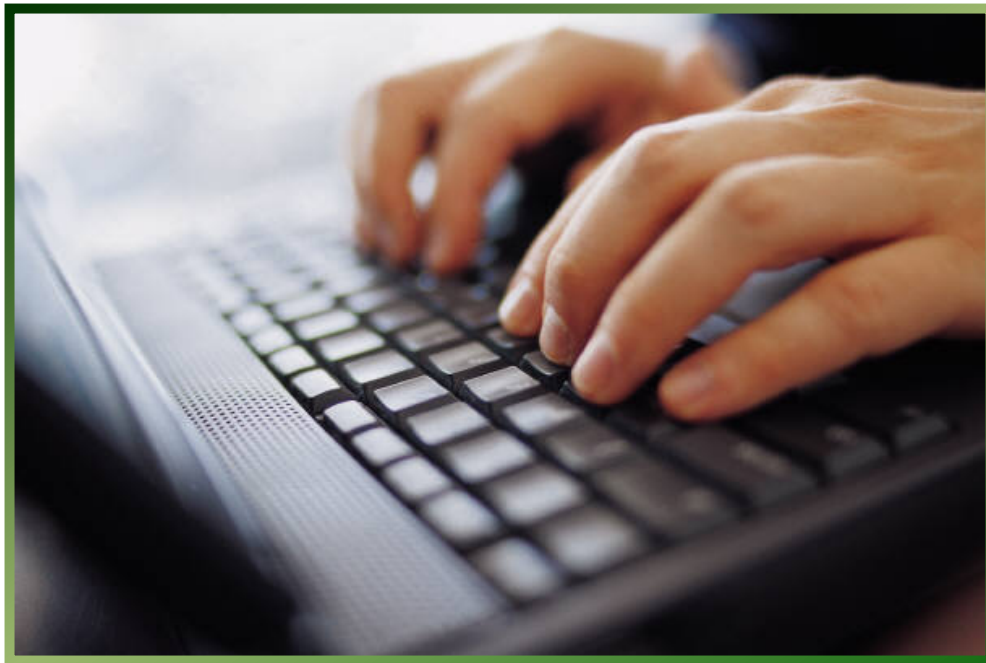


DOCTORAL RESEARCH GUIDE

*For Students and Doctoral Research Committees in
National Doctoral Programs
DR8801 – DR8804 Course Sequence*

**Planning, Conducting, and Writing
Doctoral Research at Argosy University**



College of Counseling, Psychology and Social Sciences

College of Education

Graduate School of Business and Management

Spring 2016

DOCTORAL RESEARCH GUIDE FOR NATIONAL PROGRAMS

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PREFACE

This guide is pertinent only to doctoral students who began their degree program Summer I 2014 or later and who are scheduled for the DR8801-A – DR8804-B course sequence. Doctoral students who (a) matriculated prior to May 8, 2014, (b) are scheduled for dissertation courses (D9001- D9004), or (c) are in degree programs or campuses other than listed below, should consult with your campus department chair for the appropriate guide. This guide is relevant only to national, non-licensure degree programs offered on the following campuses for student who began their degree coursework Summer I 2014 or thereafter.

