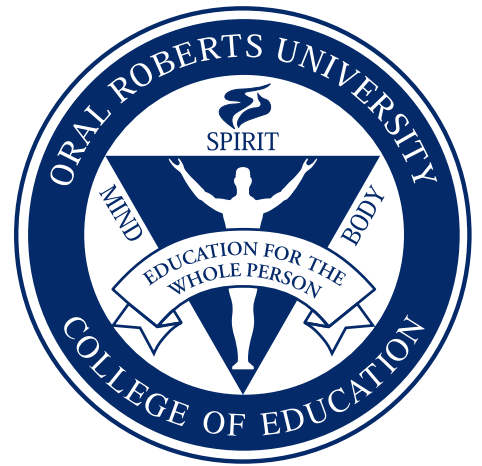


# College of **EDUCATION**



## Doctor of Education in Educational Leadership – *Handbook* –

2022-2023



ORAL ROBERTS UNIVERSITY  
GRADUATE EDUCATION

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## Table of Contents

|   |    |
|---|----|
| <b>Preface</b> .....  | 1  |
| <b>Mission &amp; Conceptual Framework</b> .....                                   | 2  |
| University Purpose and Goals.....   | 2  |
| University Statement of Purpose .....   | 2  |
| College of Education Vision Statement.....  | 2  |
| Mission Statement.....  | 3  |
| Conceptual Framework.....   | 3  |
| <b>Principles &amp; Standards</b> .....   | 4  |
| Ed.D. Program Outcomes: Transformed Educators .....                               | 4  |
| ORU Specific Institutional Standards.....   | 4  |
| <b>Program Design &amp; Requirements</b> .....                                    | 5  |
| <b>Program Overview</b> .....   | 5  |
| E.D. Program Structure and Professional Standards .....                           | 5  |
| Prerequisites for Superintendent of Schools Certification Program .....           | 6  |
| Program Matriculation & Benchmarks .....  | 7  |
| Course Delivery System .....  | 7  |
| <b>Requirements</b> .....   | 8  |
| Prerequisite Course for Candidates without Educational Experience or Degree ..... | 8  |
| Prerequisite Writing Course.....  | 8  |
| Health/Fitness Requirement.....   | 8  |
| Technology Requirement.....   | 8  |
| Style and Formatting.....   | 9  |
| Chapel Attendance .....   | 9  |
| Research Involving Human Subjects .....   | 9  |
| International Student Requirements.....   | 10 |
| <b>General Policies and Procedures</b> .....                                      | 10 |
| Admission Status & Background Checks .....  | 10 |
| Advisor.....  | 11 |
| Transfer of Credit Hours.....   | 11 |
| ORU Masters Level Coursework.....   | 11 |
| Course Load & Continuous Enrollment .....   | 11 |
| Drop/Add Classes .....  | 12 |
| Incomplete Grade.....   | 12 |
| Change of Grade .....   | 12 |
| Petition for Policy Exception .....   | 13 |
| Minimum GPA, Academic Probation, & Suspension .....                               | 13 |
| Good Standing: Definition and Expectations .....                                  | 14 |
| Expected Adequate Progress.....   | 14 |
| Communication.....  | 14 |
| Grievance Protocol.....   | 15 |
| Cheating and Plagiarism .....   | 15 |
| <b>Graduation Process</b> .....   | 15 |
| Steps Toward Graduation .....   | 15 |

|   |    |
|---|----|
| <b>Ed.D. Qualifying Tasks</b> .....                                 | 17 |
| Qualifying Task A: Defense of the Dissertation Proposal.....        | 17 |
| Qualifying Task B; Autoethnography of Transformative Learning ..... | 17 |
| <b>Dissertation Policies and Procedures</b> .....                   | 18 |
| Integration of the Dissertation & Research Courses.....             | 18 |
| Dissertation Enrollments.....                                       | 19 |
| Dissertation Chair & Committee .....                                | 19 |
| Institutional Review Board .....                                    | 19 |
| Defense of Dissertation Proposal.....                               | 20 |
| Formatting & Format Review .....                                    | 20 |
| Defense of Dissertation.....  | 21 |
| Final Review, Copyright, Publishing, & Printing.....                | 22 |
| <b>Dissertation Structure and Content</b> .....                     | 22 |
| Choosing an Action Research Topic.....                              | 22 |
| Elements of an Action Research Dissertation (Chapters).....         | 23 |
| <b>Graduate School of Education Faculty</b> .....                   | 28 |
| <b>Appendices</b> .....   | 29 |
| Ed.D. Program Summary.....  | 30 |
| Ed.D. Course Rotation .....   | 31 |
| Dissertation Proposal Rubric .....                                  | 33 |
| Dissertation Proposal Defense Evaluation.....                       | 40 |
| Guidelines for Writing the Qualifying Task Autoethnography .....    | 41 |
| Autoethnography of Transformative Learning Rubric .....             | 43 |
| Steps Toward Completing Your Dissertation.....                      | 44 |
| Checklist for Dissertation APA Style & Format.....                  | 45 |
| Dissertation Publishing Guidelines.....                             | 48 |
| Dissertation Requirements and Fees.....                             | 49 |

## Preface

The *Handbook* is designed to familiarize you with the Ed.D. program requirements, resources, and policies. Policies and procedures may change from time to time by decision of the Graduate Council and/or office of the Graduate Education. Though every attempt will be made to keep this handbook current, these decisions will supersede any statements contained in this handbook

The *Handbook* does not replace the *University Catalog* or the *ORU Student Handbook* for general information on University policies and student life.

A note on terminology: You are referred to as a *student* by the University in general, but in the College of Education, you will be referred to as a *candidate*. As current and future educational leaders we work with students at every level. To avoid confusion we refer to those in our program as school leadership *candidates*, or simply as a *candidate*. An exception will occur where text from University policies have been included in this handbook.

## Mission & Conceptual Framework

The ORU educational doctorate designed to help you fulfill the call God has on your life as an educator. Our multi-dimensional approach includes a biblical perspective and teaches the importance of ministering to the body, mind, and spirit in our professional endeavors.

Education is the shaping of the whole person: body, mind, and spirit. At the center of the education program at ORU is the understanding that true wisdom and knowledge come from God. The Bible is God's inspired Word and is upheld as the standard and central point of reference. The commitment of Oral Roberts University to the historic Christian faith is defined in the University's Purpose and Goals and the University's Statement of Purpose.

### University Purpose and Goals

Oral Roberts University came into being as a result of its founder, Oral Roberts, obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to: "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."

### University Statement of Purpose

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist students in their quest for knowledge of their relationship to God, man, and the universe. Dedicated to the realization of truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person—spiritually alive, intellectually alert, and physically disciplined. To accomplish this purpose, Oral Roberts University seeks to synthesize, by means of interdisciplinary cross-pollination, the best traditions in liberal arts, professional, and graduate education with a charismatic concern to enable students to go into every person's world with healing for the totality of human need.

### College of Education Vision Statement

The College of Education Vision Statement is based upon Romans 12:2

*Transformed Educators  
Transforming Society  
The Miracle Ahead—A Transformed Generation*

In keeping with the University's Statement of Purpose, the Graduate Education program is rooted in the philosophical position that education is the shaping of the whole person: spirit, mind, and body. This philosophical position drives the vision of Graduate Education to prepare professional educators to go into every person's world as transformed educators to transform society.

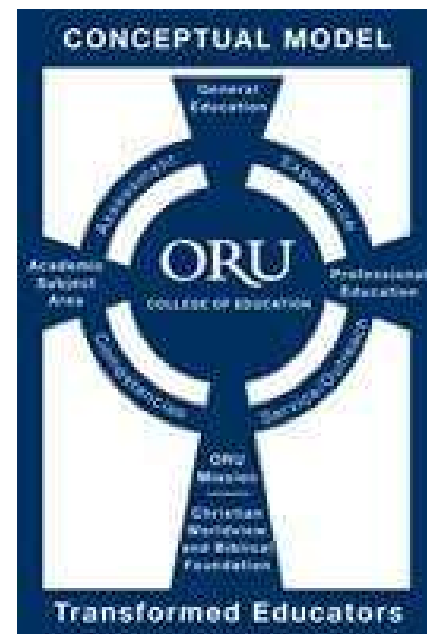
## Mission Statement

The mission of the Graduate Education program is to prepare professional Christian educators to go into every person's world and make a difference. Graduate Education seeks to provide the opportunity for individuals who hold Christian principles to participate in advanced study in preparation for professional, public, and private responsibilities in the field of education throughout the world.

## Conceptual Framework

A modified Celtic cross represents the visual conceptual framework for the College of Education. Because of the Christian foundation of Oral Roberts University, the use of a cross is appropriate as the visual for the Conceptual Framework Model for Graduate Education. The Celtic cross is distinguished by a circle surrounding the cross point. The ORU College of Education visual model consists of a strong foundation formed by the *Oral Roberts University Mission and a Christian Worldview and Biblical Foundation*. The cross is capped with *General Education*, while the crossbeam contents represent the *Academic Area of Emphasis* in each subject area of specialty and the *Professional Education* component represents pedagogical preparation. These four components reflect the University's focus on *Spirit, Mind, and Body*.

The circle surrounding the point of crossing and merging of the *Spirit, Mind, and Body* components further connects all contents by implementing educational *Competencies, Experiences, Outreach, and Assessment*.



The Conceptual Framework includes a focus on the spirit, mind, and body of each student:

**The Spirit:** *ORU Mission—Christian Worldview and Biblical Foundation*—commitment to the Christian heritage and “Going into every person's world.”

**The Mind:** *General Education*—emphasis on the humanities and the arts and sciences.  
*Academic Area of Emphasis*—subject area specialty.  
*Professional Education*—pedagogical preparation.

**The Body:** Attention to health and physical fitness.

All of these combine in the Celtic cross to connect the components through clearly defined *Competencies, Experiences, Assessments, and Outreach*. Activities in the community and throughout the world provide a continuous assessment to identify successes, evaluate needs, and identify the basis for future improvements.

## Principles & Standards

### Ed.D. Program Guiding Principles: Transformed Educators

The Ed.D. program is based upon the concept of transformation found in Romans 12:2. This is a call to a new way of thinking, one which brings about radical change. In this scripture, the imperative of a renewed mind is followed by statements on identity, relationships, motivation, and service. This transformation produces and is manifested in both attitudes and actions.

In the context of professional preparation for educators this renewal of the mind involves gaining professional knowledge, skills, and dispositions; understanding the will of God as revealed in scripture and the leading of the Holy Spirit; and taking action to benefit students, schools, and society.

