSFORMATIVE LEADERSHIP***

The following is a sample literature review for the ethics of Transformative Leadership. Please use this for guidance. The literature review in your thesis must be in your own words, etc., using references from coursework.

Practicing ethical leadership means, precisely, the implementation of one's own moral agency as part of one's leadership. Transformative Leadership is a participatory and collaborative endeavor where one approaches leadership in a holistic way. At the heart of this approach to leadership is an emphasis on emancipating others (as well as the leader themselves) from patterns, policies, or ways of thinking that inhibit innovation, creativity and problem solving. Following from this definition of Transformative Leadership, moral agency for a Transformative Leader should be conceptualized (and practiced) in ways directly related to this definition: a collaborative, holistic and emancipatory conception of moral agency where doing justice is a central consideration.

Relationality-Responsibility Model for Ethics. Charles Curran (1999) elaborates an approach to ethics that is neither strictly deontological (an ethics of principles) nor simply teleological (an ethics of aims or

outcomes). While deontological and teleological ethics are frequent topics in the literature of ethics and moral theology, Curran's alternative approach has gained far less attention in the literature. Yet, as will be evident below, it is particularly well suited for Transformative Leadership. Curran's approach to ethics is based on H. Richard Niebuhr's conception of Responsibility Ethics, elaborated in the now classic text, *The Responsible Self* (1962).

In contrast to deontological or teleological ethics, Curran opts instead for a "relationality-responsibility model" (p. 73) where, simply put, one comes to know their moral responsibilities through the experiences one has in the multiple relationships within which one is a participant, where conscience is understood as central in the exercise of one's moral agency. As such, this model is intrinsically collaborative because it is informed through one's participation with others. It is also holistic, particularly when one considers conscience as a matter of one's reason and affectivity.

Curran's model incorporates a sense of responsibility in terms of an agent's contextual specificity as defined by the multiple relations of which an agent is a part. An agent acts in reference to others and does so in response to having been affected by the actions of others. An agent interprets what those actions mean while at the same time maintains a "willingness to be accountable for any reaction" while remaining in "solidarity with a community of agents" (p. 73).

After rehearsing the shortcomings of deontological ethics (the challenges of competing moral obligations and the relevance of likely outcomes), Curran turns to an examination of teleological ethics. In his view, extrinsically teleological ethics such as utilitarian ethics can become far too relative or subjective in that utilitarian ethics (where the ends are said to justify the means) is highly dependent on how well-being is defined and by whom it has been defined (pp. 72-3).

Agency, Leadership and Ethics. Curran (1985) has long held that a person is both a “moral agent and subject” (p. 63). As such, a moral person is (in part at least) constituted by their own actions as they are expressed, exhibited, practiced and/or embodied in relation with others. One’s own sense of moral agency develops in concert with others.

At the heart of his notion of moral agency is the primacy of conscience (1985). As Curran explains, conscience is informed by the experience one has in relationships with others and is constituted in part through one’s own affective response to those relationships. Curran’s thought echoes others, including Richard Gula.

Like Curran, Gula argues (2004) that conscience is in part subjective (it is a matter of experience) but also that conscience points toward truths that transcend each of us, truths that are greater than ourselves. As he suggests,

This does not mean that conscience independently determines what is good and what is evil. Nor does it mean that conscience makes all morality relative to a person’s own desires, or that one’s moral judgment is

true merely by the fact that judgment comes from one's conscience. It does mean that the person's sincerely reflective judgment of what to do sets the boundary for acting with integrity or sincerity of heart. To say 'My conscience tells me' means "I may be wrong, but I understand this to be an objective demand of morality and so I must live by it lest I turn from the truth and betray my truest self (p. 53).

Thus, relying primarily on conscience means we avoid absolutism (because conscience is in part subjective) and it also means we avoid extreme forms of relativism (because conscience is not only subjective but instead leads also to truths that transcend our subjectivity).

Curran's understanding of conscience is emancipatory. This is evident when one considers that in Curran's view, conscience is not an authoritarian faculty of a human person but is contrastingly a creative aspect of the self, born of one's own experience in relation to others. As Anne E. Patrick (1997) points out in her text, *Liberating Conscience*, Curran retains a preference for the dignity of human persons, "the existence of an objective moral order, and the fact that freedom is not an absolute value" (153). This underscores that Curran's ideas do not collapse into sheer relativism or subjectivism. Yet, conscience is nonetheless emancipatory in Curran's ethics because, conceptually, he understands this aspect of the self as relational, formed and informed through experiences with others where over time, one is freed to realize greater understandings of moral truth.

Conscience is the ongoing result of a process of constant moral reflection or praxis (Curran, 1999).

Ethics, leadership and taking risks. As “change agents” (Reed), Transformative Leaders arguably must take risks. This suggests an ethics that conceptualizes moral agency in terms of taking risks. Toward this end, Welch (1990) argues in favor of a distinction between an “ethics of control” and an “ethics of risk.” Her work (well cited since its publication) was developed through an intensive study of African-American Women’s literature. Welch suspected that this literature might reveal truths about how responsibility can be understood, particularly by communities that know well the realities of various forms of systematic injustice (1990).

While an ethics of control is described as exhibiting unilateral actions where control (or the possibility of gaining control) is held as a matter of one’s own agency, an ethics of risk is conceptualized much differently and is based on a different assumption (Welch, 1990).

An ethics of risk, as Welch (1990) explains it, is based on the assumption that one exercises responsibility in community with others while making no assumption about being in control. As such, an ethics of risk is a construct that emphasizes power with others (shared power) rather than power over others.

Welch argues further that an ethics of risk involves taking concrete and strategic steps that make for a “matrix” (p. 46) of possibilities (a sense that anything might happen) instead of taking unilateral and decisive actions where power is exerted over others and control is assumed. As she explains,

Responsible action does not mean the certain achievement of desired ends but the creation of a matrix in which further actions are possible, the creation of the conditions of possibility for desired changes. It is found in taking steps toward a desired goal, and focusing on possibilities, rather than outcomes, choosing to care and to act although there are no guarantees of success (p. 46).

Ethics, leadership and emancipation. As noted above, Transformative Leadership emphasizes emancipation and this suggests liberation (or freedom from systematic injustice). Iris Marion Young (2012) offers a helpful conceptualization of systematic injustice that provides an understanding of emancipation where doing justice is understood as lessening or eliminating systematic injustice. In her text *Justice and the Politics of Difference* (2012), Young identifies five ways to identify and conceptualize systematic injustice. These include the following.

Marginalization. Marginalization is when a group is not afforded the ability to make decisions or shape what society does to the extent afforded to more dominant groups. Marginalized groups in this country include, for example, ‘Native Americans.’

Systematic violence. Hate crimes are a form of systematic violence. Because hate crimes are rooted in the larger social attitudes of some in certain groups toward others in other groups, then the violence that is so much a part of “hate crimes” is an example of “systematic violence.” The central point is that larger social patterns lead to the experience of violence by some groups and not others.

Exploitation. When a person or group is taken advantage of in a material way, they are said to be exploited. Instances where one is underpaid relative to one's peers is an example of exploitation.

Cultural Imperialism. This is identified by instances where a group yields important cultural practices or beliefs to those held by other, more dominant cultures.

Powerlessness. This is identified as specific instances where a group lacks power. This might include political or economic power, for instance.

CAPSTONE PAPER TEMPLATE

Title of Capstone Paper

By

This submitted Paper is being submitted in partial fulfillment of the requirements for the Master of Science degree in Organizational Leadership

Bethune-Cookman University
Daytona Beach, Florida

Semester, Year

Title

By

Student Name

APPROVED:

Department Chair

[Type Name]

Internship Advisor

[Type Name]

Secondary Advisor

[Type Name]

_____, Year

Date

DEDICATION

This section should be short. One paragraph is generally sufficient. Most students dedicate their theses to family members or others who are very close to them.

ACKNOWLEDGEMENTS

In your acknowledgements, you should recognize all persons who helped you complete your capstone paper.

ABSTRACT

Should be completed after the capstone paper is finalized. It should be a brief overview of the research environment, questions, findings, conclusions and recommendations.

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CHAPTER ONE
INTRODUCTION

Instructions: Begin your chapter with a paragraph that tells the “big picture” view of the problem using a quote from a research study someone else conducted related to your topic.

Background Context of Internship Environment

Use the essay you wrote for the Critical Incident assignment to describe the internship setting and background of the Internship problem.

Description of Proposed Mentor in Leadership Role

Identify potential leadership mentor and describe mentor’s job role.

Statement of Problem

Purpose of Internship (With Inquiry Questions)

The purpose of the internship was to _____. The primary inquiry question was: _____? The sub-questions for inquiry included: 1) _____? 2) _____? 3) _____? _____?

Importance of Internship

Explain how you will benefit from interning with the proposed mentor and how the internship organization will benefit from your internship role as a data-based decision making.

CHAPTER TWO

REVIEW OF LITERATURE

Instructions: Begin your chapter with a paragraph that tells the purpose of your research, the research questions and how you organized your review.

The purpose of the research was to _____ . The primary research question was: _____ ? The sub-questions for research included:
1) _____ ? 2) _____ ? 3) _____ ?
_____ ?

The Review of Literature investigates primary studies related to the following topics connected to my research questions: 1) Topic 1; 2) Topic 2; and 3) Topic 3. An explanation of action research, the selected methodology, is included, along with a review of Transformative Leadership and the Ethics of Transformative Leadership.

Topic 1

Summarize the findings from the literature relevant to this topic listed in the first paragraph. Cite references in APA Style and use quotations with a page number when material is a direct quote.

Major studies

Significant findings

Major gaps identified

How does your study contribute to the topic?

Topic 2

Same as above for each topic

Topic 3

Same as above for each topic

Action Research

Place your Action Research essay here. Please edit the essay to be appropriate for the thesis. Explain why action research supports transformative leadership as a problem solving model and address the following items:

- *What is Action Research?*
- *Concerns and limitations of action research*
- *Rationale for using this methodology for your research*

Transformative Leadership

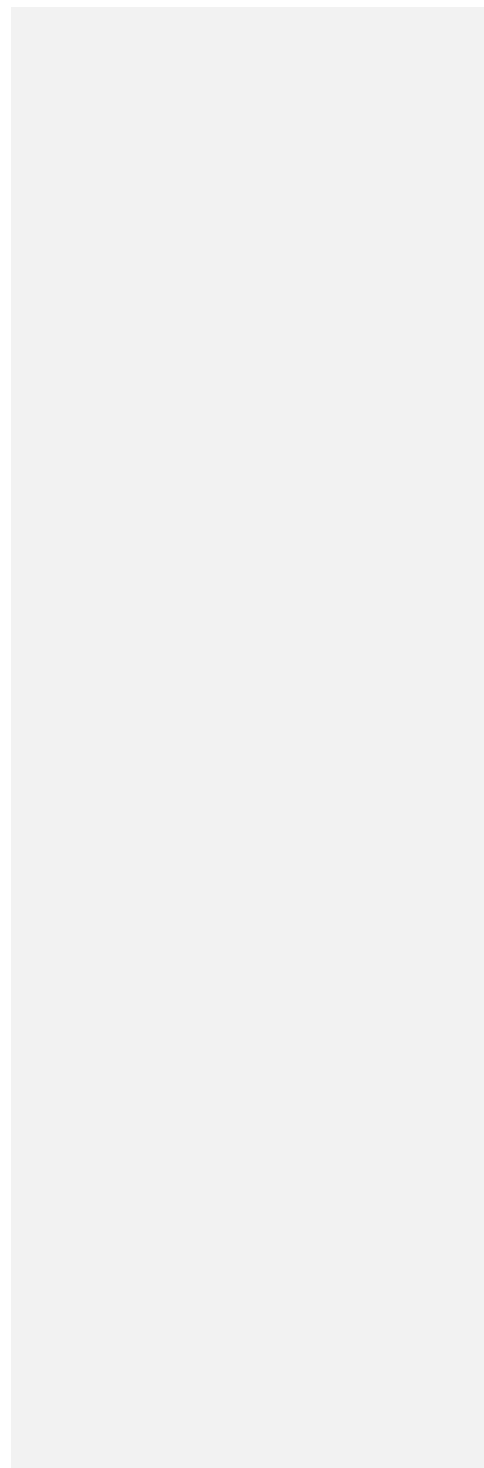
Use your Transformative Leadership essay from LEAD 601. Please edit the essay to be appropriate for the thesis. Address the following items:

- *Participatory Leadership Model*
- *Affective domain*
- *Collaborative Characteristics of TL*
- *Emancipatory nature of TL*

Ethics of Transformative Leadership

- *Responsibility Ethics (Relationality – Responsibility Model for ethics) – the literature review should rely on Charles Curran’s work, specify how he defines this approach to ethics, how it is different from other approaches, particularly deontological and teleological ethics, and why this approach is well suited for Transformative Leadership.*
- *Conscience - the literature review should specify a definition of conscience suitable for ethics (e.g., how conscience leads to the avoidance of both absolutism on the one hand and extreme forms of relativism on the other. Here, coursework related to the work of Richard Gula, for instance, is helpful.*
- *Ethics of Risk in contrast to an Ethics of Control – this portion of the literature review should focus on the work of Sharon Welch and others who offer a definition of both. The literature review should include a precise definition of both, following from her work (and the work of others). Remember that both an ethics of risk and an ethics of control were conceptualized by Sharon Welch. An ethics of risk is especially well suited for Transformative Leadership, and the literature review should make this clear.*
- *Systematic Injustice – this portion of the literature review should rely on the work of Iris Marion Young and her conceptualization of “Five Faces of Oppression.” Other references about systematic injustice*

can be used so long as they are consistent with Transformative Leadership and the ethics for Transformative Leadership.