College of Counseling, Psychology and Social Sciences		
Doctor of Education in Counseling Psychology		
Hawaii	Sarasota	Washington, DC
Online Programs		
Doctor of Education in Pastoral Community Counseling		
Atlanta	Denver	Online Programs
Dallas	Nashville	Sarasota
College of Education		
Doctor of Education in Curriculum and Instruction		
Atlanta	Sarasota	Phoenix
Tampa	Online Programs	
Doctor of Education in Higher and Postsecondary Education		
Atlanta	Nashville	Sarasota
Chicago	Online Programs	Schaumburg
Dallas	Orange County	Seattle
Denver	Phoenix	Tampa
Hawaii	Salt Lake City	Twin Cities
Inland Empire	San Diego	Washington, DC
Los Angeles	San Francisco Bay Area	
Doctor of Education in Teaching and Learning		
Chicago	Los Angeles	San Francisco Bay Area
Dallas	Nashville	Schaumburg
Denver	Orange County	Seattle
Hawaii	Salt Lake City	Twin Cities
Inland Empire	San Diego	Washington, DC
Graduate School of Business and Management		
Doctor of Business Administration		
Atlanta	Nashville	Sarasota
Chicago	Online Programs	Schaumburg
Dallas	Orange County	Seattle
Denver	Phoenix	Tampa
Hawaii	Salt Lake City	Twin Cities
Inland Empire	San Diego	Washington, DC
Los Angeles	San Francisco Bay Area	
Doctor of Education in Organizational Leadership		
Atlanta	Nashville	Sarasota
Chicago	Online Programs	Schaumburg
Dallas	Orange County	Seattle
Denver	Phoenix	Tampa
Hawaii	Salt Lake City	Twin Cities
Inland Empire	San Diego	Washington, DC
Los Angeles	San Francisco Bay Area	

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OVERVIEW: GUIDE TO DOCTORAL RESEARCH

Doctoral candidates of Argosy University will produce a scholarly written record of an original doctoral research investigation submitted in support of candidacy for a degree. Doctoral research is the culmination of the student's academic study at Argosy University and reflects the highest levels of intellectual rigor and quality in higher education.

Purpose and Organization of the Doctoral Research Guide

The doctoral research guide provides doctoral students, chairs, and their research committee a foundation for their work together. This guide is designed to assist doctoral students and their committees with decisions regarding the various steps for completing doctoral research. Authority for decisions regarding doctoral research resides with the doctoral research chair and, ultimately, the campus department chair.

This guide is organized into five main sections. The first section provides a general overview of doctoral research. The second, third, and fourth sections address the committee structure, process, and components, and are much more specific, including descriptions of the various sections of doctoral research. The final section focuses on writing and formatting issues.

The success of students in the doctoral research process is determined, in part, by the extent to which students use: (a) this guide, (b) other resources available, (c) the input of their committee, and (d) their own abilities, skills, and motivation. Argosy University has prepared this guide to assist students in this very important journey.

Description of Doctoral Research

Most Argosy University (AU) doctoral students are learning skills of scholarly inquiry and are focused on practitioner careers; thus, most AU students will complete applied research (see [Appendix A - G](#) for examples of applied research topics). Other students will conduct traditional dissertation research. Differences are described below.

Applied Research focuses on a specific problem, phenomenon, or contextual topic with the goal of action and resolution. The major outcome of applied research is a product or process that solves problems of practice. Using the scientific method, analysis consists of before and after comparisons that allow the researcher to draw conclusions and make recommendations that are useful to practitioners in the field or discipline. The applied solution is relevant to a specific setting and population, justifying the importance of the intervention for a particular audience.

Traditional Research (i.e., dissertation research) creates or extends a theory with the goal of testing or expanding the applications or previous conclusions of the theory. The major outcome of traditional research is to contribute to the field conceptually by identifying gaps in the discipline, which frame the contribution of the work. Traditional research is written to add to the body of knowledge.

Refer to [Appendix H](#) for a side-by-side comparison of applied research to traditional research.

Doctoral research is a major undertaking. Students may expect research-related expenses, such as (a) postage, (b) printing, (c) costs associated with use of test instruments or surveys, (d) purchase of specific software packages (e.g., Excel, SPSS, NVivo), (e) service of research assistants, (f) professional copy editing services, and (g) statistical assistance.

Depending on the research topic, the purpose, the methods, and phenomenon being investigated, doctoral research may vary in structure and components. Doctoral research products typically include the following components:

1. introduction of the research topic, with an explanation of why the topic was chosen for study;
2. discussion of relevant literature and information sources, specifically identifying how this information relates to the problem, intervention, or research question;
3. specific discussion of information sources focusing on similar contexts to establish the importance of the doctoral research for particular audiences, address shortcomings and advantages, and provide justification and/or background for the research project;
4. description of how the research has been designed and the rationale for the research methods;
5. presentation of the findings, analysis of the findings in the context of the literature/information source review;
6. conclusions and recommendations.