A transformed educator embodies Christian character and employs professional practices in light of biblical principles and priorities. Such an educator:

1. Is a self-aware, reflective practitioner who, through understanding and experiencing transformative learning, maximizes learning opportunities, prepares for the future by recognizing and responding appropriately to change, and guides others through transformative learning to the benefit of individuals and institutions they lead.
2. Models and engenders Christian character, including: genuine devotion and a living relationship with God; taking seriously the moral obligations created by relationships with and commitments to other people; and seeking to relate responsibly, consistently, and with integrity to all people
3. Arrives at and leads others to an understanding of truth through: skills in conducting, evaluating, and applying research; critical thinking; and integration of faith and learning that employs a Christian worldview and applies biblical principles to educational issues.
4. Models and cultivates cultural competence: values diversity, is comfortable and effective in multi-cultural interactions; can meet educational goals cross-culturally, and has a global perspective on teaching and learning.
5. Has a professional knowledge base that is current and growing.

### ORU Specific Institutional Standards

It is the goal of the Graduate School of Education that, at the completion of their graduate program, every candidate will be able to demonstrate the professional standards specific to their concentration and the four ORU specific Standards. These four Institutional Standards join ten Institutional Standards that are specific to the ORU Undergraduate programs and are therefore listed as Institutional Standards 11-14:



11. The candidate is a reflective, transformed educator who continually evaluates his or her practice, particularly the effects of his or her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
12. The candidate makes educational decisions (i.e., plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.
13. The candidate demonstrates an understanding of the legal aspects of education.
14. The candidate demonstrates the disposition of a transformed educator who seeks outreach opportunities to diverse populations, both locally and worldwide.

## **PROGRAM DESIGN & REQUIREMENTS**

### **Program Overview**

The Doctor of Educational (Ed.D.) in Educational Leadership program was authorized by the Oral Roberts University Board of Regents May, 1997 and approved by the North Central Association of Schools and Universities, the Oklahoma Office of Educational Quality and Accountability (OEQA), and the National Council for Accreditation of Teacher Education (NCATE). The ORU College of Education is an NCATE Legacy Institution preparing to meet the newly constituted Council for the Accreditation of Educator Preparation (CAEP) standards at its 2021 scheduled site visit.

The curriculum for the Ed.D. degree at ORU requires a minimum of 54 graduate hours beyond the master's degree. These 54 hours include 2 hours in ORU Requirements, 21 hours of Doctoral Core, 16 hours of Research/Dissertation and 15 hours specific to each concentration. See Program Overview (Appendix) for details. There are no electives. Course descriptions are available in the ORU Catalog, available here: <https://oru.edu/academics/catalog/index.php> (Graduate education courses are listed around pages 177 and 185)

**Important:** The 54 hours is a minimum requirement. Additional hours may be required (prior to or following full admission to the program) as determined by the advisor and/or graduate chair.

### **Ed.D. Program Structure and Professional Standards**

Doctor of Education (Ed.D.) in Educational Leadership has the following concentrations:

|                        |      |                                 |
|------------------------|------|---------------------------------|
| <b>Concentrations:</b> | PADC | Public School Administration    |
|                        | CADC | Christian School Administration |

|      |                                 |
|------|---------------------------------|
| HEAC | Higher Education Administration |
| HETC | Higher Education Teaching       |

Professional Standards Aligned with Each Concentration:

| <b>Concentration</b> | <b>Professional Standard:</b>     |
|----------------------|-----------------------------------|
| PADC<br>CADC         | NELP, PASL District level, & CAEP |
| HEAC                 | CAEP                              |
| HETC                 | CAEP                              |

The Public School Administration concentration includes a superintendent of schools certification component based on requirements in Oklahoma State Statutes and administrator competencies established by the Oklahoma Office of Educational Quality and Accountability (OEQA), the Oklahoma State Board of Education, and the Oklahoma Regents for Higher Education.

The Christian School Administration concentration prepares administrators for elementary and secondary schools. This program is specifically designed for an experienced Christian school educator interested in advanced study to prepare for an executive or leadership assignment in a Christian school and addresses the same national standards as the Public School Administration concentration.

The Higher Education Administration concentration prepares administrators for leadership in colleges and universities.

The Higher Education Teaching concentration is specifically designed for an experienced educator interested in advanced study to prepare for a teaching assignment in postsecondary schools, colleges, and universities. The student should already have an advanced degree in the subject area they plan to teach.

The Doctor of Educational Leadership Degree Program is included in the ORU Institutional Plan for Teacher/Administrator Preparation in accordance with the legal requirements of the State of Oklahoma.

Degree Plan Sheets for each track can be found on the ORU website;  
<http://degreeplansheets.oru.edu/?acyr=1920&dept=GEDU>

### **Prerequisites for Superintendent of Schools Certification Program**

The Superintendent of Schools Certification program prepares the candidate to sit for the superintendent examination administered by the Oklahoma Office of Educational Quality and Accountability (OEQA). It is designed for candidates seeking Standard Superintendent Certification and pursuing a doctoral degree.

Candidates who seek certification as a Superintendent of Schools in Oklahoma must be in compliance with requirements of the OEQA and the Oklahoma State Department of Education. The requirements are:

1. Hold a valid Oklahoma state teaching certificate
2. Have 2 years of teaching, administrative, or supervisory experience in an accredited public school
3. Hold a master's degree from a regionally accredited university
4. Pass the Certification Examination for Oklahoma Educators (Superintendent)

## Program Matriculation & Benchmarks

Candidates have 7 years from the semester of admission to complete the degree. Candidates may complete the degree in as little as 3 years by strictly following the recommended schedule.

In addition to course work, candidates must complete two Qualifying Tasks: a Defense of Dissertation Proposal and an Autoethnography of Transformative Learning Experiences (see page 17 for details on eligibility and requirements of these). The Defense of Dissertation Proposal is conducted after completion of GHED 903 Research IV (usually the fourth semester of classes) and must be successfully completed before research data-gathering can begin. The second Qualifying Task, an Autoethnography of Transformative Learning Experiences, is submitted after completing all course work and before dissertation defense.

Candidates in School Administration will complete an internship taking a majority of their courses with PASL requirements. See the Internship Handbook <https://oru.edu/academics/coe/Resources-Page-Docs/Executive%20Internship%20Handbook.2020-2021.pdf> for details.

Candidates typically begin enrolling in dissertation hours the semester after completing Research IV. This may differ if extensive course work remains. Confer with your dissertation chair on when to begin Dissertation hours. You must have at least 4.0 hours (2 semesters).

The defense of dissertation is the capstone of the Ed.D. program, and the candidate is entitled to being addressed as “Dr.” immediately upon successful defense. All revisions required by the committee post-defense must be completed and final format review passed within 30 days of defense. Candidates who have not fulfilled these requirements by the beginning of the next semester must enroll in GPED 100. The registrar will release the diploma upon notification that forms and fees related to dissertation binding and copyright have been addressed.

## Course Delivery System

**Modular Classes: Face to Face or Virtual Synchronous.** The Ed.D. program is designed primarily for in-person, face to face instruction. Interaction among candidates and with the instructor is an important part of the learning process. Classes are taught in a hybrid, modular format consisting of 2½ days of face-to-face sessions, Thursday evening through Saturday afternoon. There are online pre- and post-assignments in the weeks before and after each

mod. Fall sessions are held in September, October, and November; spring sessions are held in January, February, and March. There are limited Summer offerings with two modular classes offered back to back, typically the third week of June. The exact dates of the mods are available approximately six months in advance. See Course Rotation by Class (Appendix). Candidates may only take one course per session, up to three sessions per semester.

We believe that in-person class attendance is optimal and that all candidates benefit from classroom interactions. However, we recognize that circumstances may, at times, make it difficult or impossible to attend a modular class in person. Therefore, candidates have the option to attend a modular class remotely via Zoom. There is no difference between virtual attendance via Zoom and in-person attendance in registration, tuition, or fees. Virtual attendance will not meet the in-person attendance requirements for international student visas.

Virtual students are held to the same standards of attendance, engagement, and professionalism as in-person students. Virtual students must have a stable internet connection capable of streaming video and a suitable, non-distracting setting. They are required to be present, undistracted, and on camera at all times when class is in session. They are expected to fully participate in classroom discussions and any projects or presentations. Virtual attendance is contingent upon meeting these conditions.

Candidates planning to attend a modular class as a virtual student should inform the instructor as soon as possible, no later than two weeks before the class meetings.

**Online Classes.** The Ed.D. program currently includes only two fully online classes: leveling class GHED 599, and GHED 600 Fundamentals of Scholarly Writing, which is taught Fall and Summer. Not all students will need to take these classes.

## Requirements

### **Prerequisite for Candidates without Educational Experience or Degree**

Candidates without professional educational experience or without an Education Masters degree [may](#) be required to enroll in leveling course GHED 599 Educational Concepts for 0.5 credit hours. This course introduces fundamental concepts in education and is only offered online.

### **Prerequisite Writing Course**

Most candidates are admitted into the Ed.D. program with the condition that they earn a grade of “A” or “B” in GHED 600 Fundamentals of Scholarly Writing, usually taken in the first or second semester. Candidates required to enroll in GHED 600 will have two opportunities to successfully complete the course with a grade of a “B” or better. Failure to successfully complete the course in two attempts will cause the withdrawal of the candidate from the Ed.D. program. GHED 600 is offered as a seven-week online course fall and summer. GHED 600 is

included in the 54 hour program design. Candidates exempt from this requirement are granted advanced standing for 3.0 hours.

### **Health/Fitness Requirement**

Every doctoral candidate is required to complete two courses in graduate Health and Physical Education. One is GHPE 503 Graduate Health Fitness for 1.0 credit hour. The other may be any GHPE activity course for .5 or 1.0 credit hour. GHPE 515 Run/Walk for Fitness (.5 credit) is common. Candidates who have completed Health Fitness undergraduate or GPHE 503 Graduate Health Fitness at the master's degree level at ORU can meet the requirement by completing two activity courses. These GHPE courses are available online.

### **Technology Requirements**

The doctoral candidate must have an ORU email address and access to the internet. All communication regarding the program will be sent to the ORU email address only. Course content and College of Education business will be delivered through a wide variety of technologies including, email, online courses, and video conferencing. Candidates will also employ technology-based library and statistical tools for research.

### **Style and Formatting**

All research papers submitted to the Graduate School of Education require the APA format found in the *Publication Manual of the American Psychological Association* (APA), 7th edition.

### **Chapel Attendance**

Candidates on campus for a modular class must attend the regularly scheduled Chapel service on Friday morning. The modular classes will dismiss for Chapel and all Graduate Education faculty and candidates sit together. More details on seating will be given during the module classes.

### **Research Involving Human Subjects**

Federal policy requires that all research involving human subjects and animals be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human and animal subjects are properly protected. The Approved Review Form, returned to the student by the IRB, is required prior to conducting any research. This form is required whether or not the study is designated exempt. You must complete the online training on protecting human subjects before making application. Contact your advisor or faculty sponsor of your research for more information. You may also contact IRB Chair, Dr. Mary Miller, at [mmiller@oru.edu](mailto:mmiller@oru.edu).