CHAPTER THREE
METHODOLOGY

The purpose of the research was to _____. The primary research question was: _____? The sub-questions for research included: 1) _____? 2) _____? 3) _____?

Description of Internship Environment Data

Include description of research environment, your role within the environment, your supervisor and his/her role in research environment

Methodology for data gathering AND data review/analysis

Describe all data you are reviewing and how it was analyzed.

CHAPTER 4
DATA AND ANALYSIS

The purpose of the research was to _____. The primary research question was: _____? The sub-questions for research included: 1) _____? 2) _____? 3) _____?

In this chapter the data, analysis and findings are summarized.

Analysis of Data and Results – you must present data both narratively and visually (charts and graphs) for each of your subquestions

SubQuestion 1 _____

Commented [c9]: Insert subquestion here and then place graphs/charts and narrative paragraphs below. Do the same for each of your subquestions.

SubQuestion 2

SubQuestion 3

Key Findings (BULLETED) _____

Commented [c10]: List the summary statements for each subquestion below in bulleted form

**CHAPTER FIVE
CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS**

The purpose of the research was to _____. The primary research question was: _____? The subquestions included: (1), (2), and (3)....

Insert Sub Question 1 here

Conclusions from Findings

Related to your research questions, what overall conclusions do you have after reading these key findings (related to subquestion 1)?

Implications

As a standard part of this a portion of the implication section address:

a. The moral or ethical implications of the research, specifically using the ethics focused upon in the program (Lead 613 and 623) ... ethical model we use, mention of systematic injustices like marginalization, etc...to the extent that these things apply – and given our process, some of this will certainly apply generally.

b. Some mention of how the implications relate to specific understandings about TL

Recommendations

Three types of recommendations are appropriate: 1. recommend solutions to original problem or next steps based on specific data in findings; 2. recommend improvements in problem area based on insights from review of literature; 3. recommend further research and changes in your methodology tools

(Follow the same format as above for each of your sub questions.)

Limitations of Findings

Tell how your findings only apply to your study population. Also tell whether your efforts to reduce bias seem to have worked.

Implementation Plan

Explain how you will implement your recommendations. How is this plan consistent with the ethics of transformative leadership?

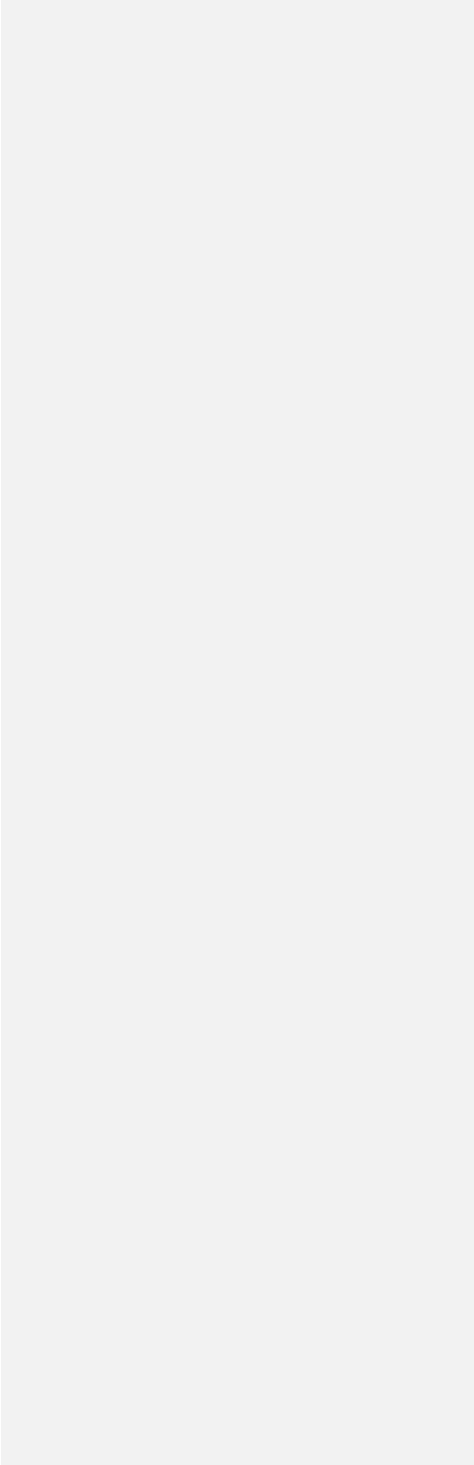
Overall Summary

Tell reader of thesis your main “learning” and support with citation from chapter two.

REFERENCES

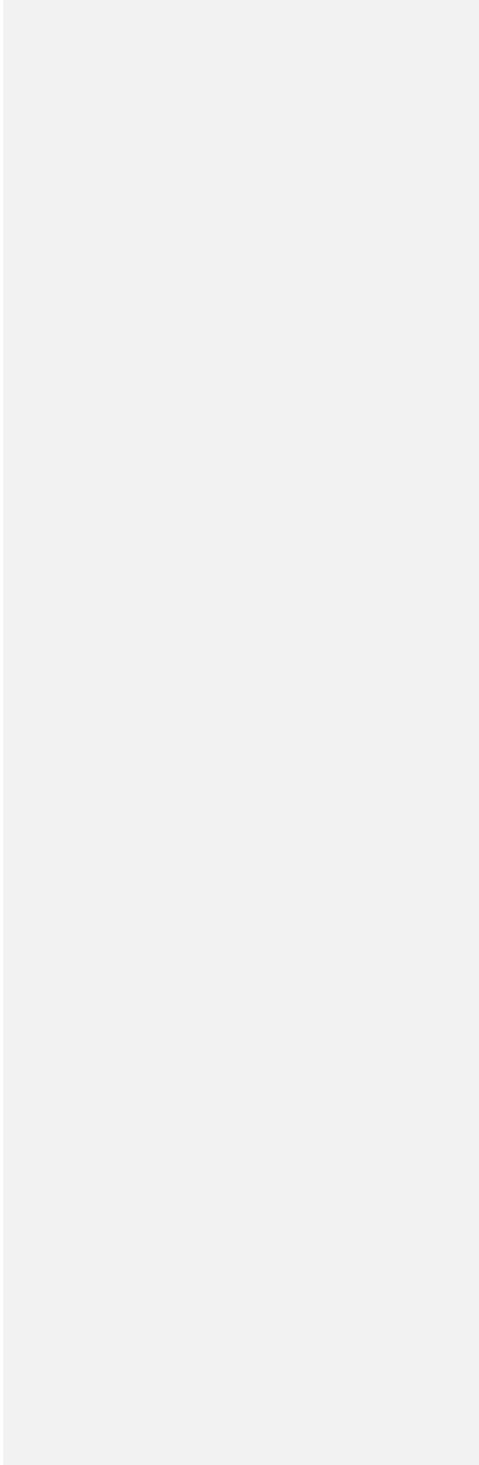
At least 30 references related to your topic and action research in APA format.