The doctoral research study is developed in phases over time as part of the doctoral research courses. The primary phases are listed below.

Phase I

- Students are assigned a doctoral research chair who facilitates the doctoral research process.
- Students select a research topic and form a preliminary plan, subject to approval by the doctoral research chair. (See [Appendix P](#) for the preliminary plan form.) Upon approval, students complete a review of the literature or information sources to determine the research that exists on the topic, define the gap, or narrow the problem to be investigated.
- Following the review of the literature/information sources, students revisit the preliminary plan, expanding it into a prospectus that includes the proposed approaches for conducting the study, allowing for revision or refinement of the topic after more familiarity with the existing research and sources. (See [Appendix R](#) [ADR-4] for a Prospectus example/template.)

Phase II

After the prospectus is approved by the doctoral research committee, students work with their committee to develop and defend a proposal. (See [Appendix R](#) for a format example/template of the Proposal for Applied Research [ADR-5] or Dissertation [ADR-6] research.)

- Students become familiar with the Institutional Review Board (IRB) approval process and timeline. See the IRB handbook for details of the process. (The IRB handbook is included in the doctoral research course and also on the Campus Common)
- Students must attain written approval from the organization/institution where the study is to be conducted. Approval from the organization may include a separate application and/or review process.
- The IRB application is submitted for approval.

Phase III

- Once approved by the IRB, and following a successful proposal defense, candidates conduct the study or apply the intervention.
- Findings of the study are analyzed, interpreted and documented to include conclusions and recommendations that can be made from the results of the study.
- Following a successful final defense, candidates should expect the doctoral research document to undergo revisions, per the committee's suggestions.
- The final copy of the revised doctoral research is then edited and submitted to the campus department chair as record of successful completion. (See [Appendix R](#) for a format example/template of a final Applied Research [ADR-7] document or Dissertation [ADR-8] research document.)
- A digital copy of the final doctoral research is submitted for inclusion in the University's doctoral research archive database. The doctoral research should be submitted as a pdf, unless other arrangements are made with the University Library. Inquiries or submissions should be made to: AUDoctoralResearch@argosy.edu

The doctoral research committee and campus department chair are the final arbiters of whether candidates have successfully completed the doctoral research requirements at Argosy University. The selection of, and working relationship with, the doctoral research committee is crucial to the successful outcome of the doctoral research process.

The Doctoral Research Calendar

The doctoral research study is designed to take four semesters, although each semester is broken into two distinct sessions. The study is completed as part of doctoral research courses (DR8801-A – DR8804-B) that are interspersed within the course sequence of each degree program. See [Appendix I – O](#) for the schedule of doctoral research courses within the

coursework for each discipline.

In rare circumstances, completion of the doctoral research study may take longer. The doctoral research must be completed within the 7-year time limit from which the student started coursework at Argosy University. (The start date may be adjusted if the student was on an approved leave of absence during the program of study.)

The Doctoral Research Courses

Students in Argosy University's doctoral degree programs must successfully complete 12-semester credit hours of doctoral research courses to graduate. The 12 credits are completed in a series of four courses, broken into two parts (A & B) for a total of eight 7.5 week terms. Each part of the course (part A and part B) is worth 1.5 credit hours. Additionally, students are supported in their doctoral research work at two required residencies scheduled as part of the W7000 and R7035 courses.

Framework of Course Requirements

The framework of the doctoral research courses and learner outcomes is summarized as follows:

DR8801-A	Preliminary plan, begin Review of the Literature or Information Sources
DR8801-B	Complete Review of the Literature or Information Sources, CITI Training
DR8802-A	Prospectus, Introduction to the doctoral research study
DR8802-B	Description of the Methods or Procedures to be used, IRB submission
DR8803-A	Proposal defense, IRB certification, begin data collection/intervention
DR8803-B	Complete data collection/intervention, analysis, summary
DR8804-A	Conclusions and Recommendations, prepare for final defense
DR8804-B	Final document, final defense, final editing and approval

Course Descriptions

DR8801-A Doctoral Research I - A (7.5 weeks, 1.5 credit hours)

This course guides students in initial stages of original doctoral applied or dissertation research. Students define a topic and submit a preliminary plan for approval. Students begin researching the background of the selected topic area, critically evaluating prior research, and conducting a review of literature and/or information sources related to the proposed research topic. *Prerequisite(s)*: Successful completion of: core courses tested by the DQE, R7001, R7035, and R7035R (Residency II); passing score on the DQE.