## International Student Requirements

International students are subject to Federal, State, and University requirements as described in the *University Catalog*, the University website, and by the office for International and Expatriate Admissions. More information can be found here: <https://oru.edu/admissions/international/>

## GENERAL POLICIES & PROCEDURES

### Admissions Status & Background Checks

A candidate may be granted an admission status of: *acceptance*, *conditional acceptance*, or *acceptance on probation*. Candidates will not be allowed to proceed beyond 9 credit hours of work toward a degree program until all admissions conditions are met.

A candidate who has been admitted on *probation* and who then earns less than a 3.0 GPA in the first 12 hours will not be fully admitted to the degree program.

All incoming graduate-level candidates are admitted on *conditional* status pending the successful completion of the background check. All incoming graduate level candidates will enroll in GPED 100 at the same time that they enroll in their first academic classes. GPED 100 is 0.0 credit and has no tuition. However it does incur a course fee for the background check and other program related expenses. The Admissions office or the College of Education Graduate Ombudsman can assist the new candidate to enroll in GPED 100.

Once enrolled in GPED 100, the candidate will upload all completed background check forms and final reports into the D2L online class drop box. The following conditions will apply at the conclusion of the first semester of enrollment in GPED 100:

- a. If the candidate successfully completed the background check process, the candidate's file will be updated and the admission condition will be removed.
- b. If the candidate fails to complete the background check process (has no final report), the candidate will be required to enroll for a second semester. This will require payment of the semester fees. The candidate is required to enroll in GPED 100, every semester until the background check is completed. The candidate will be allowed to enroll in only 9 credit hours under the background check admissions condition.
- c. If the candidate completes the background check process but receives a negative final report, the College of Education Leadership team will review the nature of the report and make a determination of acceptance in accordance with Oklahoma law and other considerations.

## **Advisor**

Candidates are assigned an advisor upon acceptance. The advisor is an advocate and source of information throughout the program. Candidates should work closely with his/her advisor to develop a plan of study. However, the candidate is responsible for enrollment decisions and meeting program requirements.

## **Transfer of Credit Hours**

Candidates for the Doctor of Education (Ed.D.) degree may transfer up to 12 credit hours of post-master degree study from other institutions. Courses must be appropriate to the ORU program, grades earned must be a 3.0 GPA or higher (on a 4.0 scale), and coursework cannot have been completed more than 10 years prior to the date of application for admission. Only coursework not used to complete another degree may be considered. Transfer credit will be approved on a course-by-course basis.

EXCEPTION: Applicants who have an Education Specialist Degree or its equivalent, or who have been accepted and enrolled in a similar doctoral program at an ORU-approved institution, may transfer up to 24 credit hours of postmaster degree study if the above conditions are met.

NOTE: Transfer course may not substitute for Core courses or Research II, III, or IV.

General information on course transfer and the course transfer petition can be found at this link: <https://oru.edu/current-students/my-enrollment/registrar/transfer-info/transfer-procedure.php>

## **ORU Masters Level Coursework**

Candidates who graduated with an M.Ed. or M.A.T. from ORU are offered special consideration with advanced standing and elective courses in the Ed.D. program. Contact Dr. Otto, Graduate Chair for information.

MED 503 Research 1-Systematic Inquiry has a different emphasis and post-assignment from its doctoral equivalent, GHED 603 Research 1-Systematic Inquiry. To be adequately prepared for GHED 703 Research 2-Ed Research Methods, the master's graduate may: 1) Take GHED 603 and complete the dissertation-related post-assignment; or 2) Meet with their advisor and the Research instructor, watch video recordings of GHED 603, and complete the GHED 603 post-assignment.

## **Course Load & Continuous Enrollment**

A doctoral candidate is considered full-time when enrolled in 6 hours in the fall or spring semester, and 3 hours in the summer. Once a candidate reaches dissertation phase, 2 hours is considered full-time. A candidate must have written permission from his/her advisor to enroll in more than 9 hours a semester.

Continuous enrollment is expected. After two semesters of non-enrollment (not including summer), the candidate is placed on inactive status and must apply for readmission to the program. The readmission application process is expedited, however there is a small fee and course enrollment may be delayed. Note that upon reacceptance candidates may be subject to any changes in program requirements instituted subsequent to their original acceptance.

Being on inactive status does not stop the clock on the 7 year program limit.

### **Drop/Add Classes**

A candidate may drop a modular class prior to the day of the first class meeting with a full refund. For a drop on the day of the first class meeting, the tuition refund will be 90%. Thereafter, there is no refund. A candidate may withdraw from a class prior to the due date for the post-assignment (30 days after the last class meeting).

If a candidate drops an online course within the second week of class, no grade is recorded. If the candidate withdraws while passing during the next 6 weeks, a “W” for withdrawal is recorded. For candidates who are not passing, a “WF” for withdrawal while failing is recorded. A grade of “WF” is counted as an “F” when determining the grade point average.

A modular class may be added up until the day of the first class meeting. However, the candidate will be responsible for making arrangement with the instructor to complete the course pre-assignment.

### **Incomplete Grade**

The issuance of an “I” grade is a rare occurrence. Those candidates who have experienced a catastrophic event and require additional time to complete the course assignments must request an “I” prior to the final course post assignment, exam or capstone activity deadlines. For many of the courses the final course post assignment, exam or capstone activity deadlines are different from the formal end of semester grading period. For some courses this deadline corresponds with the end of the grading period for the semester.

To request an “I” grade, the candidate must first confer with the course professor and create a plan to complete the course work. Only then should the petition be submitted. ORU petitions are handled electronically and may be found at this link: <https://petitions.oru.edu/>

The course professor may decline the request. In this case the professor will calculate a grade based on the course assignment that the candidate has submitted by the grading period.

If the “I” grade is granted, it is the candidate’s responsibility to follow through with the accepted completion plan. Failure to successfully fulfill the requirements of the approved completion plan will result in an “F” grade. A second “I” grade is not possible. However, a candidate failing to fulfill the requirements of the approved completion plan may request an “E” grade.



Extended Incomplete, “E”, grades may be granted only to those candidates who had been granted an “I”, but have experienced a continuing or additional catastrophic event which has prevented them from fulfilling their approved completion plan. An “E” grade is rarely issued. Procedurally, the candidate requesting an “E” grade follows the “Change of Grade” policy along with a timeline for completing the course work.

## Change of Grade

To request a change of grade, the candidate must submit to the course professor a “Change of Grade form”. Included on this form or as an attachment the candidate must describe the rationale for the request. The form is available at: <https://petitions.oru.edu/>

## Petition for Policy Exception

Candidates may petition to have stated academic or financial policies modified due to extenuating circumstances. Petitions for Policy Exception are found at: <https://petitions.oru.edu/>

## Minimum GPA & Academic Probation and Suspension

Doctoral candidates must maintain a grade point average (GPA) of 3.0 or above on a 4.0 scale each semester. Candidates will be placed on *probationary* or *suspension* status if their GPA falls below a 3.0 or with a grade in a core course below a “B.” Core courses with grades below a “B” must be retaken regardless of the candidate’s GPA.

If a candidate’s performance falls between a 2.7 and 2.9 GPA, the candidate will be placed on *probationary* status, effective immediately. A GPA below 2.7 will place the candidate on *suspension*. Should a probationary candidate’s performance fall below a 3.0 GPA in any of the following semesters after being placed on probation, he or she will become eligible for suspension. Matters of probation and suspension will be reviewed by the Graduate Council, the Graduate Chair, and the Dean of the College of Education.

A candidate who has been suspended because of inadequate academic performance may petition for readmission to the program **after** the suspension period of six (6) months has ended. A letter/petition for readmission to the program requires approval of the advisor, the Chair of Graduate Education, and a majority vote of the Graduate Council and the Dean of the College of Education.

Notification of readmission, with any restricting conditions, shall be in writing by the Chair of Graduate Education. The candidate reenters on probation; therefore, he or she must maintain a GPA of 3.0 for the remainder of the program. Should the candidate be readmitted, any required course with a grade of “D” or “F” indicated on his or her transcript must be repeated with a grade of “B” or above. No course(s) that was (were) completed during the suspension period will be accepted as a transfer course to the student’s program.

## **Good Standing: Definition and Expectations**

For a candidate to be considered for readmission to the doctoral program, each of the good standing criteria must be met.

**Academic Good Standing:** A candidate may be considered in academic good standing when he or she has a GPA at or above 3.0. A candidate who has twice failed either of the two Qualifying Tasks will be withdrawn from the program and loses good standing status. Candidates who have successfully completed or have yet to complete a qualifying task may be considered in academic good standing.

**Disciplinary Good Standing:** As noted in the ORU Honor Code and the University Catalog, candidates may be removed from the program for unethical, dispositional, unprofessional, and other specified conduct. These candidates have lost their good standing status. Candidates who have not been withdrawn from the program due to formal disciplinary action may be considered in good standing.

## **Expected Adequate Progress**

**Program completion:** Candidates have seven years to complete the doctoral program, beginning with the date of acceptance into the program (note that this may not be the same as the semester of first enrollment).

**Dissertation Progress:** If the candidate has not successfully defended his/her dissertation by the completion of six (6) dissertation credits, the candidate must submit an Exception to Policy (ETP) petition to continue in the program. The candidate is responsible for initiating the ETP petition. It must be submitted by the beginning of the next semester following the semester in which the 6 dissertation hour limit has been reached. The candidate may make one petition for a total of 2 additional dissertation hours.

If there is no ETP petition submitted by the candidate, or if the ETP petition is not approved, the candidate may switch from the Ed.D. program to the Ed.S. program or discontinue the Ed.D. program.

**Education Specialist, Ed.S. Degree:** The Ed.S. degree is available for candidates with 41-44 hours and successful completion of either Qualifying Task I or a capstone project appropriate to the area of concentration. Candidates interested in the Ed.S. should consult with their advisor. See description in the ORU Catalog <https://oru.edu/academics/catalog/index.php?locale=en>

## **Communication**

The Graduate School of Education communicates regularly with candidates through personal emails and an eNewsletter sent to the ORU email address. University policy requires all official communication, including that of instructors and advisors, to be conducted using the ORU email system and ORU email addresses. If you are not receiving regular email communication, contact

Denise Hopper at [dhopper@oru.edu](mailto:dhopper@oru.edu) to confirm your address. Take steps to ensure ORU emails are not blocked or relegated to a spam folder.

## Grievance Protocol

Doctoral candidates who have a concern regarding the Graduate School of Education's academic programs may request to meet with the Graduate School of Education Chairperson in order to address these concerns. If the candidate's concerns are not addressed to their satisfaction by the Chairperson, they may appeal to the Graduate Council for a hearing. If the situation is not resolved at the Graduate Council level, the candidate may appeal to the Dean of the College of Education. Should the grievance not be satisfactorily met at the Dean's level, the student may then appeal to the University's Vice President of Academic Affairs/Provost.