APPENDIX A
NIH CERTIFICATE



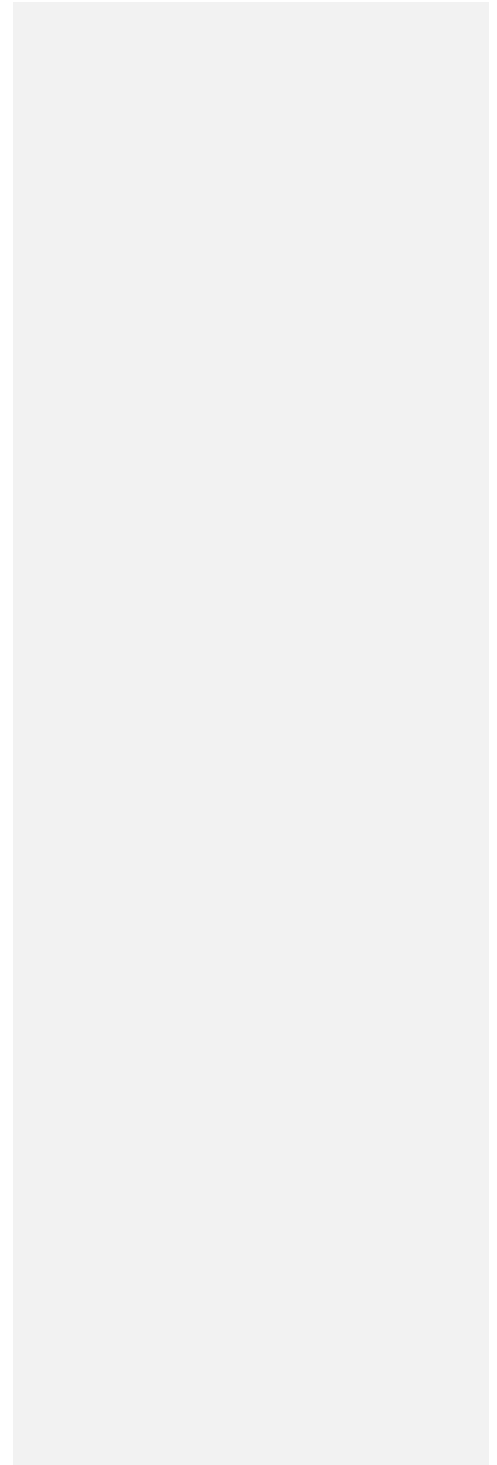
APPENDIX B
EMPLOYER AGREEMENT FORM

PASTE EMPLOYER AGREEMENT FORM HERE



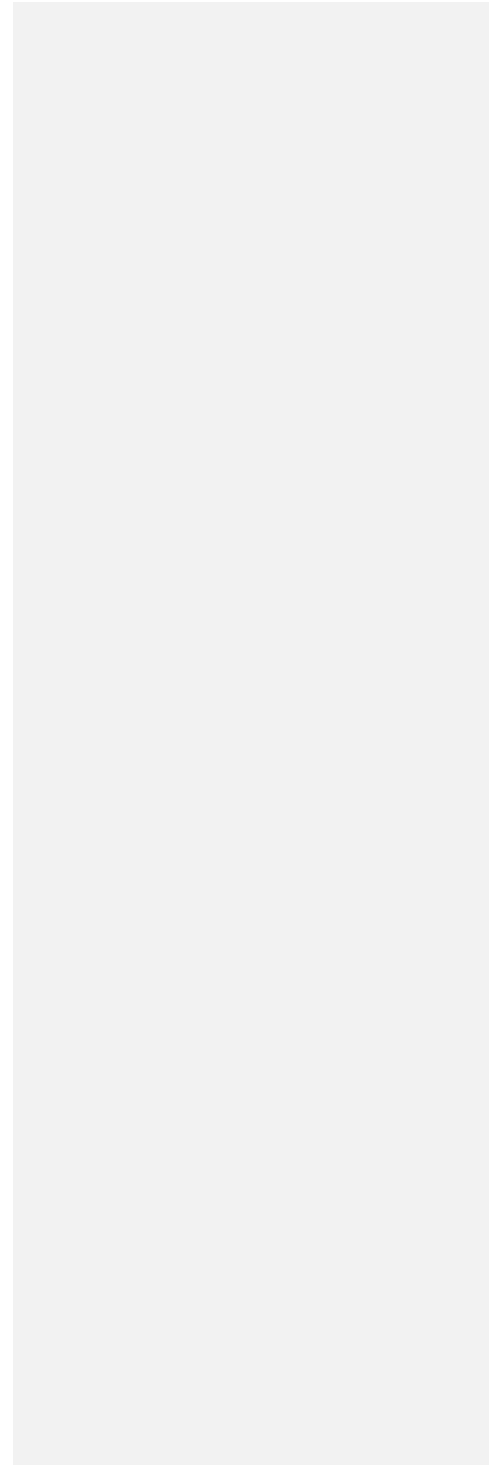
APPENDIX C
INTERNSHIP LOG FORM

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HERE.**



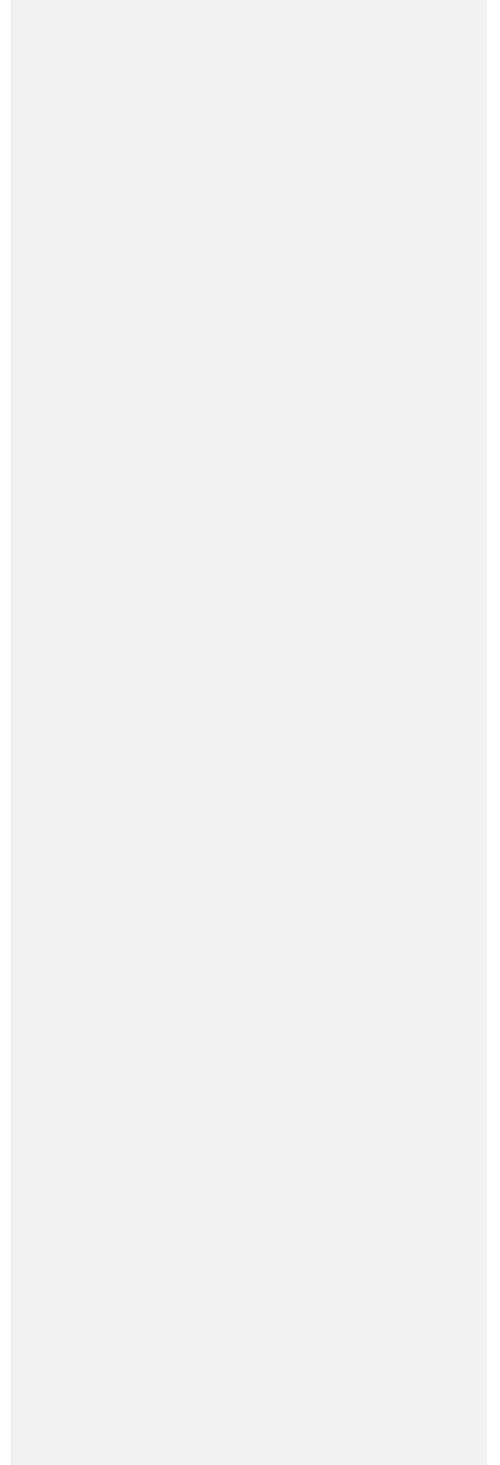
APPENDIX E
MENTOR EVALUATION FORM

INSERT COPY OF THE MENTOR EVALUATION FORM HERE. IT MUST BE FINALIZED AND SIGNED.



APPENDIX F
DATA FILES

ATTACH ALL DATA FILES HERE



SUPPLEMENTAL RESOURCES FOR STUDENT GUIDANCE

SAMPLE LITERATURE REVIEW DEALING WITH ACTION RESEARCH

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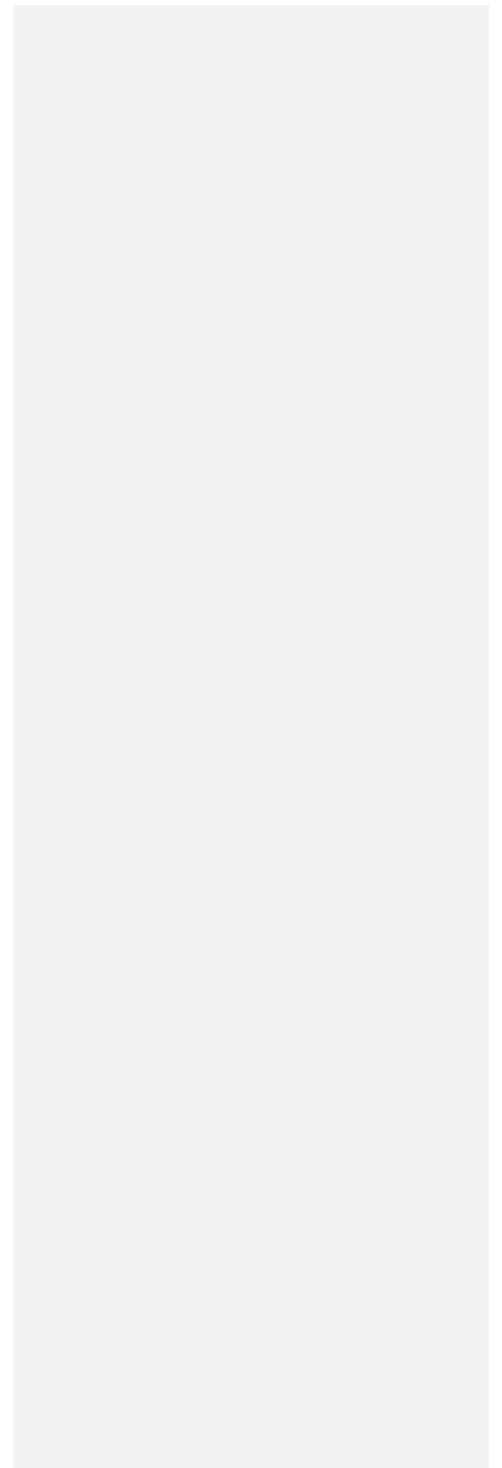
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Cultural Imperialism. This is identified by instances where a group yields important cultural practices or beliefs to those held by other, more dominant cultures.

Powerlessness. This is identified as specific instances where a group lacks power. This might include political or economic power, for instance.



Chapter One

Introduction

Chapter One, Introduction, describes the context of the problem, the question, problem, or need that will be addressed (Purpose), the research questions and the projected benefit of the research. Chapter One provides supporting documentation for the importance of addressing this question, problem, or need. It should provide appropriate background information. Be sure to explain why the research is meaningful to you and how it will affect your workplace.

Chapter Two

Review of the Literature

Chapter two, Review of the Literature, is a cohesive, coherent synthesis of the important books, articles, and/or studies that are relevant to the Thesis/Capstone Paper topic. It includes works that address the models and theories in your area of research, highlight controversies, and indicate areas of support for the issues you have identified. The review should reference at least 30 academic/refereed journal articles or books published within the last ten years, as well as citing the classic literature in the field. All ideas, concepts, quotations, theories, tables, graphs, etc. should be referenced using APA style. The format of your review will consist of a stand-alone document. It is helpful to start with the general and work to the specific and to divide up your review into no more than four subheadings. As a chapter in the Thesis/Capstone Paper, a review introduces a topic for research. A review analyzes a portion of a published body of knowledge through summary and comparison of prior research including: empirical studies, review articles, case studies, brief reports, monographs, and theoretical articles.

Below is a selection on Action Research that may guide you in how to write a review of the literature, specific to your research. It is not intended to be a complete overview of the topic, **nor should it be incorporated verbatim into your Thesis/Capstone Paper.**

Action Research

The Thesis/Capstone Paper in the Master of Science Transformative Leadership program is based on an action research model conducted within the framework of the graduate student's professional environment. Action research provides a systematic approach to investigation that enables people to find solutions to problems they confront in their everyday lives, a research paradigm that is grounded in a transformational, participatory worldview (Stringer 2007). In the Handbook of Action Research (2007), Reason and Bradbury define action research as:

...a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview...seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally flourishing of individual persons and their communities (p. 1).

Even though many researchers have explored alternatives to empirical research, Kurt Lewin is credited with the construction of a theory of action research in the mid 1940s. Lewin's theory depicted action research as a continuous cycle of planning, action, and reflection on the outcomes of the actions. The purpose of the action research focused on motivating sustained change in social practices by engaging stakeholders as participants in all aspects of the inquiry (Masters 2000). The traditional paradigms used in research evolved over the past several decades beyond empirical positivism through the combined impact of the "cognitive turn", the linguistic turn" and now the "action turn" theories, leading to a "post-modern interpretivism" (Reason & Torbet 2001, p. 1-3).

The cognitive turn focused on the cognitive structures (schemata or mental models) which allow us to make sense of the world. The linguistic turn, rediscovering Nietzsche's sense of language as an 'army of metaphors', looked at the hitherto underestimated role of language in our construction of our world in which we are always seeking to make (or give) sense. It is now difficult to sustain a position of 'naïve realism.' In scholarly circles it is difficult to suggest that the world exists outside our construction of it. (Reason and Bradbury 2007)

The “action turn” theory is drawn from the participatory paradigm for research described by Heron and Reason (1997) and Reason and Bradbury (2007). Research involving humans in relational contexts is not focused on adding knowledge to an established discipline or to develop new theories. The primary purpose of action research is to construct new knowledge for action by the participants in the immediate practical context of the inquiry (Reason and Torbet 2001).

It is important for the graduate Thesis/Capstone Paper to establish a conceptual basis for the action research which enhances the validity of the inquiry, the significance for the practical knowledge gained, and the capacity for transformation in the organization. The four major tenets of action research include:

- *Purpose/outcome is to construct new knowledge for subsequent action;*
- *People most affected by research are involved in a central way*
- *Data are based on the experience of participants and systematically analyzed;*
- *Intention is to create change (personally or organizationally) (Brooks and Watson 1994).*

The lens used by the researchers is key to the type of social change that can be achieved. The following three key approaches to the inquiry provide contrasting lenses to challenge assumptions of the researcher, including: first-person research/practice is grounded in examining the researcher’s own practices; second-person research/practice requires the collaboration of a group of stakeholders in inquiry; and third person research/practice documents the practices of whole organizations from a researcher as consultant role. Reason and Torbet (2001) state” that a transformational science needs to integrate first- second- and third-person voices in ways that increase the validity of the knowledge we use in our moment-to-moment living, that increase the effectiveness of our actions in real-time, and that remain open to unexpected transformation when our taken-for-granted assumptions, strategies, and habits are appropriately challenged.”

The final paragraphs need to summarize the literature review and show its relationship to your research project.

Chapter Three

Methodology and Procedure

Quantitative and Qualitative Methodologies

Quality in action research is derived from the rigor of the data gathering methods, the analysis of the reflective practices, and the applications of the newly constructed knowledge for subsequent actions. Five comprehensive principles characterize the validity of the inquiry. First, an indication of the quality is documented in the passion and empowerment experienced by the participants in their enhanced critical consciousness. Second, the outcomes of the inquiry not only result in improved actions but extend to reflection on the value of desiring these outcomes. Third, the knowledge derived from the inquiry is conceptually sound and includes different types of knowledge, such as representational, propositional, experiential, and practical. Fourth, the congruence of the research strategies with the purpose of the study must be maintained. Finally, the inquiry, reflection, and subsequent action are sustainable (Reason and Bradbury 2007).

