

Syllabus for  
**GADM 901—Dissertation Prospectus Seminar**  
1 Credit Hour  
Summer Institute  
Monday, June 17, 2013

*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**

Designed to provide the doctoral student with guidelines, requirements, and procedures for completion of written and oral doctoral comprehensive examinations and for preparing the prospectus for the dissertation to be submitted for approval by the student's Doctoral Advisory Committee, the Graduate Chair, and the Dean of the College of Education. The course also gives instruction on writing and defending the doctoral dissertation, as well as steps leading through graduation.

Prerequisites: Completion of doctoral core and research courses; admittance to the doctoral program; advisor's approval; a signed Statement of Understanding for the Procedures and Requirements of the Ed.D.

**II. COURSE GOALS**

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

- A. Obtain information concerning and guidelines for sitting for the doctoral comprehensive examinations.
- B. Gain a clearly articulated definition and description of a doctoral prospectus.
- C. Learn the process of creating a dissertation prospectus, including all the components required in the writing of the prospectus.
- D. Encapsulate the elements of dissertation research and writing into an overview that will give direction to the students in the preparatory stages of dissertation research.
- E. Understand the steps necessary for the completion of the doctoral degree from the point of the prospectus through graduation requirements.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

By successfully completing this seminar, the student will be able to do the following:

- A. Successfully prepare for the doctoral written and oral comprehensive examinations.  
Prepare an acceptable dissertation chapter one for approval by the student's Doctoral Dissertation Committee.

- B. Prepare an Institutional Review Board Packet that will meet the requirements of the Institutional Review Board following the federal guidelines for research involving human subjects.
- C. Formulate a research design and outline of a dissertation acceptable to the Doctoral Dissertation Committee.
- D. Establish a timeline for completion of the doctoral dissertation, the oral defense of the dissertation, and projected graduation date.
- E. 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.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
  - 1. Textbooks  
None
  - 2. Other  
None
- B. Optional Materials
  - 1. Textbooks
 

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615

Bryant, Miles T. (2003). *Portable dissertation advisor*. Thousand Oaks, CA: Sage. ISBN 9780761946960
  - 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 College of Education ePortfolio process.
  2. Assessment Requirements  
Course specific artifacts are submitted to 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.

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C. Course Policies and Procedures

1. Evaluation Procedures

- a. Credit for GADM 901 is dependent upon full attendance at the seminar during the times announced.
- b. Credit for GADM 901 may be denied if the student has not met the prerequisite requirements listed above in Section I.
- c. Credit for GADM 901 will not be given if the student cannot provide evidence of having purchased the three required textbooks listed above.

2. Whole Person Assessment Requirements

The completed prospectus with accompanying IRB packet and approval form will become a part of the doctoral student's ePortfolio required for graduation.

3. Other Policies and/or Procedures

a. **Preassignment:**

- (1) Read doctoral student handbook.
- (2) Write a title and general description of your prospective dissertation topic.

- b. 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.)
- c. Following the Dissertation Prospectus Seminar, the doctoral student will complete the prospectus and IRB application in concert with the Chair of the Doctoral Dissertation Committee obtaining full approval as outlined in the *doctoral student handbook* prior to proceeding with the primary research and subsequent writing of the dissertation.
- d. Credit for GADM 901, Dissertation Prospectus Seminar, must be earned prior to writing and/or approval of the dissertation prospectus and prior to starting any primary research toward the dissertation.
- e. Absolutely no primary research may be performed until full approval of the Institutional Review Board has been obtained. Any primary research done prior to approval of the IRB will be null and void!

VI. COURSE CALENDAR

GADM 901 is a one-day seminar to be held Tuesday, February 12, 2013, from 8:30 a.m. to 4:30 p.m.

**Course Inventory for ORU's Student Learning Outcomes**  
**GADM 901—Dissertation Prospectus Seminar**  
**Summer Institute 2013**

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.

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

This course specifically addresses the ORU College of Education Institutional Standards:

1, 3, 5, 6, 7, 8, 10, 13, 15