## Cheating and Plagiarism

Cheating in any form, including plagiarism, is a serious academic offense and will not be tolerated. Consequences include a zero on the assignment and may include an "F" for the course, academic probation, suspension, or expulsion from the program. Plagiarism is defined in each course syllabus. Additional resources can be found here: <https://oru.edu/current-students/my-academics/resources/plagiarism/howto-avoid.php>

## Graduation Process

Please note that **the candidate** is ultimately responsible for being aware of and meeting the requirements for graduation. The advisor is a source of information, but it is the **candidate's responsibility** to know these requirements and take the steps necessary to fulfill them.

Oral Roberts University has only one annual commencement, which is held on the first Saturday of May or last Saturday of April. Ed.D. requirements may be completed and conferred at the end of the fall or spring semesters. Attendance at all COE and University commencement activities is expected. Preparation for this event involves advance planning and meeting a number of deadlines.

## Steps Toward Graduation

**Complete degree requirements.** This includes all coursework, qualifying tasks, and dissertation requirements. In planning for the graduation date, please be mindful of the calendar deadlines for qualifying tasks and dissertation. (These deadlines usually come earlier than you think!)

**Complete an Application to Graduate Form.** Candidates planning to graduate need to communicate with their advisor and will follow the deadlines for the required graduation forms

as set by the Registrar's office. The Application to Graduate alerts the Registrar's office to begin preparing a diploma. At this point, a graduation fee is added to your account. This also puts you on the mailing list for specific information about the College of Education Investiture Ceremony and other events. General information on graduation, undergrad and grad, as well as instructions on Application to Graduate may be found here: <https://oru.edu/current-students/my-enrollment/registrar/graduation/index.php>

**Pay your student account in full.** To be eligible to participate in commencement exercises, your student account must be paid in full prior to April 14. Transcripts and diplomas will be held until all balances are paid in full.

**Regalia.** Graduation regalia are available through the bookstore in the spring. Cap, gown, hood, and tassel are ordered individually for doctoral candidates. Custom regalia may be ordered **no later than 8 weeks** prior to the graduation ceremony. Rental regalia **must** be ordered **no less than 30 days** before the graduation ceremony.

There are many different options available on custom regalia. The gown and chevrons are black, and the hood should have the ORU school color with a pale blue velvet trim. There are also several different fabric choices available. Pricing information is available from the bookstore. The education department requires the selection of the eight-sided velvet tam.

**Receive your diploma.** Diplomas are mailed out from the office of the Registrar. The Registrar must receive notice that all revisions to your dissertation post-defense have been completed and final format review passed before your diploma will be released.

**Completion of Requirements in Summer or Fall** Candidacy forms for all Ed.D. candidates who complete the degree requirements during the summer sessions will be held for the fall semester graduation cycle. These candidates are encouraged to participate in the following spring commencement activities.

These candidates may request a letter from their advisor, signed by the Chair of the Graduate School of Education confirming that all degree requirements have been met. Historically, such a letter has been sufficient for employment and/or advancement.

**Awards.** Honors and awards for graduating candidates are determined by the Graduate Council. All candidates for graduation are eligible for honors and/or awards. One Outstanding Graduate Candidate **may be** selected from the Doctor of Education Degree candidates. The criteria for selection include professionalism, GPA, character, achievements, and the quality of their dissertation. The selection process may require an oral interview and a written, proposed acceptance speech. The Outstanding Graduate Candidate is honored at the Investiture Ceremony.

## Ed.D. QUALIFYING TASKS

The Ed.D. program has two Qualifying Tasks that serve as benchmarks to assess progress through the program. Both of these must be successfully completed before exiting the program. These are:

- A. Submission and oral defense of a written dissertation proposal.
- B. Submission of an autoethnography reflecting on transformative learning experiences and the intellectual, professional, and spiritual journey through the program.

### Qualifying Task A: Defense of the Dissertation Proposal

**Eligibility** Students are eligible for the Defense of Dissertation Proposal after completing GHED 903 Research IV with a grade B or better and with the approval of the candidate's dissertation committee. Committee approval requires a score of 3.0 or higher on each element of the *Dissertation Proposal Rubric* (See Appendix) and the signatures of the committee. Successful Defense of the Dissertation Proposal is necessary to continue in the Ed.D. program.

**Scheduling** The Defense of Dissertation Proposal is scheduled with the Graduate Council upon request by the dissertation advisor. It may be held fall, spring, or summer. Most students will complete GHED 903 Research IV in their second year. The expectation is that they will defend their proposal by the end of the following semester.

**Proposal** The Dissertation Proposal consists of a committee-approved draft of chapters 1-3 of the dissertation. The student will make a presentation and oral defense of the proposal before the Graduate Council to last no more than one hour. The written proposal will be made available to the Graduate Council one week prior to the defense. The proposal may, but is not required to include the dissertation preliminary pages (signature page, acknowledgements, table of contents, etc.). It should include a reference section and follow APA format guidelines. However, a formal APA format review is not required.

**Evaluation** The Graduate Council evaluates the dissertation proposal based on the *Dissertation Proposal Defense Evaluation Rubric* (See Appendix). The mean score for each element as well as the pass/fail decision is recorded. The dissertation committee makes the final decisions concerning specific revisions to the research plan. Students who do not pass on the first attempt will have one more opportunity to resubmit and defend the following semester. After an initial failure to pass, students may continue coursework as they prepare for a second attempt. Students who do not pass after two attempts cannot continue in the Ed.D. program.

### Qualifying Task B: Autoethnography of Transformative Learning

**Eligibility and Scheduling** Students must submit the Autoethnography of Transformative Learning to their advisor after completion of all coursework and prior to defense of dissertation.

**Autoethnography** Using the methods of autoethnography and elements of transformative learning as described in GHED 700 Scholarship & Transformation: Introduction to Doctoral Studies, the student will write a 10 page autoethnography describing some aspect of his/her journey through the doctoral program with a focus on transformative learning experiences. Autoethnographic methodology will be used to analyze data and draw conclusions about transformative learning experiences—personal, professional, and spiritual. The autoethnography will include a description of the data used and methods of analysis. Criteria for evaluation include a proper use of autoethnographic methods, demonstrated understanding of transformational learning, honesty, insight, and critical reflection on program content and process. It is not necessary to prove that transformative learning has taken place. See *Autoethnography Guide* (Appendix) for details.

**Evaluation** The autoethnography will be evaluated using the *Autoethnography of Transformative Learning Rubric* (See Appendix) by the advisor and at least one other member of the faculty or administration chosen by the student. The student will meet with the reviewers to discuss the autoethnography. Students who do not pass must make revisions to the satisfaction of the reviewers. Successful completion of the Autoethnography of Transformative Learning is a prerequisite for the defense of dissertation and program completion.

Note: Completion of the autoethnography will be facilitated by including reflective assignments or an ungraded reflection piece to the post-assignment of all courses. Students may draw upon these assignments in writing their final autoethnography.

## **DISSERTATION POLICIES & PROCEDURES**

Dissertations in the ORU Graduate School of Education consist of original research that generates new data or uses existing data in new ways to address a *problem in practice*, an educational problem in a specific educational context. Approaches include quantitative, qualitative, or mixed-method and must be anchored in a theoretical framework. Along with addressing authentic problems, the dissertation is a teaching tool to prepare the graduate for future research and program evaluation. The dissertation process makes a significant contribution to achieving key program outcomes, specifically the development of scholarship, critical analysis, and communication skills.

ORU dissertations follow a traditional five-chapter format: Chapter I Introduction; Chapter II Supporting Scholarship (review of literature); Chapter III Methods; Chapter IV Results; and Chapter V Summary, Discussion, & Conclusions.

### **Integration of the Dissertation with Research Courses**

Beginning with Research I, assignments in each Research course yield elements of the dissertation. Research IV culminates with a draft of Chapters I, II, and III, which make up the Dissertation Proposal. See *Steps Toward Completing Your Dissertation* (Appendix) for details

on the dissertation work associated with each research course and the role of your dissertation chair and committee at each stage.

### **Dissertation Enrollments**

The Ed.D. program includes 4.0 dissertation hours distributed between two (2) semesters during which the primary focus is on the dissertation. For financial aid and international student compliance, 2.0 dissertation hours is considered full time. Note that, as 2.0 dissertation hours is considered full-time, financial aid is limited to those 2.0 credit hours, regardless of enrollment in any other courses that semester. The dissertation chair must approve your enrollment. This may be done by emailing Denise Hopper, College of Education Administrative Assistant, [dhopper@oru.edu](mailto:dhopper@oru.edu) requesting enrollment in dissertation hours and copying the dissertation chair. The chair will reply, granting permission.

Co-requisite with dissertation hours is GPED 100. This is a no tuition, non-credit course with a fee that goes toward format review and associated dissertation expenses. When you are enrolled in dissertation hours, you will be automatically enrolled in GPED 100. Enrollment in GPED 100 will be continued until the College of Education Administrative Assistant signs off on your application for dissertation copyright and printing.

### **Dissertation Chair & Committee**

Each Research course requires co-requisite enrollment in GHED 904 Pre-Dissertation specifying the faculty member supervising the dissertation at that stage. In the first stages of dissertation work associated with Research I, the candidate's advisor is a reviewer and sounding board for dissertation ideas. Shortly after the completion of Research I a dissertation chair and committee member is assigned. The Graduate Chair makes committee assignments in consultation with Graduate Council in consideration of topic, faculty expertise, and an equitable distribution of dissertation work.

The dissertation chair is the primary contact for all dissertation work. In general practice, all communication is with, and submission of written drafts are made to the chair. Drafts of written work are submitted in Microsoft Word as email attachments. Submissions will be acknowledged by the chair by email within one working day and that the submission reviewed and returned within two weeks (not counting university holidays and breaks). The review and revision process continues until the chair is satisfied with a chapter or given portion of the dissertation. He/she will then send it on to the committee member for further review. The chair has final say in required revisions. The dissertation committee has a prescriptive as well as consultative role, and candidates are expected to comply with committee instructions. The committee decides when the dissertation is ready for defense, as well as the outcome of that defense.

### **Institutional Review Board (IRB)**

As noted under Program Requirements, federal policy requires that all research involving human subjects and animals be approved by an Institutional Review Board (IRB) to ensure that the rights and welfare of human and animal subjects are properly protected. The Approved Review

Form, returned to the student by the IRB, is required prior to gathering any data and becomes a permanent part of the dissertation. This form is required whether or not the study is designated exempt. You must complete the online training on protecting human subjects before making application. Contact your dissertation chair for more information. You may also contact IRB Chair, Dr. Mary Miller, directly at [mmiller@oru.edu](mailto:mmiller@oru.edu) .