“Rigor in action research is based on checks to ensure that the outcomes of research are *trustworthy* – that they do not merely reflect the particular perspectives, biases, or worldview of the researcher and that they are not based solely on superficial or simplistic analyses of the issues investigated” (Stringer 2007, p. 57). The *credibility* of the research processes is enhanced through: prolonged engagement, persistent observation, triangulation (multiple sources of data), participant checking of data, participant debriefing, diversity of case analysis, and participant-referenced language (not theoretical). The *transferability* of the outcomes is explored but not generalized unless grounded in extensively detailed descriptions of the context and variables. The *dependability* of the outcomes is based on the assurance of systematic research procedures. The *ability to confirm* that the data collection procedures actually occurred should be based on a clear audit trail (Stringer 2007).

Both quantitative and qualitative methods are used in action research. The environmental scan of the organization and the context of the issues for inquiry often provide numerical data to assist the researcher in confirming the significance of the problem requiring action. The qualitative methods provide the rich texture of

the participants' actions, reflections, and insights related to the issues being studied. Analysis of the data requires systematic methods that enhance the validity of the findings. For example, pattern matching "compares an empirically based pattern with a predicted one (or with several alternative predictions) for dependent variables" (1994, p.107). Sometimes qualitative data analysis software provides a resource to support the data analysis process like ATLAS-ti, a software for organizing and coding qualitative data (Yao et al, 2005).

Qualitative data includes: interviews, focus groups, participant observations, questionnaires, document analysis, records and reports, surveys, and the research literature. Different data collection methods allow for very different sample sizes, and the number of respondents determines the degree of reliability with which the results may be generalized to various population segments. Surveys are probably the most common evaluation tool. Surveys are perception driven and can use closed-ended questions, which require that answers be expressed using a given set of categories, or open-ended questions, which allow respondents to answer freely in paragraph form. Direct observation has the advantage of not relying on users' perceptions. Keeping accurate field notes and using tape recorders enhance the quality of the data (Stringer 2007). "Action Research is a method of problem posing and problem solving in which the systematic use of analysis, observation, and data collection procedures may result in useful answers to practice problems" (Kuhne and Quigley 1997, pg. 23).

Chapter Four
Data and Analysis

In this section, the data collected (thesis track) or reviewed (non-thesis track) should be displayed, summarized, and analyzed. SEE TEMPLATES FOR SPECIFIC FORMATTING PER TRACK.

In order to confirm the inter-rater reliability of the ratings a Difference of Means test was run comparing the average ratings by the Internal Reviewers with the External Reviewers for each participant on each Leadership Competency.

Table 1. Inter-Rater Reliability Between Internal and External Reviewers

TABLE 1 Inter-Rater Reliability Between Internal and External Reviewers Difference of Means Test for Item Analysis between B-CU and External Reviewer's Thesis/Capstone Paper Rubric Assessment
--

Xa INT AV	Xb EXR AV	Xa-Xb	t	df	one tail	two tail
1.2738	1.2881	-0.0143	-0.42	20	0.33948	0.67896

The Difference of Means statistical test indicated that there was no significant difference between the ratings given by the Internal Reviewers and those given by the External Reviewers. The lack of statistically significant difference in the ratings validates the inter-rater reliability of the rubric, as well as supporting the validity of the ratings given by the Internal Reviewers.

Chapter Five

Conclusions, Implications, and Recommendations

Conclusions

This section should draw conclusions from the research presented.

Implications

This section should discuss what implications this research has for the field of study.

Recommendations

This section should list and discuss what is being recommended for further research.

References

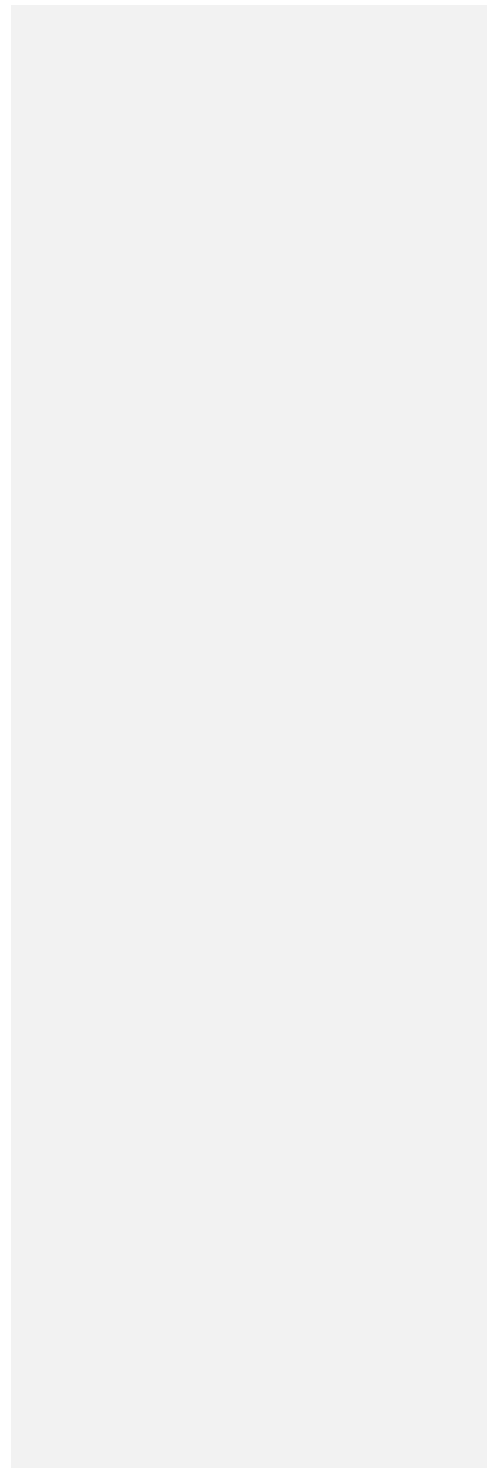
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Appendices

(This is the cover page for the APPENDICES section. Each APPENDIX will be on a separate page following this cover page, beginning with Appendix A.)



Appendix D

Writing Prompts*

Dr. Chanta Haywood

Situational Prompts:

1. I situate my argument alongside scholars such as _____.
2. Although many scholars have discussed _____, what remains to be discussed is _____ . I address this (notion, gap, omission) by _____.

Distinguishing Prompts:

1. What has been left unsaid about this issue is _____.
2. Critics have already talked about _____ . In fact, Samuel Pepys' article on _____ mentions _____.
3. Although James Madison asserts that _____, his view does not factor in _____ . My discussion accounts for Madison's oversight.

Comparative Prompts:

1. Although West and I both agree that Wilson's approach is _____, he falls short in his view of _____.
2. Revising and expanding on the arguments made by Johnson, this research demonstrates _____.

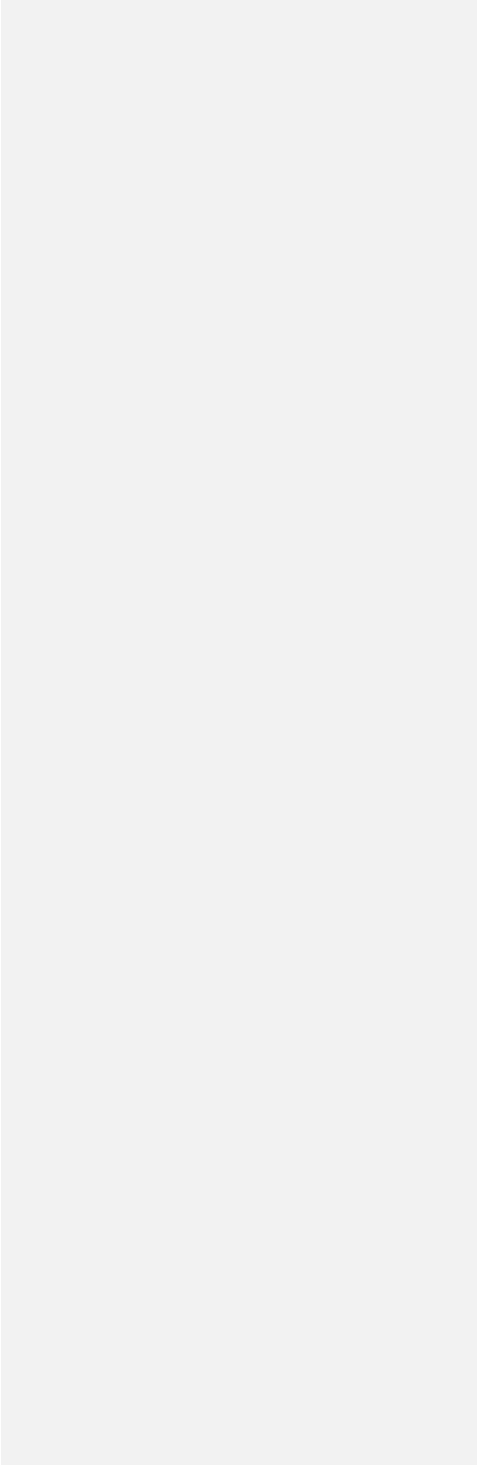
Limitational Prompts:

1. To date scholars have tended to focus on _____ and not on _____. Perhaps this is due to _____.
2. My Thesis/Capstone Paper explores _____. This idea does not easily fit within the model of _____.

*Used with permission.

Appendix E

Forms





**BETHUNE-COOKMAN UNIVERSITY
INSTITUTIONAL REVIEW BOARD (IRB)
APPLICATION FOR APPROVAL OF HUMAN SUBJECTS OR ANIMAL RESEARCH**

IS THIS REQUEST TO RENEW A CURRENTLY APPROVED IRB PROJECT? YES NO

If YES and there are no changes, complete Sections 1, 2 and 5 of this Application and provide the protocol # _____

Please refer to IRB Application Instructions for assistance completing this form.

Section 1: Investigator Information

Name of Principal Investigator (PI): _____

E-mail: _____ Telephone: _____

Is PI: Student Faculty Staff Administration

Department: Department of Graduate Studies _____

Faculty Advisor (if PI is a student): _____

Advisor Email: _____ Telephone: _____

Name of Co-Participant Researcher	Title and Affiliation	Contact Information

Section 2: Project Information

Title: _____

Brief Project Summary (50 words max):

Number of subjects: _____ Project Start Date: [Enter Start Date] Project End Date: [Enter End Date]

Date of NIH Certificate of Completion (attach copy of Certificate): [Click here to enter a date.](#) _____

Projects that exceed one year require IRB Review

For NIH Training information go to www.grants.nih.gov/grants/policy/hs/training.htm

Section 3: Compliance Information

Which of the following will be used in your research?

- Human Subjects (Complete Part 1 next page)
- Care and Use of Vertebrate Animals (Complete Part 2 next page)
- Employer Approval for Research within work environment (Attach Employer Support Form)

Part 1 Human Subjects:

Purpose of Research (check all that apply)	Included in study (check all that apply)
<input checked="" type="checkbox"/> For use in thesis <input type="checkbox"/> Completion of class project <input type="checkbox"/> Publication (journal, book, etc.) <input type="checkbox"/> Poster/presentation to scientific audience <input type="checkbox"/> Results will not be published <input type="checkbox"/> Other (Please explain) <div style="border: 1px solid black; height: 80px; width: 250px; margin-top: 10px;"></div>	<input checked="" type="checkbox"/> Informed Consent Document (copy must be attached to application) <input type="checkbox"/> Greater than minimal risk <input type="checkbox"/> Research involving minors <input type="checkbox"/> Deception <input type="checkbox"/> Generalizable knowledge (results to be published) <input type="checkbox"/> Survey research <input type="checkbox"/> At-risk populations (prisoners, children, pregnant women, etc.) <input type="checkbox"/> Video or audio tapes <input type="checkbox"/> Medical procedures including exercise, administering drugs/dietary supplements, or other procedures

Part 2 Care and Use of Vertebrate Animals:

Purpose of the use/care of animals	Included in study (check all that apply)
<input type="checkbox"/> Research <input type="checkbox"/> Teaching <input type="checkbox"/> Exhibition <input type="checkbox"/> Display	<input type="checkbox"/> Physical intervention with vertebrate Animals <input type="checkbox"/> Housing of vertebrate animals <input type="checkbox"/> Euthanasia of vertebrate animals <input type="checkbox"/> Use of sedation, analgesia, or anesthesia <input type="checkbox"/> Surgery <input type="checkbox"/> Farm animals for biomedical research (e.g. diseases, organs, etc.) <input type="checkbox"/> Farm animals for agricultural research (e.g. food/fiber production, etc.) <input type="checkbox"/> Observation of vertebrate animals in their natural setting

Section 4: Proposal Narrative

Please respond to the following requested information as briefly as possible.