DR8801-B Doctoral Research I - B (7.5 weeks, 1.5 credit hours)

This course guides students in initial stages of original doctoral applied or dissertation research. Students complete a review of the literature or information sources relevant to the

background of the approved topic. The review of the literature or information sources should critically evaluate prior research and valid information sources relevant to the proposed research topic. *Prerequisite(s)*: DR8801-A.

DR8802-A – Doctoral Research II - A (7.5 weeks, 1.5 credit hours)

This course guides students in the preparation of completing original doctoral research. Students complete an introduction to their doctoral research that identifies research questions, hypotheses, and/or problem statements and identifies the importance of the research. *Prerequisite(s)*: DR8801-B.

DR8802-B – Doctoral Research II - B (7.5 weeks, 1.5 credit hours)

This course guides students in the preparation of completing original doctoral research. Students submit the design of their doctoral research, describing the proposed processes and methods for analysis. Students complete and submit an IRB application. *Prerequisite(s)*: DR8802-A

DR8803-A – Doctoral Research III - A (7.5 weeks, 1.5 credit hours)

This course guides students in the implementation of original doctoral applied or dissertation research. Students successfully defend the proposal and earn IRB approval. Candidates begin to conduct the study or apply the intervention/solution. *Prerequisite(s)*: DR8802-B.

DR8803-B – Doctoral Research III - B (7.5 weeks, 1.5 credit hours)

This course guides students in the implementation of original doctoral applied or dissertation research. Candidates complete the intervention or data collection activities and conduct data analysis. Candidates interpret and summarize the findings/results of their study. *Prerequisite(s)*: DR8803-A.

DR8804-A – Doctoral Research IV - A (7.5 weeks, 1.5 credit hours)

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates draw conclusions, infer implications, and make recommendations based on results of the study. *Prerequisite(s)*: DR8803-B

DR8804-B – Doctoral Research IV - B (7.5 weeks, 1.5 credit hours)

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates compile all sections of the research study into one research document and orally defend their final doctoral research study. Following a successful defense, candidates complete any revisions recommended by their committee and submit the doctoral research document for final editing and approval. *Prerequisite(s)*: DR8804-A; all program coursework.

Learner Outcomes

The learner outcomes for each doctoral research course define the specific deliverables

associated with each course. Each doctoral research course (parts A and B) has a master syllabus and course shell facilitated by the research chair. Students submit assignments associated with the various components of doctoral research. These assignments aggregate over the eight doctoral research terms to become the completed doctoral research document. Each doctoral research course (DR8801-A – DR8804-B) includes specific weekly deliverables that must be successfully completed before students proceed to the next doctoral research course.

DR8801-A – Doctoral Research I - A

1. Define a doctoral research topic that addresses an issue, concept, problem, course of action, or question relevant to the program outcomes and profession.
2. Develop a preliminary plan for the proposed research.
3. Receive approval of the plan from the research chair.
4. Begin a review of the literature or information sources.
 - a. Research the background of the selected topic area so that findings can be evaluated in the context of the wider body of knowledge and practice.
 - b. Critically evaluate prior research and/or interventions that serve as a foundation for the proposed doctoral research.
 - c. Begin writing a literature review or review of the information sources related to the proposed doctoral research.