## Defense of Dissertation Proposal

A major milestone in the dissertation process is the successful defense of the dissertation proposal, Chapters I, II, and III. This is the first of the two required **Qualifying Tasks** for program completion. In addition to evaluation, the defense of proposal is preparation for the final defense of dissertation and gives an opportunity for the entire Graduate Council to have input into the research design.

The Graduate Council evaluates the Defense using the Defense of Dissertation Proposal Rubric. The candidate's Dissertation Chair summarizes the scores and emails the Defense of Proposal rubric to the candidate. The candidate uploads the Defense of Proposal rubric in the GPED 100 D2L course under the Content menu labeled Defense of Proposal Chalk and Wire link.

## Formatting & Format Review

Dissertations follow the style and formatting guidelines of *The Publication Manual of the American Psychological Association*, 7<sup>th</sup> edition. There are additional requirements for dissertations, including preliminary pages, a guide for appendices, and the inclusion of vita and the IRB approval form. Dissertation formatting templates can be found here: <https://oru.libguides.com/educationResources/templates>

The dissertation must pass format review before the defense date can be set. Allow several weeks for format review before the target date for defense. In the Spring semester, dissertations must be submitted for format review by 5:00 pm on the Friday preceding Spring Break for a possible March defense and participation in May commencement. Meeting this submission deadline does not guarantee a March defense. The total number of defenses, APA reviewer load, and calendar conflicts may affect defense scheduling.

**Dissertation Review Checklist** After your committee has approved Chapters 1-5 and prior to submission for format review, you and your committee chair will complete the *Checklist for Dissertation APA Style & Format* (see Appendix). Follow these steps:

1. Candidate assembles the entire dissertation, including preliminary pages, Appendices, and final pages.
2. Candidate uses the *Checklist for Dissertation APA Style & Format* to review and makes corrections. Candidate submits that checklist to chair.
3. Chair conducts a review using the same checklist (preferably with a printed copy). Returns to candidate for any revisions needed.
4. Chair inspects the final copy and submits the document to the APA reviewer.



## Defense of Dissertation

The Oral Defense of the Dissertation serves as a final step in the completion of the requirements for the Doctor of Education Degree. The Oral Defense is open to administration, faculty, and doctoral candidates of the University. Under special circumstances, other qualified guests may be allowed to observe the defense. However, family members and friends of the candidate may not be present in the defense.

**Scheduling & Location** The date for the defense is set by the dissertation committee in conjunction with the candidate and must be approved by the College of Education leadership. The defense date can be set only after the University format reviewer has certified that the dissertation has met the format requirements and is ready to be defended. Defenses can be set for almost any time in the year. The annual defense cycle runs from the Monday after the May Commencement to the Friday of the first full week of April.

The dissertation defense may occur on the ORU campus or may be conducted jointly on campus and via Zoom videoconferencing. The candidate and dissertation chair will determine the defense location. All defenses are open for ORU doctoral candidates to observe via Zoom and are recorded via Zoom for educational purposes. A link to the recording is also given to the defending candidate.

The Chair of the candidate's Doctoral Dissertation Committee will send notification of dissertation defense to all faculty members in the College of Education. The Graduate School of Education office will send out a defense notification to all Ed.D. candidates. This notice will include an invitation to join the defense via Zoom.

**Procedure** The candidate is responsible for providing at least four (4) printed, comb/spiral-bound copies of the dissertation—one each for the members of the committee, one for the Dean of the College of Education, and one for general faculty review. These should be available at least a week prior to defense. The ORU [Copy Center](#) is familiar with College of Education requirements and can assist in printing and binding the necessary copies.

The doctoral candidate shall supply a minimum of 10 copies of the dissertation Abstract for distribution at the Oral Defense.

The oral defense of dissertation is moderated by the Chair of the candidate's doctoral dissertation committee. The doctoral candidate should be prepared to present a brief overview (no more than 25 minutes) of the research and findings of the study accompanied by a PowerPoint presentation.

The first round of questions are asked by the committee members. The second round is open to the graduate faculty, the Graduate Chair, and the Dean of the College of Education. Following these, the Chair has the option of opening the floor for questions from those in attendance.

Once the defense is concluded, everyone except the committee will be excused from the room. The committee will determine if the candidate successfully defended the dissertation and, if so, what revisions may be needed. The candidate's doctoral dissertation committee must agree unanimously that the oral defense was successful. The committee's decision will be revealed to

the candidate in a private meeting immediately following the oral defense. Approval, with any required revisions, shall be orally indicated at this time and later given in writing to the candidate. If approved, the candidate will be introduced as “Dr.” and will be referred to as such from this date forward.

If the defense is not successful, the committee will determine the appropriate action to be taken. At times a second defense may be deemed warranted.

### **Final Review, Copyright, Publishing, & Printing**

After committee approval of any post-defense revisions to the dissertation, it is submitted for final format review. After passing format review, the document is ready for printing, binding, copyright registration, and entry into the ProQuest dissertation database. See *Dissertation Publishing Guidelines* (Appendix) for details. Contact Denise Hopper at [dhopper@oru.edu](mailto:dhopper@oru.edu).

### **Dissertation Structure and Content**

The Graduate School of Education has adopted an action research model for dissertations. Consistent with the *scholarly practitioner* approach, most dissertations will fall into the broad category of program evaluation. Candidates are encouraged to conduct their research in an educational context with which they are familiar or which aligns with their professional goals. There are some limited opportunities for dissertation research that aims to fill a gap in the literature and seeks broad generalizability. If you are interested in one of these approaches, begin discussing this with your advisor as early as possible.

Action research is carried out to address a current problem in a specific educational context. It uses standard research methodology to investigate local concerns. The goal is not broad generalizability; the findings are relevant to the research setting and have clear implications for practice. Though much of the action research literature focuses on teacher-led classroom research, the principles are applicable on a larger scale.

### **Choosing an Action Research Topic & Methodology**

Not every educational issue or problem in practice is appropriate for an action research dissertation. Topics must be approved by the dissertation committee and may be subject to limitations related to committee expertise and access to resources. Several criteria should be met:

- It is a recognized educational issue or problem in a school or organization that needs to be addressed in order to serve the constituents and/or fulfill the institutional mission. It need not be an emergency or extreme situation to qualify as a problem.
- It can be addressed through the gathering of data and the application of accepted research methods. Issues involving values or establishing priorities are not resolved by research alone.

- It is of sufficient complexity to merit research at the dissertation level. There is an appropriate theoretical framework to guide the research.
- The participating institution and individuals will cooperate. Data or data sources are accessible.

The dissertation is likely the first major piece of original research to be conducted by the candidate. In keeping with educational goals of the dissertation, the Graduate Council has established guidelines for methodology and data analysis:

- Quantitative methods may include descriptive, causal-comparative and correlational approaches. Data will be analyzed using the Statistical Package for Social Sciences (SPSS)
- Qualitative methods may include case study, grounded theory, phenomenology, or ethnography. Researchers are strongly encouraged to use the web-based data analysis tool, Dedoose.
- Mixed-methods may include QUAN-qual, QUAL-quan, or a parallel design. Researchers are strongly encouraged to use the web-based data analysis tool, Dedoose

### **Elements of an Action Research Dissertation**

An action research dissertation looks much like a traditional five-chapter dissertation. Because of our standards of relevance and usefulness, many of the ORU dissertations in the past were similar to action research and can be a helpful resource.

#### **Chapter I: Introduction**

Introduce the study and describe the context, the problem of practice, the research questions, and how they will be answered. Explain why the problem in practice is indeed a problem in this context, give relevant background to the problem, and give the theoretical framework guiding the study. This can often be accomplished in 8-12 pages. The chapter must include:

- Introduction (no heading). These opening paragraphs introduce the study as a whole.
  - Give an overview of the context or setting.
  - Introduce the problem and why it is a matter of concern to this organization.
  - Include literature confirming that this, indeed, is a matter of concern and/or pointing out the organization is not alone in facing this problem.
- Background (level one heading)
  - Additional information on the context of the problem, including any complicating factors.
  - Larger context of the problem, why it is unique (not already solved in the literature) and literature on previous attempts to address it.

- Statement of the Problem (level one heading). This is a succinct statement of the problem to be addressed in the study.
- Purpose (level one heading). This is a succinct statement of the purpose of the study. It is more general than the research questions.
- Research Questions (level one heading). The specific research questions (or hypotheses, if appropriate) that will guide the study. If there is more than one, create a numbered list. Some studies may include an overarching question followed by sub-questions.
- Theoretical Framework (level one heading). Describe the theoretical framework guiding the study. Cite sources for the theoretical framework and literature indicating that it is appropriate for this study.
- Methods (level one heading)
  - Type of study (e.g., qualitative—case study, phenomenological, etc.; quantitative—descriptive, quasi-experimental, mixed-methods) and why it is appropriate.
  - Data collection (level two heading). What data will be gathered, from whom (participants and how they are chosen), and how it will be gathered.
  - Data analysis process (level two heading). Describe what you will do with the data collected.
- Definitions of Key Terms (level one heading)
- Limitations (level one heading)

## **Chapter II: Review of Supporting Scholarship**

Include literature on the theoretical framework, relevant disciplinary knowledge, and other research on addressing problems such as this. The chapter focuses on the literature necessary for understanding and carrying out this study. It is not a broad review of literature on the subject. Within the major headings described below have a plan for organizing the presentation of the literature, e.g. chronologically or topically. The structure of the presentation should be evident to the reader. The Review of Supporting Scholarship maybe accomplished in 30 pages depending on the topic.

- Introduction (no heading). Restate the purpose of the study. Explain the structure of the chapter.
- Theoretical Framework (level one heading). Use original sources to explain the theoretical framework. Use the literature to make the case for your use of this framework by including sources that illustrate the use of the theoretical framework on studies like yours.

- [Major topic—level one heading] Give the level one heading a title appropriate for the topic you are addressing, e.g. Collaborative Problem-Based Learning, Preparation for Study Abroad, or Teacher Satisfaction. Use subheadings as needed for clarification.
- [Major topic—level one heading] Include additional topic headings as needed. The Review of Supporting Scholarship maybe accomplished in 30 pages depending on the topic.