Personnel:

1. List any persons who will be assisting in this research beyond the PI and Faculty Advisor; provide their experience, level of involvement in the research, and their level of access to information.

Name of Co-Participant Researcher	Level of Involvement in Research	Level of Access to Information

Purpose:

1. Describe in one or two sentences, the purpose of your research.

2. What research questions are you trying to answer in this study?

3. Clearly indicate how participants and others will benefit from knowledge gained through this research.

4. Briefly discuss how your current research has helped you frame your research focus and methodology.

Description of Participants:

1. How many participants are in your research? Include the age range, gender and any special population characteristics.

2. How will your participants be recruited? (Please attach copies of any advertisement to be used.)

3. How will the data be collected?

4. How will you protect the identity of your participants?

5. Will identifying information be collected such as Social Security numbers, addresses, names, or other identifying information? Yes No

If yes, how will you protect the confidentiality of the participants and their information?

[]

6. Will you use any inducements to participants such as gifts, money, etc.? Yes No

[]

If yes, please explain.

7. Give justification for the limits that you've set on your participant population and indicate how these limits might generally affect the results of your research.

[]

Methodology (Procedures):

1. Give the specifics of what you will be doing in this research, including:

- a. Specific methodology that you will use to gather your data;
- b. Kinds of questions you will ask; and,
- c. Any particular behaviors that you will be observing and recording.
- d. Give specific details of any physical procedures you will be performing.

[]

2. Will you be using a survey in your research? Yes No If yes, please attach a copy of any survey and/or interview instruments that you will use.

3. Will you use advertising regarding your research? Yes No If yes, please provide copies of any advertisements you will use regarding the research.

Research Involving Minors:

1. What information will you give to parents/guardians and how will it be provided?

[Minors will not be included in this research study.]

2. If this research will take place in a school, describe how you will attain the permission of school officials/teachers and parents. Attach your school official and parental consent letters and child assent letter (or processes for children too young to read). Indicate whether your research

[This research study will not take place at a school.]

will take place during the regular school day.

Deception:

1. What is the deception and how will the participants be debriefed?

[]

2. What is your rationale for using deception?

[No deception will be used in this research study.]

Medical Procedures:

1. What medical procedures will be used and what safeguards will be provided? Please describe why it is necessary to use certain medical procedures in this research.

[No medical procedures will be used in this research study.]

Risk:

- a. Is there greater than minimal risk of physical, mental, or any other discomfort to your participants?
- b. What are the risks and what steps will you take to minimize those risks?
- c. Justify the risks by describing specific benefits that may result from this research, at both the participant and societal levels. **DO NOT SIMPLY STATE THAT NO RISKS EXIST.** (The researcher is responsible for carefully considering how participants might react, even to surveys, and the researcher must adequately address both real and anticipated risks and potential reactions.)

[]

Section 5: Assurance

By signing below, you affirm that the information provided herein is accurate to the best of your knowledge, and that:

- All research performed will be by trained personnel in accordance with the methods outlined in this proposal;
- All personnel will have completed training in research and protection of human subjects;
- Any changes will be communicated to the IRB Chair and approved by the IRB or designated IRB member prior to implementation;
- You understand you may not exceed the approval period without written approval from the IRB;
- You will retain all signed informed consent documents for a minimum of three (3) years from the date the study is concluded; and,
- You will immediately report any serious adverse event regarding this research to the IRB.

Signature of Principal Investigator (PI): _____	Date: [Enter Date] _____
If PI is a Student, Signature of Faculty Advisor: _____	Date: [Enter Date] _____
Signature of Co-Investigator: _____	Date: [Enter Date] _____
Signature of Co-Investigator: _____	Date: [Enter Date] _____
Signature of Co-Investigator: _____	Date: [Enter Date] _____

The B-CU Institutional Review Board (IRB) is the designated administrative body that meets the definition of this term as set forth in the Department of Health and Human Services Regulations. The IRB is established in accord with and for the purposes expressed in such regulations or that approves and conducts the periodic review of Research involving Human Subjects performed at the institution associated with the IRB or other parties using the IRB.

[45CFR46.102(g), 21CFR56.102(g)]

The 2014-15 B-CU IRB Chair is Dr. Richard Buckelew.

**Please submit your completed application and any questions you may have to:
bcuirb@cookman.edu.**

INFORMED CONSENT STATEMENT

(Name of the Study)

INTRODUCTION

The Department of _____ at Bethune-Cookman University supports the practice of protection for human subjects participating in research. The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to sign this form and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with this unit, the services it may provide to you, or Bethune-Cookman University.

PURPOSE OF THE STUDY

Insert description of the purpose of the study.

PROCEDURES

Insert description of the procedures that will be followed in the study. Address the participants, i.e. "you will be asked to..." Include the time commitment involved. If you plan to use video or audiotapes, please state so here. Also state what will be done with the tapes, i.e. used by the researchers only and stored in a locked cabinet.

RISKS

Insert a description of all burdens, inconveniences, pain, discomforts and risks associated with participation in the study. If no risks are anticipated, this should be stated explicitly.

BENEFITS

Insert a description of the potential benefits, if any, to the research subject. Clarify if these are direct benefits (e.g., to the subject), or indirect benefits, (e.g., to society). If there are no anticipated benefits, this should be stated explicitly.

ALTERNATIVE PROCEDURES OR TREATMENTS

Describe appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the patient or explain if there is no alternative other than not to treat, with an explanation of the possible effect of failure to treat.

PAYMENT TO PARTICIPANTS

Insert a statement regarding whether or not participants will be paid and if so, how much and on what schedule. Insert the following statement if participants are being paid: Investigators may ask for your social security number in order to comply with federal and state tax and accounting regulations.

RESEARCH RELATED INJURY

In the event that injury occurs as a result of this research, treatment will/will not be available. (Insert any wording from the sponsor as to their responsibility in the event of injury or harm or state that the subject will be responsible for costs.) For more information about your (your child's) rights as a research subject, you may call the Institutional Review Board Office, at (386) 481-2041. The researcher involved in your (your child's) care is available to answer any questions you have concerning participation in this research program. You are free to ask the investigator [name] _____ at [Ph #] _____ any questions concerning this research study that you have now or in the future.

PARTICIPANT CONFIDENTIALITY

Include a general statement about confidentiality, such as:

Your name will not be associated in any way with the information collected about you or with the research findings from this study. The researcher(s) will use a study number or a pseudonym instead of your name. The researchers will not share information about you unless required by law or unless you give written permission.

Indicate how long the researcher plans to use or disclose the information and include an expiration date. If there is no expiration date, state that there is no expiration date. For example, "Permission granted on this date to use and disclose your information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this study at any time in the future."

We must keep your study records as confidential as possible. *[Tell the individual how you will ensure that their records are kept confidential and what the limits are to that confidentiality. If procedures include audio or video recording informed the person of such and include:*

- *How long the tapes will be stored*
- *How long they will be used*
- *How will they be kept confidential and kept secure*

- *If they will be shown to “any other professionals” or used in any other research.]*

However, certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator, study coordinator, and all other research staff. [*Do not list the names of the Principal Investigator or staff because they may change over the course of the study; instead list them by title or category only.*]
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.) These include:
 - The Bethune-Cookman University Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for B-CU that provide other kinds of oversight may also need to look at your records.
 - The Department of Health and Human Services (DHHS).
 - [*If health-related research:*] the Florida Department of Health, people from the Food and Drug Administration (FDA) [*for FDA regulated research*].
 - [*If there is external funding:*] People at the company who paid for this study [*The name of the sponsoring agency*] may look at the study records [*if applicable*] and pertinent portions of your medical records to make sure the study is done in the right way.]

We may publish what we learn from this study. If we do, we will not let anyone know your name. We will not publish anything else that would let people know who you are.

REFUSAL TO SIGN CONSENT AND AUTHORIZATION

You are not required to sign this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Bethune-Cookman University or to participate in any programs or events of Bethune-Cookman University. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT AND AUTHORIZATION

You may withdraw your consent to participate in this study at any time. You also have the right to cancel your permission to use and disclose information collected about you, in writing, at any time, by sending your written request to: [Name and address of Researcher]. If you cancel permission to use your information, the researchers will stop collecting additional information about you. However, the research team may use and disclose information that was gathered before they received your cancellation, as described above.

QUESTIONS ABOUT PARTICIPATION

Questions about procedures should be directed to the researcher(s) listed at the end of this consent form.

ADDITIONAL ELEMENTS

(If applicable)

- (a) A statement that the particular Research may involve Risks to the Human Subject (or fetus, should the Human Subject be pregnant) which are currently unforeseeable;*
- (b) Anticipated circumstances under which the Human Subject's participation may be terminated without regard to the Human Subject's consent;*
- (c) Any additional costs to the Human Subject that may result from participation in the Research;*
- (d) The consequences of a Human Subject's decision to withdraw from the Research and procedures for orderly termination of participation by the Human Subject;*
- (e) A statement that significant new findings developed during the Research which may relate to the Human Subject's willingness to continue participation in the Research will be provided to the Human Subject;*
- (f) The approximate number of Human Subjects involved in the Research; or*
- (g) Any additional information that the IRB requires to be placed on the consent form.*

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may contact the Institutional Research Board (IRB), Bethune-Cookman University, 640 Dr. Mary McLeod Bethune Blvd. Daytona Beach, FL 32114-3099, email ballc@cookman.edu or buckelewr@cookman.edu .

By my signature I affirm that I am at least 18 years old, I agree to take part in this study as a research participant, and that I have received a copy of this Consent and Authorization form. *(Use the 18 years old disclaimer only if the study population may include participants under the age of 18).*

Type/Print Participant's Name

Date

Participant's Signature

[If signed by a personal representative, a description of such representative's authority to act for the individual must also be provided, e.g. parent/guardian.]

