

Syllabus for
GADM 900—Doctoral Dissertation
2 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

The research (either a qualitative or quantitative) and writing of a dissertation that reports, evaluates, interprets, and synthesizes the results of that research. The purpose of the dissertation is to produce new knowledge, new materials, or new methods in the student's field of specialization. The project is to be meaningful to the student and provide evidence of familiarity with past and current research in the field.

Prerequisites: Acceptance and approval of the dissertation prospectus by the candidate's dissertation committee, the chair of the Graduate School of Education, and the Dean of the College of Education.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain the ability to conduct research and write a scholarly dissertation reporting, evaluating, interpreting, and synthesizing results.
- B. Learn to orally defend a completed dissertation before faculty and peers.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Successful candidates involved in the Educational Leadership doctoral program will be able to do the following:

- A. Conduct an extensive review of literature regarding the research topic.
- B. Formulate a quality problem statement.
- C. Write a formal proposal identifying the research method and design to be used.
- D. Demonstrate the design method employed, orally or in writing.
- E. Identify the resources required to conduct the research.
- F. Analyze, evaluate, synthesize, and interpret the results of the research conducted.
- G. Demonstrate the ability to communicate the results of the research in a scholarly written format acceptable for publication.
- H. State conclusions from the interpretation of the research.

- I. Provide recommendations for improvement in the research field and/or provide recommendations for further research.
- J. Demonstrate the ability to give an oral defense of the problem statement, research methodology, conclusions, and recommendations.
- K. Orally defend a completed dissertation before faculty and peers.
- L. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education and be able to integrate this understanding through the dissertation process.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Dissertations will follow this format.) ISBN 9781433805615
 - 2. Other
None
- B. Optional Materials
 - 1. Textbooks
None
 - 2. Other
None

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
 - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
 - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
 - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should

consult the WPA handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Department Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the School of Education ePortfolio processes.
2. Assessment Requirements
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
3. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
4. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

- d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
- C. Course Policies and Procedures
 - 1. Evaluation Procedures

All doctoral students in the Educational Leadership doctoral program are required to complete an approved dissertation study and submit an acceptable, completed dissertation.

 - a. Dissertation registration:

Students are eligible to register for dissertation hours after completing 40 hours, completing an approved proposal form, and having completed the Doctoral Prospectus Seminar. Students will enroll in a minimum of two hours of dissertation credit each semester, including two hours during the summer, with a minimum of eight hours total, until the oral defense of the dissertation is successfully completed.
 - b. The Dissertation Committee:

Dissertation studies are directed by a dissertation committee, which must approve the dissertation proposal, monitor and approve the dissertation study and preparation of the dissertation chapters, and conduct an oral defense of the dissertation. Students work with their advisor to identify faculty members willing to serve on the individual's committee, which is composed of at least three members, one member who may be from outside the School of Education. Names of the faculty willing to serve on a dissertation committee are submitted to the Graduate School Chairperson for approval and formal appointment.
 - c. The Oral Defense:

The final doctoral dissertation must conform to APA format and to the standards established by the ORU Graduate School of Education. When the dissertation has received formal approval by the committee chairperson and advisor, a time and place will be set for a public oral defense of the dissertation. The defense will be conducted by the chair of the dissertation committee. The committee will make the final determination as to whether the candidate has been successful in the defense.
 - 2. Whole Person Assessment Requirements

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
 - 3. Other Policies and/or Procedures
 - a. Plagiarism:
 - (1) Plagiarism will not be tolerated, whether accidental or intentional.
 - (2) The automatic minimum penalty for it will be an F on the paper or other assignment involved; more typically, an F for the course is assessed.
 - (3) If done by intent, additional disciplinary proceedings are likely, up to and including expulsion from the university.
 - b. Qualified Individuals:

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, ORU ensures that no "**qualified**

individual" will be denied reasonable accommodation in the form of modification of policies, practices, and/or procedures." Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at ext. 7355 to initiate the process.

VI. COURSE CALENDAR

Course Calendar is subject to the Doctrinal Committee Chair and the candidate working in cohort to the completion of the dissertation.

Course Inventory for ORU's Student Learning Outcomes
GADM 900—Doctoral Dissertation
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

Due to the individualized nature of the Doctoral Dissertation the outcomes addressed will vary by the Doctoral Dissertation topic.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				
1B	Sensitivity to the Holy Spirit				
1C	Evangelistic capability				
1D	Ethical behavior				
2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives				
2D	Aesthetic appreciation				
2E	Intellectual creativity				
3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				
3B	Physically disciplined lifestyle				
4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills				
4B	Interpersonal skills				
4C	Appreciation of cultural & linguistic differences				
4D	Responsible citizenship				
4E	Leadership capacity				

Due to the individualized nature of Dissertations, the Institutional Standards addressed in each Dissertation may vary. However, it is expected that most Dissertations will address many of the following Institutional Standards: 1, 2, 3, 4, 8, 11, 15, 16.