### **Chapter III: Methods**

Describe how the research was conducted. Write this in past tense. The requirements of the chapter may be met in 10-15 pages. Include:

- Introduction (no heading) Begin the chapter with a restatement of the purpose of the study, the research question, and a description of the contents of the chapter. Be sure you are using the same wording for the purpose statement and research questions throughout the study.
- Setting (level one heading) Give all relevant information about the setting in which the study was conducted. This will necessarily repeat some of the information in chapter one. However, rephrase, do not simply copy sentences from the earlier chapter.
- Methodology (level one heading). In the opening paragraphs, label your methodology and cite sources supporting your use of this approach.
  - Participants (level two heading). Identify the participants and how they were selected.
  - Data Collection (level two heading)
    - Describe the sources of data, including any instruments being used, citing appropriate literature on existing instruments. Describe the construction of any original surveys or instruments, along with a literature-based rationale for their structure and content.
    - Describe data collection procedures. E.g. survey distribution, interviewing, acquiring test scores.
  - Data Analysis (level two heading). Describe how each type of data was analyzed. Cite sources supporting your process.
- Bias or Potential Conflict of Interest (level one heading) This section may not be necessary for all studies. Explain your relationship to the organization that is the setting for the study and/or any experiences or affiliations that could bias the conduct of the study. If potential bias or conflict of interest exists, explain how this will be addressed.

### **Chapter IV: Results**

Report the outcome of the research methods, including statistics and/or themes from the data analysis.

- Introduction (no heading) Introduce the chapter by restating the research question and describing how the chapter is organized.
- Reporting your results. Use level one and level two headings to organize your presentation of results. Present the results and answer the research question/s without comment or interpretation.

### **Quantitative Studies**

The reporting of quantitative data generally follows a standard pattern. Look at other dissertations and research studies to see how this is done. Organize your reporting of results by research question/s. Restate the question and give the results as the response.

The results of quantitative studies almost always include tables. Introduce the table in the text before the table appears. The labeling on the tables should be clear and complete enough so that the table could stand alone. The APA Publication Manual, 6th Ed. states (p. 130): “In the text, refer to each table and tell the reader what to look for. Discuss only the table’s highlights; if you find yourself discussing every item of the table in the text, the table is unnecessary”. The text should complement the table or figure. Depending on the number of tables included, this chapter is often 20-30 pages.

### **Qualitative Studies**

Reporting qualitative results is quite a bit more involved than for quantitative studies. In light of the qualitative paradigm, begin with an overall description of the context in which the data was gathered and the relevant characteristics of the participants. Report your results as the answer to your research question/s. You may structure the results according to the specific questions asked, but it is more common to report the themes. Avoid lengthy quotes. Summarize findings and use appropriate quotes to illustrate and bring life to the statement of your findings. Depending on the approach and number of participants, this chapter is often 40-50 pages.

### **Mixed Method Studies**

Report the results of a mixed-method study in the same order in which the data was gathered. Because two methods of data gathering and analysis are used, typically each is slightly scaled back from an entirely quantitative or qualitative study. Depending on the approach and number of participants, this chapter is often 40-50 pages.

## **Chapter V: Summary, Conclusions, and Recommendations**

Readers who find your study in their search for literature will often begin with Chapter V, so it should stand on its own. Begin by summarizing the study, then discuss any limitations or challenges faced in carrying out the study. Some studies may discuss the findings in light of the literature. Conclusions are followed by implications for practice, and implications for further research. Note that “further research” in an action research study focuses on what else can be done in this educational context.

- Introduction (no heading) Introduce the chapter by restating the purpose of the study, giving the research questions, and describing the organization of the chapter.
- Summary (level one heading). Include introductory paragraphs giving a snapshot of reason for the study and the methods.
  - Findings (level two) Summarize the results of the study, answering the research questions.
  - Discussion (level two) Discuss the connection between your findings and the theoretical framework. Briefly compare your findings to the relevant literature. Also, if your findings were unexpected, lacked statistical significance, or were in some way anomalous, this is the place to discuss why that might have occurred.
- Conclusions (level one heading). Interpret your findings and make a succinct statement of what you conclude from the study.
- Recommendations (level one heading)
  - Recommendations for Practice [level two heading] This heading may be Lessons Learned, Implications for Practice, Next Steps, etc. as is appropriate for the action research. This is often a numbered list.
  - Recommendations for Further Research [level two heading]. This is often a numbered list. The focus should be on additional research in the same setting, but may include broader situations.
- Final note (optional)—a final paragraph or two may be included at the end of the chapter to bring closure.

### **Additional Notes**

Many courses have an action-research component in the post-assignment. Consider using these assignments to carry out initial research, pilot surveys or other instruments, or otherwise contribute to your dissertation research.

Any research that involves human participants, whether directly (e.g. interviews or surveys), or indirectly (e.g. test scores or demographic data) must be approved by the Institutional Review Board (IRB). Data cannot be gathered prior to IRB approval.

**ORAL ROBERTS UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION**

**GRADUATE EDUCATION FACULTY**

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***The following people are also available to assist you with any questions you may have about the application process or the graduate program:***

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***To apply, or for more information, call or email:***

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## **APPENDICES**

## Ed.D. Program Summary

| Core [21.5]   | ORU Requirements [1.5]  | Research/Dissertation [16]   |
|---|---|--|
| GHED 700 Scholarship and Transformation: Introduction to Doctoral Studies (3)<br><br>GHED 701 Effective Leadership (3)<br><br>GHED 702 Strategically Leading Organizations (3)<br><br>GHED 601 Philosophy of Education (3)<br><br>GHED 602 Culturally Responsive Education (3)<br><br>GHED 704 Effective Communication Strategies for Educational Leaders (3)<br><br>GADM 600 Fundamentals of Scholarly Writing (3)*<br><i>* Advanced Standing for those with a score of Exemplary on admissions writing rubric.</i><br><br>GHED 599 Educational Concepts (0.5)**<br><i>**Advanced standing for those with ed. experience</i> | GHPE 503 Grad Health Fit I & II (1.0)<br><br>GHPE 515 Run/Walk Fitness /or/ other activity course (0.5)   | *GHED 603 Research I: Systematic Inquiry (2.5)<br>*GHED 703 Research II: Educational Research Methods (2.5)<br>*GHED 803 Research III: Program Evaluation (2.5)<br>*GHED 903 Research IV: Capstone Seminar (2.5)<br><br>*GHED 904 Pre-Dissertation (0.5) is a co-requisite for all research courses.<br><br>[Topics & structure of research courses prepare for professional responsibilities and capstone. Each course includes dissertation preparation.]<br><br>GHED 905 Dissertation/Capstone (4.0)<br><br>Two – 2 credit hour courses |
| <b>P-12 Administration Concentration</b>  |   |  |
| Public School Administration [15]   | Christian School Administration [15]  |  |
| GADM 821 Executive Leadership: The Superintendency (3)<br><br>GADM 823 Operational Leadership: Human, Physical, and Capital Resources (3)<br><br>GADM 824 Policy, Governance, and Politics (3)<br><br>GADM 825 Leadership of Curricular and Instructional Practices (3)<br><br>GADM 826 Internship in Executive School Leadership (3)   | GADM 822 Executive Leadership in Christian Schools (3)<br><br>GADM 823 Operational Leadership: Human, Physical, and Capital Resources (3)<br><br>GADM 824 Policy, Governance, and Politics (3)<br><br>GADM 825 Leadership of Curricular and Instructional Practices (3)<br><br>GADM 826 Internship in Executive School Leadership (3) |  |
| <b>Higher Education Concentration</b>   |   |  |
| Higher Ed: Administration [15]  | Higher Ed: Teaching [15]  |  |
| GHED 804 Executive Leadership in Higher Education: Organization and Administration (3)<br><br>GHED 806 History and Future of Higher Education (3)<br><br>GHED 809 The College Student (3)<br><br>GHED 807 Policy Analysis and Legal Issues in Higher Education (3)<br><br>GHED 808 Finance in Higher Education (3)  | GHED 805 Teaching and Learning in Higher Education (3)<br>GHED 806 History and Future of Higher Education (3)<br><br>GHED 809 The College Student (3)<br>GHED 810 Teaching with Technology (3)<br>GHED 811 Curriculum Design in Higher Education (3)  |  |

### Ed.D. Course Rotation

Modular classes are offered monthly in Fall (3 sessions), Spring (3 sessions) and Summer (2 sessions).

| <b>Course</b>  | <b>SCHEDULED</b>              | <b>Notes</b>                                     |
|--|-------------------------------|--|
| GHED 599 Educational Concepts (0.5)  | Online: Fall-A, Spring-A, Sum | Online only                                      |
| GADM 600 Fundamentals of Scholarly Writing   | Online: Fall-B, Sum           | Online only                                      |
| <b>CORE</b>  |                               |  |
| GHED 700 Scholarship and Transformation: Introduction to Doctoral Studies  | Jan, Sum I                    |  |
| GHED 701 Effective Leadership  | Sep, Sum II                   |  |
| GHED 702 Strategically Leading Organizations   | Oct, Sum I                    |  |
| GHED 601 Philosophy of Education   | Nov, Sum I                    |  |
| GHED 602 Culturally Responsive Education   | Oct, Feb                      |  |
| GHED 704 Effective Communication Strategies for Educational Leaders  | Mar, Sum I                    |  |
| <b>ORU REQUIRED</b>  |                               |  |
| GHPE 503 Grad Health Fit I & II  | Online<br>Fall, Spring, Sum   | Online only                                      |
| GHPE 515 Run/Walk Fitness  | Online<br>Fall, Spring, Sum   | Online only                                      |
| <b>RESEARCH/CAPSTONE</b>   |                               |  |
| The 4 Research courses are 2.5 credits each and require co-registration for the corresponding 0.5 credit Pre-Proposal class. |                               |  |
| GHED 603 Research I: Systematic Inquiry  | Oct, Sum II                   |  |
| GHED 703 Research II: Educational Research Methods   | Mar                           |  |
| GHED 803 Research III: Program Evaluation  | Nov                           |  |
| GHED 903 Research IV: Capstone Seminar   | Jan                           |  |
| GHED 905 Dissertation/Capstone (2.0)   | Fall, Spring, Sum             | 2.0 credits=full time.<br>Enroll at least twice. |

| <b>HIGHER EDUCATION</b>  |                      |  |
|--|----------------------|--|
| GHED 804 Executive Leadership in Higher Education: Organization and Administration | Feb                  |  |
| GHED 805 Teaching and Learning in Higher Education                                 | Feb                  |  |
| GHED 806 History and Future of Higher Education                                    | Oct                  |  |
| GHED 807 Policy Analysis and Legal Issues in Higher Education                      | Sep                  |  |
| GHED 808 Finance in Higher Education   | Mar                  |  |
| GHED 809 The College Student   | Oct                  |  |
| GHED 810 Teaching with Technology  | Sum I                |  |
| GHED 811 Curriculum Design in Higher Education                                     | Jan                  |  |
| <b><i>P-12 ADMINISTRATION</i></b>  |                      |  |
| GADM 821 Executive Leadership: The Superintendency                                 | Sep                  |  |
| GADM 822 Executive Leadership in Christian Schools                                 | Oct                  |  |
| GADM 823 Operational Leadership: Human, Physical, and Capital Resources            | Jan                  |  |
| GADM 824 Policy, Governance, and Politics  | Feb                  |  |
| GADM 825 Leadership of Curricular and Instructional Practices                      | Nov                  |  |
| GADM 826 Internship in Executive School Leadership                                 | Fall, Spring, Summer |  |

## Dissertation Proposal Rubric

The purpose of the rubric is to guide candidates and dissertation committees as they work together to develop high quality dissertation proposals. The candidate should use this rubric for guidance and self-evaluation in planning and writing the proposal. The committee will use the rubric for feedback and evaluation/approval for defense of proposal.