Researcher Contact Information

John Doe
Principal Investigator
Human Studies Dept.
200 Research Hall
Bethune-Cookman University
Daytona Beach, FL
386-481-_____

Jane Doe
Faculty Supervisor
Human Studies Dept.
200 Research Hall
Bethune-Cookman University
Daytona Beach, FL
386-481-_____

Bethune-Cookman University
 Master of Science in Organizational Leadership - School of Graduate Studies
 Action Research Student Checklist (Thesis or Capstone)

Student Name _____ Major Advisor _____

Research Steps
SEMESTER TWO (LEAD 640)
1. Meet with your adviser and complete the Track Approval Form
2. Submit final IRB application to University IRB Committee (thesis track) or to the Graduate Review Committee (non-thesis track)
3. Submit Thesis/Capstone Paper draft Chapters 1-3
4. Submit IRB/non thesis approval letter in Lead 699
SEMESTER THREE (LEAD 645/633)
2. Collect/Analyze Data
1. Submit edited draft of Chapters 1 – 3
2. Establish validity for using action research methodology (feedback from co-participant researchers and stakeholders)
3. Finalize survey and interview questions-thesis track. Non thesis track- collect and organize data files
4. Obtain primary advisor approval to launch survey (thesis track) Non-thesis track –submit data files to your adviser for approval
5. Submit draft of chapters 1 - 4
SEMESTER FOUR
3. Complete Writing of Thesis/Capstone Paper
1. Submit final draft of chapters 1 – 4
2. Complete Chapter 5 of the thesis
3. Submit final draft of Chapter 1-5 (before Midterm)
4. Prepare and submit oral presentation using the Oral Presentation Guide
5. Finish thesis/capstone paper and get final approval of committee to defend

Bethune-Cookman University
MS in Organizational Leadership
Action Research Log

Student Name _____

Date Log Initiated _____

Major Advisor Name _____

Date of Final Review by Thesis/Capstone Paper Committee

Dates of Actions	Record of Action Research Process	Reflections, critical questions to address, insights, specific changes in research plan

Bethune-Cookman University
MS in Organizational Leadership
Action Research Log

Student Name _____

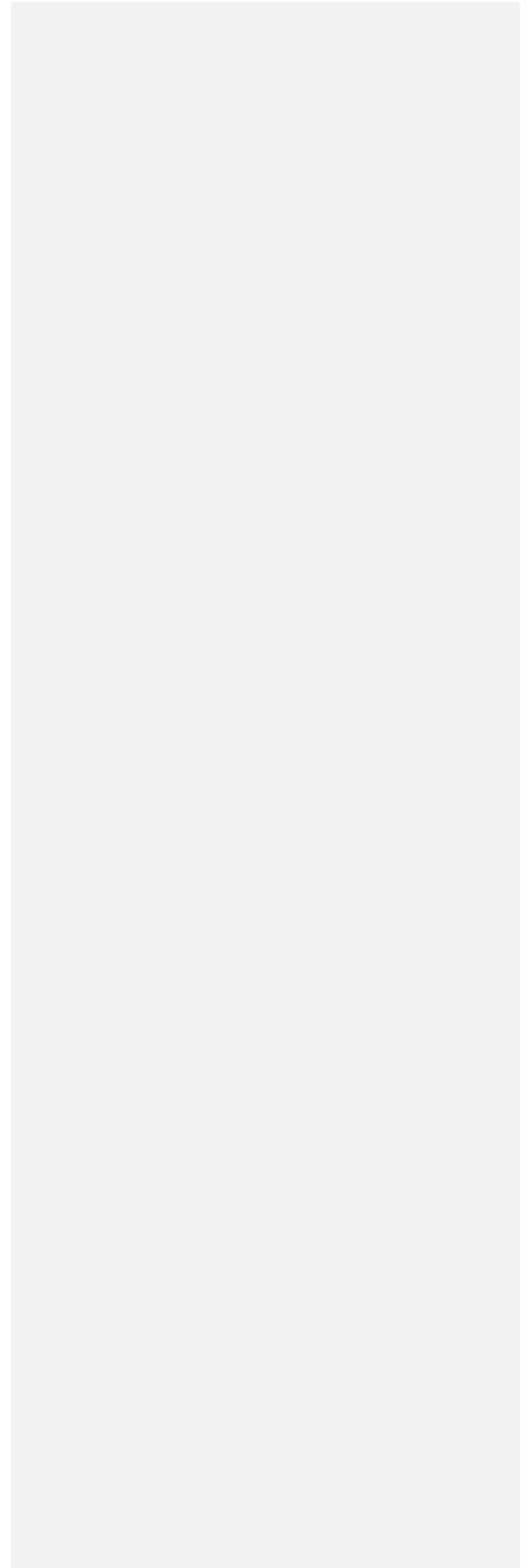
Date Log Initiated _____

Major Advisor Name _____ Date of Final Review by Thesis/Capstone Paper Committee _____

Dates of Actions	Record of Action Research Process	Reflections, critical questions to address, insights, specific changes in research plan

Appendix F

Thesis/Capstone Paper Proposal Rubric



Bethune Cookman University

Rubric for Research Proposal

Name:

Faculty:

Date Sent :

Date Returned:

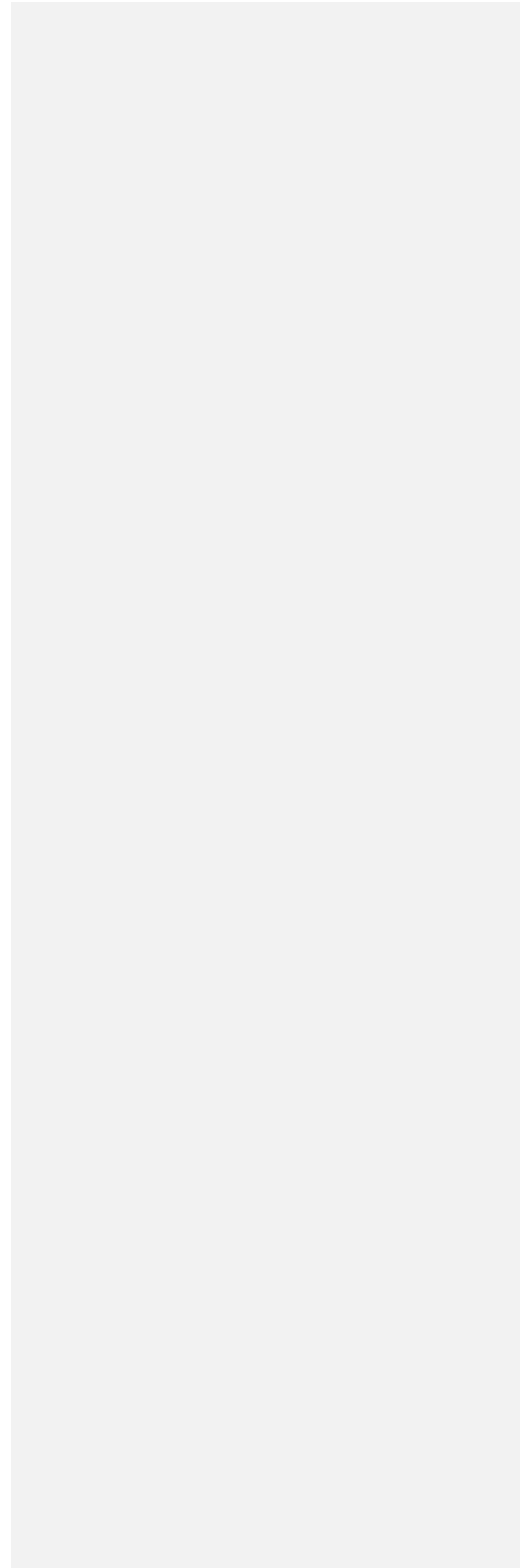
Ratings	Excellent - 4	Acceptable - 3	Needs Improvement - 2	Poor - 1	
Topic/Paper Format (5-7 pages)	<ul style="list-style-type: none"> 5-7 pages with APA-Style used correctly with writing clear, concise with higher level synThesis/Capstone Paper. Topic relevant to theory or model in leadership, inquiry, and/or change process in workplace and other contexts. 	<ul style="list-style-type: none"> 5 pages with writing concise and readable. APA-Style followed. Topic relevant to theory or model in leadership, inquiry, and/or change process in workplace context. 	<ul style="list-style-type: none"> 3-4 pages with some APA-Style formatting errors. Writing not concise and difficult to follow. Topic relevant to theory or model in leadership, inquiry, and/or change process. 	<ul style="list-style-type: none"> Less than 3 pages with writing style ambiguous or verbose. APA-Style not followed. Writing poor with incorrect grammar. Topic not relevant to theory or model in leadership, inquiry, and/or change process. 	---
Sections Included	<ul style="list-style-type: none"> Includes all components: Title Page, Table of Contents, Introduction with Problem Statement, Research question, Purpose, Significance, Review of Literature, Methodology, and References 	<ul style="list-style-type: none"> Includes all components: Title Page, Table of Contents, Introduction with Problem Statement, Research question, Purpose, Significance, Review of Literature, Methodology, and References 	<ul style="list-style-type: none"> Includes some components: Title Page, Table of Contents, Introduction, Problem Statement, limited review of literature, and poorly constructed methodology 	<ul style="list-style-type: none"> Includes Introduction and problem statement 	---
Introduction	<ul style="list-style-type: none"> 1-2 pages with APA-Style used correctly. Topic clearly understood, concise with higher level writing in a convincing manner. Description of problem context and background from participatory worldview. Global systemic factors included in rationale for research. 	<ul style="list-style-type: none"> 1-2 pages with writing concise and readable. APA-Style followed. Topic clearly defined. Description of problem context and background includes organizational viewpoint. Immediate systemic contextual 	<ul style="list-style-type: none"> 1pages with some APA-Style formatting errors. Writing not concise and difficult to follow. Description of problem context includes peers' viewpoints. Some contextual factors included. 	<ul style="list-style-type: none"> 1 pages with writing style ambiguous or verbose. APA-Style not followed. Writing poor with incorrect grammar. Description of problem context from egocentric viewpoint. Issues identified from personal 	---

	<ul style="list-style-type: none"> Clearly stated problem with analysis of global issues. Inclusion of impact on internal and external stakeholders. Research Question frames an inquiry that clearly reduces bias of researcher. 	<p>factors included.</p> <ul style="list-style-type: none"> Clearly stated problem with analysis of organizational issues. Inclusion of impact on stakeholders internal to organization only. Research question narrows focus of study. 	<p>Inclusion of immediate participants only.</p> <ul style="list-style-type: none"> Statement of issues includes peers' perspectives. Bias of researcher evident in research question 	<p>perspective only.</p> <ul style="list-style-type: none"> Narrow view of participants. Clear bias in assumptions of researcher 	
Review of Literature 1-2 pages	<ul style="list-style-type: none"> 10 or more references listed in bibliography. APA-Style used correctly. Critical understanding of literature is evident in style, organization, and content. Written in a clear, concise manner with higher level evaluation, i.e., comparisons, synThesis/Capstone Paper, analysis, etc. 	<ul style="list-style-type: none"> 10 or more references listed in bibliography. APA-Style followed. Clearly written with some level of evaluation. Sufficient review of literature relevant to questions and goals of research project. 	<ul style="list-style-type: none"> 10 or more references listed in bibliography. APA-Style formatting with some errors. Clearly written with little evaluation. Insufficient or missing literature section and annotations. 	<ul style="list-style-type: none"> Fewer than 10 references listed in the bibliography. APA-Style not followed throughout. Vague or poorly written. 	---
Methodology 1-2 pages	<ul style="list-style-type: none"> Includes restatement of Purpose of Research and Questions for Study; Explains why action research is appropriate for study and whether qualitative and/or quantitative measures will be used; Includes 4 or more data collection methods; Describes procedure for selecting sample for study; Describes procedures and timeline; 	<ul style="list-style-type: none"> Includes restatement of Purpose of Research and Questions for Study; Explains type of research and whether qualitative and/or quantitative measures will be used; Includes 3 or more data collection methods; Describes procedure for selecting sample for study; 	<ul style="list-style-type: none"> Includes restatement of Purpose of Research and Questions for Study; Explains type of research; Includes less than 3 data collection methods; Describes procedure for selecting population for study; Describes procedures Ignores limitations of methodology 	<ul style="list-style-type: none"> Includes restatement of Purpose of Research and Questions for Study; Explains type of research; Includes inappropriate data collection methods; 	

	<ul style="list-style-type: none"> Identifies limitations of methodology 	<ul style="list-style-type: none"> Describes procedures and timeline Identifies limitations of methodology 			
Quality of Proposal	<ul style="list-style-type: none"> Most sections of proposal are written with adherence to rules of Standard English and convey coherence and communicate project adequately. Written in a clear, concise manner with higher level evaluation, i.e., comparisons, synThesis/Capstone Paper, analysis, etc, using appropriate citations. 	<ul style="list-style-type: none"> Most sections of proposal are written with adherence to rules of Standard English and convey coherence and communicate project adequately, using appropriate citations. 	<ul style="list-style-type: none"> Most sections of proposal are written without adherence to rules of Standard English and lack coherence. 	<ul style="list-style-type: none"> Proposal vague or poorly written. 	---
Significance of Proposed Research	<ul style="list-style-type: none"> Problem for study has significance for personal professional context and methodology is appropriate for problem and context and limits bias. Research has significance for broader professional community and context. 	<ul style="list-style-type: none"> Problem for study has significance for personal professional context and methodology is appropriate for problem and context. Clear efforts to limit bias 	<ul style="list-style-type: none"> Problem for study has limited significance for professional context and methodology is not fully appropriate for problem and context. Some bias impacts potential findings 	<ul style="list-style-type: none"> Problem for study has limited significance for professional context and methodology is not appropriate for problem and context. Clear bias evident 	
				Average Rating	

Appendix G

Thesis/Capstone Paper Rubric



RUBRIC for GRADUATE THESIS/CAPSTONE PAPER

Thesis/Capstone Paper Title:

Student: _____ **Faculty Reviewer(s):** _____

Date of Oral Defense: _____ **Total Score:** _____

Academic Expectations for Thesis/Capstone Paper

INQUIRY/TOPIC

Excellent (2)	Acceptable (1)	Poor (0)	Rating
1. Significant contribution.	Makes a contribution.	Contribution not clear.	
2. Unique & creative.	Original.	Lacks originality.	
3. Multiple levels of relevance.	Academic relevance is apparent.	Relevance not apparent.	
4. Question is clearly articulated and thought-provoking.	Clearly articulated and researchable question.	Not clear; too broad; not feasible for solo project.	
5. Provides original insights to issue or problem.	Feasible/researchable.	Scattered, incoherent, too many disciplines.	
6. Begins to construct new knowledge within theoretical and methodological frameworks	Clearly connected to current issues and approaches in professional literature.	No coherent relationship with existing literature and (inter/trans-) disciplinary perspectives.	