**Using the rating scale and comment areas:** A 4-level rating scale is used for scoring each of the quality indicators in the rubric. This provides a summary overview of the relatively strong and weak areas of the document. Ratings of “Meets Expectations” or above are considered satisfactory, while ratings of “Emerging” (provisionally approved) and “Does Not Meet Expectations” indicate the need for additional work. A Not Applicable (NA) category may be used when a component of the rubric is not relevant to the manuscript.

A space for comments is provided for each chapter quality indicator. This space can be used to provide specific guidance for revision, and should also be used to praise strong work or noteworthy improvements. More extensive notes can be submitted as a separate attachment or as a marked-up copy of the manuscript.

### Definitions of Ratings for Quality Indicators

**4-Exceeds Expectations** = Approved with commendation: This quality indicator has no errors, needs no revision and exceeds the requirements as specified by the handbook and the committee.

**3-Meets Expectations** = Approved. All components are present. Only very minor revisions may be needed for clarification or enhancement.

**2-Emerging** = Approved, provisionally. This quality indicator should be revised because one or more component(s) of this indicator are not satisfactorily addressed. Typically more detail and or clarity is needed to improve the issues related to this indicator.

**1-Does Not Meet Expectations** = Not Approved. This quality indicator must be revised and resubmitted because one or more essential component(s) of this indicator are missing.

**NA = Not Applicable.** This quality indicator does not apply to the document.

### Candidate and Evaluator Information

Candidate's Name \_\_\_\_\_

These signatures indicate that the Dissertation Proposal has been reviewed by the committee and that all quality indicators were rated 3 or above. The candidate is eligible for Defense of Proposal

\_\_\_\_\_  
*Committee Chair*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Committee member*

\_\_\_\_\_  
*Date*

| <p style="text-align: center;"><b>Chapter 1: Introduction</b><br/>Quality Indicators</p>  | <p style="text-align: center;"><i>Rating</i></p> |
|---|--|
| <p>1. Introductory paragraphs demonstrate that the focus of the study is on a significant problem in practice worthy of study. There is a brief, well-articulated summary of research literature that substantiates the study.</p>                              |  |
| <p>2. Background to the study clearly describes the context, including references to the literature where appropriate. It provides relevant information on the history of the problem and prior attempts to address it in this and/or educational settings.</p> |  |
| <p>3. The Problem Statement concisely states the problem in practice to be addressed in this specific context, including the gap in practice and the implications for this educational entity in fulfilling its mission and purpose.</p>                        |  |
| <p>4. The Purpose of the study flows logically from the Problem Statement. It is clear and explicit.</p>  |  |
| <p>5. The Research Questions, Hypotheses, or Research Objectives are succinctly and clearly stated, addressing all variables and operational definitions as appropriate.</p>  |  |
| <p>6. The Theoretical Framework for the study is consistent with the research questions and is explained with reference to the literature. The connection between the theoretical framework and the study is clearly articulated.</p>                           |  |
| <p>7. Operational definitions of technical terms are provided.</p>  |  |
| <p>8. Methodology is completely and succinctly described. The chosen methodology, participant selection, data collection, and data analysis are appropriate for the research questions.</p>   |  |

| <p style="text-align: center;"><b>Chapter 1: Introduction</b><br/>Quality Indicators</p>  | <p style="text-align: center;"><i>Rating</i></p> |
|---|--|
|   |  |
| <p>10. Assumptions, Limitations, Scope and Delimitations provide descriptions of facts assumed to be true but not actually verified, potential weaknesses of the study, or the bounds of the study.</p>                           |  |
| <p>11. Chapter 1 ends with a transition statement that contains a summary of key points of the study and an overview of the content of the remaining chapters in the study.</p>   |  |
| <p>12. The chapter reflects doctoral level writing. The chapter as a whole and the individual paragraphs are well-structured, with a logical flow of ideas. Clarity of structure enhances the paper and increases its impact.</p> |  |
| <p>13. Vocabulary, usage, punctuation, spelling, and grammar reflect doctoral level writing.</p>  |  |
| <p>14. APA: The text indicates an understanding of APA writing style and formatting, including headings and references.</p>   |  |
| <p>15. Sources are sufficient, appropriate, current, and correctly cited. In-text references and Reference section follow APA formatting.</p>   |  |



| <p style="text-align: center;"><b>Chapter 2: Supporting Scholarship</b><br/>Quality Indicators</p>  | <p style="text-align: center;"><i>Rating</i></p> |
|---|--|
| <p>1. Introductory paragraphs describe the content and organization of the chapter.</p>   |  |
| <p>2. The review of supporting scholarship is clearly related to the problem statement and research questions.</p>  |  |
| <p>3. The review addresses all relevant aspects of the problem being addressed, as well as the theoretical framework of the study.</p>  |  |
| <p>4. The content of the review is drawn from primary references from acceptable peer-reviewed journals or sound academic sources, or there is a justification for using other sources.</p> |  |
| <p>5. Chapter 2 ends with a transition statement that contains a summary of key points of the chapter and an overview of the content of Chapter 3.</p>                                      |  |
| <p>6. The chapter as a whole and the individual paragraphs are well-structured, with a logical flow of ideas. Clarity of structure enhances the paper and increases its impact.</p>         |  |
| <p>7. Vocabulary, usage, punctuation, spelling, and grammar reflect doctoral level writing.</p>   |  |
| <p>8. APA: The text indicates an understanding of APA writing style and formatting, including headings and references.</p>  |  |

| <p style="text-align: center;"><b>Chapter 2: Supporting Scholarship</b><br/>Quality Indicators</p>   | <p style="text-align: center;"><i>Rating</i></p> |
|--|--|
|  |  |
| <p>9. Sources are sufficient, appropriate, current, and correctly cited. In-text references and Reference section follow APA formatting.</p> |  |

| <p style="text-align: center;"><b>Chapter 3 – Methodology</b><br/>Quality Indicators</p>   | <p style="text-align: center;"><i>Rating</i></p> |
|--|--|
| <p>1. Introduction describes how the research design derives logically from the problem or issue statement.</p>  |  |
| <p>2. Design describes the research design and approach, and provides justification.</p>   |  |
| <p>3. Includes the population from which the sample will be drawn. Describes and defends the sampling method and sample size. Describes the eligibility criteria for study participants and the characteristics of the selected sample. Includes measures taken for protection of participants' rights. If a treatment is used, it is described clearly and in detail.</p>   |  |
| <p>4. Choices about which data to collect are justified. Data collected are appropriate to answer the questions posed in relation to the methodology chosen. Instrumentation (including interview questions) is described and justified, as well as reliability and validity of the instrument(s). Qualitative studies address potential biases.</p> <p>Includes a detailed description of data that comprise each variable in the study. How and when the data are to be or were collected and recorded is described.</p> |  |
| <p>5. How and when the data will be or were analyzed is articulated, as well as an explanation of descriptive and/or inferential analyses used in the study. Any software program used in the analysis is clearly described. For qualitative studies, the coding procedure for reducing information into categories and themes is described.</p>   |  |

| <p style="text-align: center;"><b>Chapter 3 – Methodology</b><br/>Quality Indicators</p>  | <p style="text-align: center;"><i>Rating</i></p> |
|---|--|
| <p>6. If a pilot study will be (or was) conducted, its relation to the larger study is explained. Changes in instruments based on results of the pilot study are detailed. An explanation of descriptive and/or inferential analyses used in the study is provided.</p> |  |
| <p>7. Chapter 3 ends with a transition statement that contains a summary of key points of the chapter and an overview of the content of Chapter 4.</p>  |  |
| <p>8. The chapter as a whole and the individual paragraphs are well-structured, with a logical flow of ideas. Clarity of structure enhances the paper and increases its impact.</p>   |  |
| <p>9. Vocabulary, usage, punctuation, spelling, and grammar reflect doctoral level writing.</p>   |  |
| <p>12. APA: The text indicates an understanding of APA writing style and formatting, including headings and references.</p>   |  |
| <p>13. Sources are sufficient, appropriate, current, and correctly cited. In text references and Reference section follow APA formatting.</p>   |  |

## Dissertation Proposal Defense Evaluation

Candidate \_\_\_\_\_

### Definitions of Ratings for Quality Indicators

**4-Exceeds Expectations** = Approved with commendation: This quality indicator has no errors, needs no revision and exceeds the requirements as specified by the handbook and the committee.

**3-Meets Expectations** = Approved. All components are present. Only very minor revisions may be needed for clarification or enhancement.

**2-Emerging** = Approved, conditionally. This quality indicator should be revised and because one or more essential component(s) of this indicator are not satisfactorily addressed.

**1-Does Not Meet Expectations** = Not Approved. This quality indicator must be revised and resubmitted because one or more essential component(s) of this indicator are missing.

| Quality Indicator   | Rating |
|---|--------|
| The description of the educational context and supporting literature establish that the focus of the study is on a significant problem in practice worthy of study.   |        |
| The problem statement, purpose statement, and research questions are clearly and logically related. The research questions are precise, addressing all variables.   |        |
| The Theoretical Framework for the study is consistent with the research questions and is explained with reference to the literature. The connection between the theoretical framework and the study is clearly articulated. |        |
| The Supporting Scholarship addresses all necessary aspects of the study.  |        |
| Methodology is completely and succinctly described. The chosen methodology, participant selection, data collection, and data analysis are appropriate for the research questions.   |        |
| The candidate presents and discusses the study in a professional manner, demonstrating an understanding of all aspects of the study.  |        |
| <b>Total</b>  |        |

## Guidelines for Writing the Qualifying Task Autoethnography

Using the methods of autoethnography and elements of transformative learning as described in GHED 700 Scholarship & Transformation: Introduction to Doctoral Studies, write a 10 page (approximate) autoethnography describing some aspect of your journey through the doctoral program. Autoethnographic methodology will be used to analyze data and draw conclusions about transformative learning experiences—personal, professional, and spiritual.

The autoethnography will include a description of the data used and methods of analysis. Criteria for evaluation include a proper use of autoethnographic methods, demonstrated understanding of transformational learning, honesty, insight, and critical reflection on program content and process. It is not necessary to prove that transformative learning has taken place.

The autoethnography should follow APA format guidelines for a journal article. The post-assignment autoethnography from GHED 700 can serve as a model for this document.

Following are the categories and “Meets Expectations” descriptors from the Autoethnography Rubric with additional explanation.