Comments:

INTELLECTUAL CONTEXT, BACKGROUND & SUPPORT FOR QUESTIONS (REVIEW OF LITERATURE)

Excellent	Acceptable	Poor	Rating
7. Critical understanding of literature is evident in style, organization and content.	Sufficient review of literature relevant to questions and goals. (Minimum of 30 primary and secondary sources)	Insufficient or missing literature section. Lists of annotations or sources without critical commentary or running argument.	
8. Primary and secondary sources cited are rich and diverse. Majority of secondary sources from peer reviewed journals.	A mix of primary sources and secondary sources included as appropriate. Majority of secondary sources from peer reviewed journals.	Exclusive reliance on a restricted set of secondary sources. Not enough peer-reviewed journals cited. (minimum of 20)	
9. Reframes existing controversies or issues in the literature in novel terms	Research literature is integrated into a coherent context framing the research	Research literature is only sporadically sampled (e.g., only sources that agree with the author)	
10. Clearly articulates rationale and plan for completion of literature review in Thesis/Capstone Paper.	“Method” of review apparent. Makes distinction between core literature for the proposal and what the Thesis/Capstone Paper will cover.	No clear direction or plan for completion in Thesis/Capstone Paper. No sense of what is done already and what still must be done.	

Comments:

METHODOLOGY/WAYS OF KNOWING

Excellent	Acceptable	Poor	Rating
11. Methods are systematically suited to the question and context.	Relevant; research design shows promise of actually answering the question(s).	No clear relationship between question(s) and methods.	
12. High level of critical thinking in evidence; researcher able to question his/her assumptions and those of the research community.	Epistemological bases/context/assumptions well-articulated.	No or poor articulation of the operating assumptions, biases and positionality of the researcher.	
13. Cogent, elegant and transparent research design.	Sequence and nature of procedures are clearly laid out. Explanation of methods sufficient to task.	No clear sense of procedures (i.e., what, where, when, who, how?).	
14. Research design includes sufficient protection for human subjects.	Research design includes sufficient protection for human subjects.	Obvious or potential problems with treatment of human subjects.	

Comments:

ORGANIZATION AND FORM

Excellent	Acceptable	Poor	Rating
15. Characterized by lucid, mature, idiomatic prose. Sophisticated transitions link well-crafted sentences.	Sentences demonstrate the author's control over a range of structures appropriate to the task	Sentences are ungrammatical or limited in complexity and variety. Notable presence of grammatical, lexical, orthographic errors.	
16. Adapts working definitions of professional vocabulary critically and masterfully.	Uses professional and other vocabulary appropriately.	Inappropriate or non-use of professional vocabulary. Limited variety in word choice.	
17. Document is cogently and elegantly constructed. Sections adhere as a whole to tell a compelling "story."	Document is complete and coherent, following required Thesis/Capstone Paper outline. Proceeds logically and rationally through all required sections.	Document is disjointed, incomplete or incoherent. Required sections are missing or inadequately developed.	
18. Adheres to expectations re: obligatory sections, format and appropriate style (APA)	Adheres to expectations re: obligatory sections, format and appropriate style (APA).	Does not adhere to the program's expectations re: format and style.	

Comments:

OUTCOMES/ RESULTS

Excellent	Acceptable	Poor	Rating
19. Study contributes significantly and originally to at least one field of inquiry or community-of-practice.	Explicit and coherent discussion of results, findings and/or outcomes sufficient to the task.	No or inadequate explanation of results or outcomes.	
20. Answers the "So what?" question concisely and convincingly for fields cited in the literature.	Sufficient attention to the larger "So what?" for a study of this type for at least one scholarly audience.	No sense of why other scholars or communities should care about the results of the study.	

Comments:

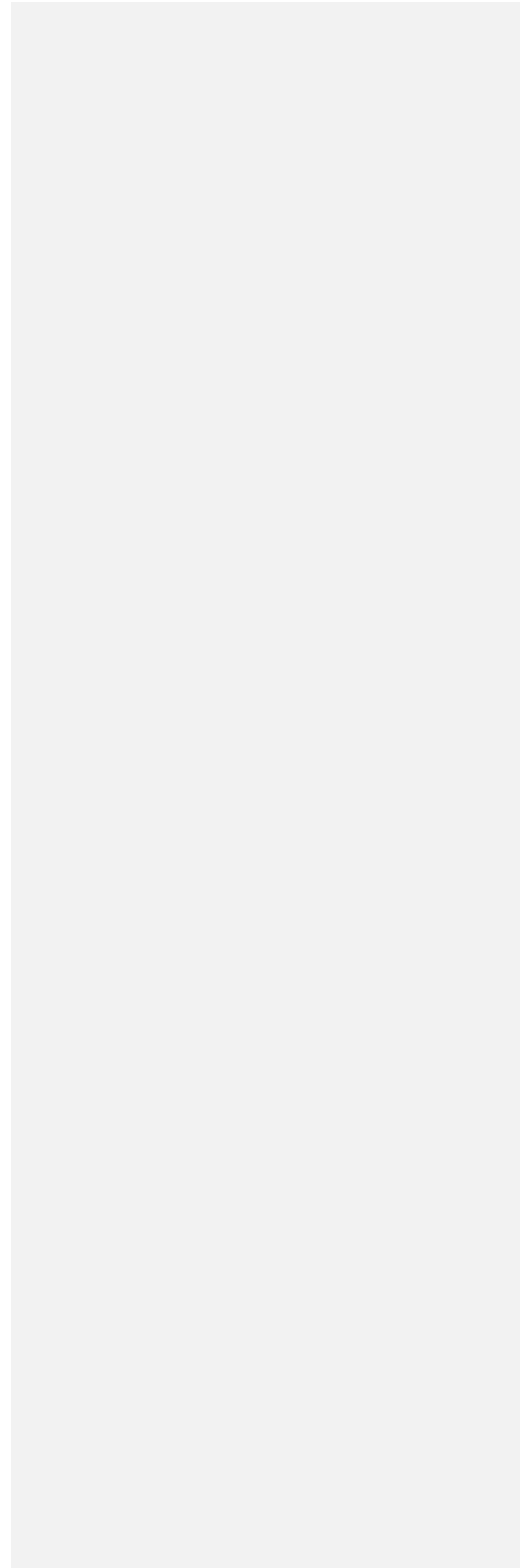
STYLE/VOICE/ESTHETICS

Excellent	Acceptable	Poor	Rating
21. Strong evidence of a mature, scholarly voice. Writing "sounds like" someone already writing in the professional literature.	Clear evidence of a developing scholarly "voice" or style.	No or little evidence of a (developing) scholarly "voice" or style.	
		Total Score	

Comments:

Appendix H

Action Research White Paper



Action Research: A White Paper

by

Ann K. Brooks, Ed.D.
Texas State University-San Marcos
March 2009

Summary: The purpose of this white paper is to provide an overview of action research, to describe its use in academic programs in higher education, and to provide an overview of cooperative inquiry, the form of action research being implemented by the Master of Science in Transformative Leadership Program.

ACTION RESEARCH

Action research requires that its practitioners, thoughtfully and reflectively, engage with improving their own practice and grapple with the moral consequences of the choices they make. It is both participatory and practical (Reason 2006).

More specifically, within a masters level program, action research has the dual purpose of a) being a method of helping students interact with the concepts and theories they learn in class within the authentic setting of their own work and communities and b) providing a structured venue for implementing the data collection and analysis skills learned in their research classes. As an educational tool, it provides a framework for facilitating "active learning."

The term "active learning" is commonly defined as an instructional method that requires students to engage in solving a problem and think about what they are doing (Bonwell & Eison, 1991). Increasingly, professional programs ranging from engineering to business and education to law are requiring their students to engage in solving problems in the world of practice, at the same time as they are studying relevant theories and research and discussing with professors and classmates the practice challenges they face. Action research provides a well-structured methodology for integrating theory and research with practice. It not only makes theory and research "come alive" for students by situating the problem within their own practice, but it situates them to be inquirers into the effectiveness of their actions and helps them to gain experience in and understand the value of making decisions based on data. It requires students to develop skill at thinking about their own action, and at its best, for developing metacognitive skill or the skill to think about their own thinking processes (Flavell, 1979).

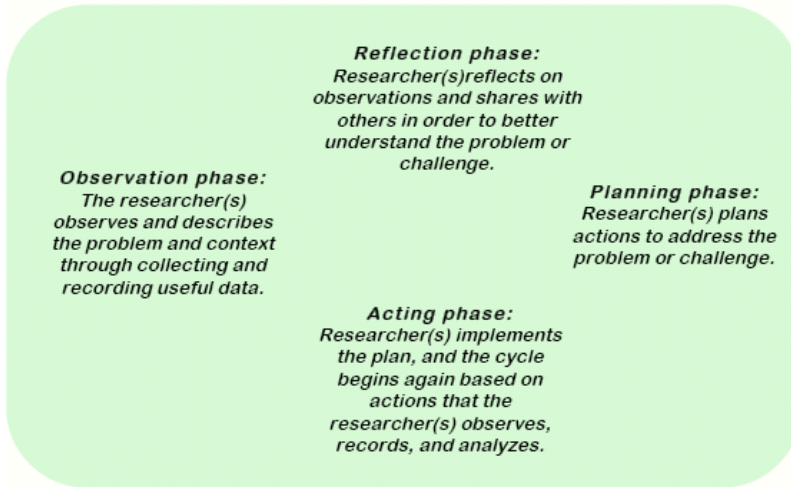
ACTION RESEARCH

Action research is first and foremost "practical" research. It is a form of research in which the research stakeholders engage in a *participative, experience-based, and action-oriented* process to improve action or practice in their own setting. What distinguishes it most is that it shifts control of the production of knowledge from "outside" researchers to those who have traditionally been the "subjects" of research. In action research, the research is done either *by* practitioners or organization or community members themselves, or it is carried out in collaboration *with* them.

Action Researchers look for problems or challenges in their own work or communities -- something they want to improve or develop. Then they reflect on the problem, plan an action to try to address the problem or challenge, take action to carry out the plan, and

then find out what the results of their actions were. They then reflect on those results, starting the cycle over again. The typical Action Research cycle includes four phases (Figure 1):

Figure 1. Typical Action Research Cycle



Although all action research includes these basic phases, various action research practices and methodologies are the products of different philosophical, political, psychological, and historical traditions. Some of the more common ones are participatory action research (PAR), teacher research, practitioner research, appreciative inquiry, action learning, cooperative inquiry, and collaborative inquiry.

ACTION RESEARCH IN THE ACADEMY

Although the use of action research to improve organizations and communities goes back to the mid-twentieth century, its origination in practice has at times made it a step-child within universities. Nevertheless, several graduate programs around the world have found it important to include an Action Research thesis/report option or requirement in their graduate programs¹.

¹ Universities and programs that have implemented AR requirements: Northern Colorado University, University of Rochester, McComb's School of Business Masters in Human

In the traditional model of science, basic researchers develop knowledge and theory, applied researchers study how basic knowledge can be applied to practice, and practitioners implement these applications. However, many have questioned the assumptions that social science knowledge can be applied to practice and some have argued that a distance exists between everyday practice and the academic research and theory (Sussman & Evered, 1978; Torbert, 1981). Action research addresses this gap by engaging practitioners directly in researching their own practice.

Although some argue that the lines between action research, applied research, and basic research are becoming somewhat blurred, distinctions between them regarding purpose, position of the researcher, process for carrying out the research, morality and ethics, and criteria for determining quality are helpful (Table 1).

Table 1. Dimensions of Difference and Similarity Between Action Research, Applied Research, and Basic Research

	Action Research	Applied Research	Basic Research
Example	To find out how to reduce the spread of a specific kind of bacterial skin disease in the clinic where the co-researchers work	To find general principles that can be applied in any clinical setting to reduce the spread of a specific kind of bacterial skin disease	To find out how the specific form of bacteria reproduces as a basis for further research or to develop an application
Purpose	To produce knowledge about the researcher(s) own setting; to produce "case" knowledge that is transferable; to contribute to theory; to educate the researcher and participants	To produce knowledge about how basic research can help solve a pressing social problem; to contribute to policy and practice.	To produce knowledge about relationships between variables; to contribute to theory.
Position of the researcher	Insider studies own practice; Insider collaborates with other insiders; Insider collaborates with outsiders; Outsider collaborates with insiders; Outsiders study insiders	Insider studies own practice (e.g. autoethnography); Outsiders study insiders	Outsiders study insiders
Process for carrying out the research	Begins at the moment an initial problem is named; evolves over time, cyclical throughout the research project	Usually linear; research problem identified, research study designed, carried out, reported.	Linear; research problem identified, research study designed, carried out, reported.
Morality or ethics	<i>Moral dimension:</i> explicit moral purpose: the thriving of people, organizations,	<i>Moral dimension:</i> usually implicit <i>Ethical dimension:</i> consistent with the protection of	<i>Moral dimension:</i> usually implicit <i>Ethical dimension:</i> consistent with the

Resource Development Leadership Program (no longer enrolling students), Pepperdine University

	communities, and ecology of which all of us are a part <i>Ethical dimension:</i> human subjects protected through their own participation; special IRB attention given when protected classes such as children and mentally disabled persons are part of the research	human subjects	protection of human subjects
Criteria for determining quality	To use a sound and appropriate research methodology; To maintain transparency of the research process as demonstrated through documentation of the action research phases	Means of assuring validity such as quantitative measurement, explicit controls for validity threats, testing of hypothesis. Qualitative measures to assure that researcher is not making up or distorting what was seen or heard	Means of assuring validity such as quantitative measurement, explicit controls for validity threats, testing of hypothesis. Qualitative measures to assure that researcher is not making up or distorting what was seen or heard

(Reason, 2006; Miller & Greenwood, 2006; Herr & Anderson, 2005)

QUALITY AND RIGOR IN ACTION RESEARCH

While many academics are enthusiastic about action research as a way to generate local knowledge to improve practice, they are less sanguine when action researchers make claims beyond their local setting. These concerns necessarily raise issues of validity, bias, and generalizability.

Validity. Anderson and Herr (2006) address these issues in the context of doctoral students' dissertations. They distinguish five classes of validity. *Outcome validity* refers to "the extent to which actions occur, which leads to a resolution of the problem that led to the study." *Process validity* refers to the "extent problems are framed and solved in a manner that permits ongoing learning of the individual or system." *Democratic validity* "refers to the extent to which research is done in collaboration with all parties who have a state in the problem under investigation." *Catalytic validity* refers to "the degree to which the research process reorients, focuses, and energizes participants toward knowing reality in order to transform it" (Lather, 1986, p. 272, cited in Anderson & Herr). Finally, *dialogic validity* refers to the extent to which the process is collaborative or subject to peer review (p. 56-57).

Bias. Since action researchers may do research as both "insiders" and "outsiders" to the research sites, issues of bias must be addressed accordingly. Both insiders and outsiders can adopt the "critical subjectivity," which refers to our efforts to articulate our own perspectives and biases and document in field notes or a research journal or log how these evolve throughout the research process. The development of these self-reflective skills is critical for all action researchers. Action researchers have the additional

advantage of collaborating with peers and establishing an inquiry culture of critically questioning each other's choices and actions.

Generalizability or Transferability. For the purposes of action research, Lincoln and Guba's concept of transferability as developed for naturalistic inquiry (1985). In naturalistic inquiry, transferability refers to the ability of findings from one context to be applied in some way in another. The application in a new setting depends on the practitioners in the new setting discovering usefulness to their own setting something in what the action researchers in the research setting found to be useful in their own. While much of this form of transferability rests with the receiving practitioners, the action researchers can facilitate potential transferability through clear and compelling description of their research context, the research process, and their research findings.

In addition to these criteria, action research includes criteria specific to "good" action research. In Action Research, we test our claims to knowledge against evidence from practice (McNiff & Whitehead, 2000). Table 4 distinguishes between "good" and flawed Action Research.

Table 4. Comparison of "good" and flawed Action Research

	Good Action Research	Flawed Action Research
Problem Identification	Problem is found in researcher(s)' practice	Problem is found in someone else's practice
Researcher positionality	"Researcher" may organize the research, but all of "the researched" are stakeholders in the practice context and are included in decision-making about the research process and the knowledge constructed; the "researched" are often referred to as "co-researchers"	Researcher studies own setting, but does not identify self as "insider" to the setting.
Overall research process	Begins at the moment an initial problem is named; evolves over time, throughout the research project	Does not document research process and the decisions made from the very moment an initial problem is named; problem not allowed

		to evolve over time; research is not cyclical
--	--	---

(Adapted from McNiff & Whitehead, 2000).

WRITING ACTION RESEARCH

While practitioners may carry out action research and produce knowledge helpful to their practice, one more step is required to make this (or any) form of research a product that can be evaluated as part of the requirements for earning an academic degree. Academic action researchers *must document, reflect, and critically reflect on their process of producing knowledge*. They must be able to provide faculty with not only the evidence of a systematic data collection and analysis process required of all academic researchers, but with evidence of the *learning* process they went through in carrying out the four basic phases of the Action Research process. Faculty have required that this evidence be presented in different forms, e.g. portfolios, project reports, theses.

A review of dissertations and theses, literature on action research as a requirement for an academic degree, and the program action research theses requirements at five universities, most projects or reports look much like a conventional thesis in structure (Table 4), however what is included in each section or chapter reflects the expectations for "good" Action Research.

Table 4. Comparison of "fit" between typical thesis and Action Research thesis

Conventional Thesis	Action Research Thesis
Research thesis typically follows a general template: 1) Background and statement of the problem 2) Literature review 3) Methodology 4) Presentation of the findings 5) Interpretation/discussion 6) Implications	Action Research theses document the Action Research process as described in Figure 1 and Figure 2. A general template might look like this: 1) Context and description of the problem that prompted the Action Research 2) Description of the particular form of Action Research adopted and particular way it was implemented in this project 3) Review of theory or research relevant to the defined AR problem 3) Implementation (<i>plan/act</i>) 5) Findings (<i>data gathering and analysis</i>) 6) Interpretation (<i>reflect on analysis</i>) 7) Conclusion

Understanding the different purposes of each form of research is important because some elements of the three forms of research may be the same, while other elements are very different. The explicit quality criteria for Action Research needs to be recognized and distinguished from other forms of research if it is to be used as an approach to the production of knowledge or a requirement for an academic degree.

ACTION RESEARCH IN THE MASTER OF SCIENCE IN TRANSFORMATIVE
LEADERSHIP PROGRAM: COOPERATIVE INQUIRY

Action research includes various methodologies or what can be referred to as "cultures" of action inquiry, including, for example, participative action research, action learning, cooperative inquiry, and collaborative inquiry (Brooks and Watkins, 1994; Reason & Bradury, 2001). Since each of these is based on a specific and complex methodology, most academic programs choose one that seems most appropriate to their educational purpose in which to apprentice their students. The MS in Transformative Leadership Program at Bethune-Cookman will use cooperative Inquiry as elaborated by Heron (1996), Reason (1998), and Heron & Reason (2001)². Research Purpose. Co-operative inquiry has two central purposes: (1) for researchers to understand their worlds, make sense of their lives, and develop new and creative perspectives; and (2) for researchers to learn new ways of acting or to learn to do things better (Heron & Reason, 2001). Cooperative inquiry "is concerned with revisoning our understanding of the world, as well as transforming practice within it" (Reason, 1999, 208).

Cooperative inquiry provides a research methodology that supports the Program's focus on transformative leadership and provides students with a sound methodology for transforming themselves, their workplaces, and their communities. It is participative, experiential, emancipatory, and action-oriented (Reason, 1999), each of which has been theorized or found in research to contribute to transformative learning (Brooks, 2000, 2004; Cranton, 1994; Marsick, 1990; Mezirow.1990, 2003).

Researcher Positionality. To achieve these purposes, cooperative inquiry methodology is built on the premise of "participation." "Good research is *with* people rather than *on* people" (Reason, 1999, 208). In producing new knowledge, all individuals involved are considered to be co-researchers, i.e. everyone thinks and makes decisions that contribute to developing new ideas, designing and managing the project, and drawing conclusions from the experience. Similarly, all individuals involved are co-subjects, who participate in the action being researched (Reason, 1999).

Researcher Epistemology. The knower is a participant in the known. The knower produces knowledge in four ways: (1) experiential knowing or through direct encounters with people, places, and things; (2) presentational knowing or knowing through our first form of expressing our experience, such as story, drawing, and movement; (3) propositional knowing takes place when we use concepts and ideas to make sense of experience; and (4) practical knowing or drawing on all of our other ways of knowing to take action in the world.

² These authors have published extensively on the philosophical underpinnings, methodological procedures, and exemplars of cooperative inquiry.

Phases of the Research Process. (1) Phase one: researchers agree on the focus of the inquiry or what questions they want to explore; (2) Phase two: researchers act in whatever way they have agreed and observe and record the outcomes; (3) Phase three: researchers become more fully immersed in their experience; (4) Phase four: Researchers come together to think about their original research question(s) in light of their experience. At this point, the researchers may reformulate their question(s) or research focus and continue with a new cycle. Several examples of theses and dissertations are available as models for both how to enact cooperative inquiry and how to write it³.

Criteria for Judging Quality. While the quality criteria outlined above for action research are appropriate for cooperative inquiry, Reason and Bradbury's (2001) include an emphasis on what they refer to as a "participatory worldview", which focus on a participatory and evolutionary reality; the meaning and purpose of the research; including multiple ways of knowing, particularly ways that go beyond conceptual and analytic knowing; the outcome for practice; and relationship among co-researchers.

CONCLUSION

Action Research is aimed at improving practice and emancipating practitioners to produce their own knowledge based on their own process of gathering and analyzing data and reflecting and interpreting the results. Cooperative inquiry provides a well-articulated and documented approach and methodology for carrying out Action Research. In an academic setting, it invites the faculty and students to build their own body of knowledge about how to do Action Research and to improve their practice by reflecting on the data of their own Action Research experiences.

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³ Examples of each of these are well-documented. See for example, <http://www.bath.ac.uk/carpp/> for a list of completed dissertation projects.

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