### Autoethnography Methods

Describes the application of autoethnographic methods, including: suitability, data collection, and data analysis.

- The autoethnography is not simply an essay or reflection piece. It is the report of autoethnographic research.
- Include in the Methods section a statement about the suitability of autoethnography for this type of research (with at least one citation), a description of the data used (e.g. assignments, personal notes, emails), and the analysis process.

### Transformative Learning

Demonstrates an understanding and application of transformative learning theory, including: conditions, steps, and outcomes.

- The narrative should articulate the presence (or absence) of the conditions that foster transformative learning, the steps/stages you experienced, and the outcome of the learning experience.
- For example, you may describe a disorienting dilemma you experienced and subsequent reflection and dialogue.

### Program Content

Is grounded in specific experiences in the program, including course content, assignments, or interactions with peers and instructors.

- One of the purposes of this task is to cause you to reflect on the content of your courses and meaningful interactions with others. For this reason, your autoethnography should refer to specific ideas, elements, or incidents.
- Given the nature of a doctoral program, the expectation is that most of these will refer to cognitive/intellectual experiences. However, values, priorities, and affective/spiritual components may be included as well.

### **Thoughtful Reflection**

Narrative is indicative of thoughtful reflection yielding insights into personal and professional growth.

- Transformative learning is by definition personal and voluntary. You are not required to prove that you had a transformative learning experience. If you did, use the theoretical framework of transformative learning theory to describe experiences in the program. If not, still use transformative learning as a theoretical framework, comparing and contrasting your experiences with transformative learning.
- Regardless of whether transformative learning occurred, your autoethnography should clearly be the product of systematic reflection on your experiences in the program.
- Include specific insights into yourself as an educator, the field of educational leadership, or related areas.

### **Written Expression**

Demonstrates scholarly writing at a doctoral level

- One purpose of this task to give you experience in writing for an educational journal or conference submission. Though the topic is personal, this is a piece of academic writing and should follow conventions of formality and expression.
- Follow APA format guidelines for a journal article.
- Include references regarding transformative learning and autoethnographic methods.

### **Discussion (with faculty)**

Demonstrates a thorough understanding of AE methods and confirms authentic self-reflection.

- This is not a presentation or defense of your autoethnography. Rather, it is a conversation about the autoethnography.
- Be prepared to discuss autoethnographic methods and transformative learning as applied in your study.
- Be prepared to discuss your experiences—e.g. why a given experience was significant.
- If revisions are required, they will be explained at this time.

### AUTOETHNOGRAPHY of TRANSFORMATIVE LEARNING RUBRIC

This assessment is based on the Guidelines for Writing the Qualifying Task Autoethnography. Refer to that document for more detailed descriptions of each element of the autoethnography.

Candidate \_\_\_\_\_

| 1<br>Does Not Meet<br>Expectations                              | 2<br>Emerging  | 3<br>Meets Expectations  | 4<br>Exceeds<br>Expectations   | Rating |
|---|--|--|--|--------|
| <b>Autoethnography Methods</b>                                  |  |  |  |        |
| Elements of autoethnographic method missing.                    | Superficial or incomplete description of autoethnography.                | Describes the application of autoethnographic methods, including: suitability, data collection, and data analysis.                     | [Level 3+] Uses a wide variety of data. Analysis is thorough and insightful. |        |
| <b>Transformative Learning</b>                                  |  |  |  |        |
| Elements of transformative learning theory missing.             | Superficial or incomplete description of transformative learning theory. | Demonstrates an understanding and application of transformative learning theory, including: conditions, steps, and outcomes.           | [Level 3+] Shows a personalized and in-depth understanding.                  |        |
| <b>Program Content</b>  |  |  |  |        |
| Fails to address specific experiences in the program.           | Superficial or incomplete description of program experiences.            | Is grounded in specific experiences in the program, including course content, assignments, or interactions with peers and instructors. | [Level 3+] Multiple examples of a wide variety of experiences.               |        |
| <b>Thoughtful Reflection</b>                                    |  |  |  |        |
| Lacking thoughtful reflection or insight.                       | Superficial or incomplete reflection yielding few insights.              | Narrative is indicative of thoughtful reflection yielding insights into personal and professional growth.                              | [Level 3+] Nuanced, perceptive, and well-articulated                         |        |
| <b>Written Expression</b>                                       |  |  |  |        |
| Errors in grammar, punctuation or format.                       | Lacking in clarity or organization.                                      | Demonstrates scholarly writing at a doctoral level   | [Level 3+] Vivid and engaging.   |        |
| <b>Discussion (with faculty)</b>                                |  |  |  |        |
| Fails to confirm authentic self-reflection or AE understanding. | Superficial understanding of AE methods or self-reflection.              | Demonstrates a thorough understanding of AE methods and confirms authentic self-reflection.  | [Level 3+] Articulate, enhances the written work.                            |        |
| <b>Total</b>  |  |  |  |        |

Pass / Fail \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

## Steps Toward Completing Your Dissertation/Capstone

| Course  | Dissertation Product  | Advisor/Committee Involvement  |
|---|---|--|
| GHED 700 Scholarship & Transformation: Introduction to Doctoral Studies | <ul style="list-style-type: none"> <li>Identify an educational context for action research and course assignments.</li> <li>Consider a potential problem in practice.</li> </ul>  | <ul style="list-style-type: none"> <li>Send educational context and problem in practice to advisor</li> </ul>  |
| GHED 603 Research I: Systematic Inquiry                                 | <ul style="list-style-type: none"> <li>Identify a problem in practice to research.</li> <li>Articulate research question/s.</li> <li>Choose a theoretical framework.</li> <li>Begin review of literature (10-15 references)</li> </ul>                            | <ul style="list-style-type: none"> <li>Enrollment with adviser in co-requisite .5 hr course</li> <li>Dissertation chair is determined upon completion of course</li> <li>Student schedules meeting with dissertation chair to discuss research question &amp; theoretical framework</li> <li>Student sends graded post-assignment to dissertation chair</li> </ul> |
| GHED 703 Research II: Educational Research Methods<br><br>Sem 2         | <ul style="list-style-type: none"> <li>Identify a methodology for the research.</li> <li>Continue to build review of literature (15-20 pages and at least 30 references)</li> <li>Post-assignment: Initial draft of dissertation proposal—Chapters 1-3</li> </ul> | <ul style="list-style-type: none"> <li>Enrollment with dissertation chair in co-requisite .5 hr course.</li> <li>Committee member(s) assigned upon completion of course</li> <li>Student submits post-assignment to dissertation chair as part of course grade.</li> <li>Student schedules appt with dissertation chair to discuss work plan</li> </ul>            |
| GHED 803 Research III: Program Evaluation<br><br>Sem 3                  | <ul style="list-style-type: none"> <li>Pre-assignment submitted with changes based on chair feedback from RII post-assignment</li> <li>Post-assignment—Chapters 1-3 with well-developed Chapter 3</li> </ul>  | <ul style="list-style-type: none"> <li>Committee provides feedback on Chapters 1-3 and makes specific recommendations for revisions as the pre-assignment for RIV.</li> <li>Student schedules appt with dissertation committee</li> </ul>  |
| GHED 903 Research IV: Capstone Seminar                                  | <ul style="list-style-type: none"> <li>Pre-assignment submitted with changes based on feedback from RIII post-assignment</li> <li>Enrollment in IRB course and completion of IRB application</li> <li>Three-minute thesis</li> </ul>                              | <ul style="list-style-type: none"> <li>Committee reviews Chapters 1-3. Approval for Defense of Proposal (Qualifying Task 1)</li> <li>❖ <b>IRB application submitted for approval upon successful defense of proposal</b></li> </ul>  |
| Core & Strand Coursework  | <ul style="list-style-type: none"> <li>Gain expertise in research methods and carry out elements of capstone research in the problem-based, action-research post-assignments.</li> </ul>  |  |
| GHED 905 Dissertation   | <ul style="list-style-type: none"> <li>Gather and analyze data.</li> </ul>  | <ul style="list-style-type: none"> <li>Guide data collection.</li> <li>Review chapters 4 and 5.</li> </ul>   |
| GHED 905 Dissertation Capstone  | <ul style="list-style-type: none"> <li>Revise and finalize</li> <li>Defend dissertation.</li> </ul>   | <ul style="list-style-type: none"> <li>Review and finalize Ch. 1-5</li> <li>Prepare for defense</li> </ul>   |



## Checklist for Dissertation APA Style & Format

Use this checklist to review the dissertation for correct APA style and format. Check *Yes* if the item is correct. Check *No* for errors or omissions and indicate the relevant page/s. Candidates are to make the needed revisions and submit the corrected document to the dissertation chair along with the original checklist. Chairs should use a blank checklist to review the corrected dissertation and request any further revisions before submission to the APA format reviewer.

Student \_\_\_\_\_ Title \_\_\_\_\_

| Yes | No | N/A |  | Page/s |
|-----|----|-----|--|--------|
|     |    |     | Formatting according to the Dissertation Template<br><a href="https://oru.libguides.com/c.php?g=928629&amp;p=6817021">https://oru.libguides.com/c.php?g=928629&amp;p=6817021</a> |        |
|     |    |     | Entire document has been analyzed by Grammarly and revised. Please show your Grammarly score before and after revisions.   |        |
|     |    |     | Font Times Roman 12 (except captions and notes on tables)  |        |
|     |    |     | Title page elements completeness, capitalization, spacing  |        |
|     |    |     | Signature page names, titles, spacing  |        |
|     |    |     | Copyright page position of text  |        |
|     |    |     | Abstract, title in caps, correct number of pages, date of degree   |        |
|     |    |     | Acknowledgements are appropriate, using proper titles, pagination  |        |
|     |    |     | Table of Contents, complete, correct names, correct page numbers   |        |
|     |    |     | Lists of tables and figures, complete, correct names, correct page numbers   |        |
|     |    |     | Double-space throughout (except for tables)  |        |
|     |    |     | Chapter titles, capitalization, spacing, no page numbers   |        |
|     |    |     | Pagination, correct position, sequence throughout  |        |
|     |    |     | Paragraph indents  |        |
|     |    |     | Level one headings are correct   |        |
|     |    |     | Level two headings are correct   |        |
|     |    |     | Level three headings are correct   |        |
|     |    |     | Level four headings are correct  |        |
|     |    |     | No widows, orphans at bottom of page   |        |
|     |    |     | Key terms may be italicized at first mention. Not italics in Definitions.  |        |
|     |    |     | Definitions of Key Terms for technical terms only. Include a reference.  |        |

|  |  |   |  |
|--|--|---|--|
|  |  | Tables are correct—italic title, lines, spacing, notes                              |  |
|  |  | Numbers in tables are aligned according to place value                              |  |
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|  |  | Paragraphs usually 3+ sentences in length   |  |
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