DR8801-B – Doctoral Research I - B

1. Complete the review of the literature or information sources.
 - a. Research the background of the selected topic area so that findings can be evaluated in the context of the wider body of knowledge and practice.
 - b. Critically evaluate prior research and/or interventions that serve as a foundation for the proposed doctoral research.
 - c. Begin writing a literature review or review of the information sources related to the proposed doctoral research.
2. Complete CITI Web-Based Training

DR8802-A – Doctoral Research II - A

1. Expand the preliminary plan into a prospectus that details the plan for the research.
2. Develop the introduction to the doctoral research, including:
 - a. concise overview (introduction) of the issue, concept, problem, course of

action, or question to be addressed.

- b. the problem background which clearly delineates the problem so as to justify further investigation or seek an applied solution.
- c. the purpose/intention of the proposed doctoral research.
- d. the research questions, hypotheses, or problem statements to be investigated.
- e. key terms and operational definitions (when applicable).
- f. rationale for the importance of the study

DR8802-B – Doctoral Research II - B

1. Describe in detail the design of the doctoral research including the:
 - a. research design or proposed process/methods for discovering solutions or applications to the problem
 - b. sample, target population, or setting.
 - c. data to be collected and the method of data collection, including any instruments.
 - d. methodological assumptions of the research design, the limitations and delimitations of the research
 - e. methodologies or processes involved in the application to solve the problem (qualitative, quantitative, mixed).
2. Obtain written approval of the institution/organization where the doctoral research is to be conducted.
3. Prepare and submit the IRB application.

DR8803-A – Doctoral Research III - A

1. Prepare for the proposal defense.
2. Successfully defend the proposal.
3. Revise IRB application (as needed) to earn certification.
4. Begin to collect data or implement the intervention/applied solution (if appropriate for the doctoral research).

DR8803-B – Doctoral Research III - B

1. Complete data collection or implementation of the intervention/applied solution (if appropriate for the doctoral research).
2. Complete data analysis.
3. Interpret and summarize the findings of the data or intervention.

DR8804-A – Doctoral Research IV - A

1. Draw conclusions based on results.
2. Summarize and discuss conclusions, implications, and recommendations.
3. Complete the final doctoral research document according to the doctoral research guide, including abstract, appendices, reference list, acknowledgments (optional), dedication (optional), and table of contents.
4. Prepare for the final oral defense.

DR8804-B – Doctoral Research IV - B

1. Complete the final doctoral research document according to the doctoral research guide, including abstract, appendices, reference list, acknowledgments (optional), dedication (optional), and table of contents.
2. Successfully defend the doctoral research.
3. Revise the document, per the recommendations of the research committee.
4. Submit the document for the final editing process.
5. Submit the final version for approval by the research committee.

Doctoral Research Grading

Grades for Doctoral Research (DR) courses are submitted at the end of the 7.5-week session. The following grades may be earned:

- PR - A Progressing (PR) grade is earned when a student has completed all objectives of the doctoral research course. A “PR” grade indicates that progress is being made toward completion of the doctoral research.
- I - At the doctoral research chair’s discretion, a grade of Incomplete (I) may be awarded to a student who has completed at least 67% of the course requirements, including attendance, and has a reasonable likelihood of successfully completing the remaining

course requirements within 10 days after the end of the course. Students must be passing the portion of the course completed to be eligible for either the “I” or “IP” grade. A grade of “I” completed in a timely manner is changed to a “PR” grade once it is submitted by the research chair, allowing the student to proceed to the next doctoral research course. The grade Incomplete “I” will be calculated as a grade of “F” until the permanent grade is assigned. The course will be included as credit hours attempted but not credit hours earned.

- IP - A student who, because of medical or other serious factors, cannot reasonably complete the coursework within the ten day timeframe may receive an “IP” (Incomplete Progressing) with approval of the doctoral research chair. Students seeking a grade of “IP” must develop a contract that stipulates the requirements for completing the course. The contract will include the length of time for completion and the consequences for failure to complete the requirements. Requirements for the “IP” grade must usually be fulfilled within 7.5 weeks or by the contract completion date specified by the research chair. The grade of “IP” will automatically be changed to an “NC” if the “IP” contract is not completed in the time frame required. A grade of “IP” completed in a timely manner is changed to a “PR” grade once it is submitted by the chair. The grade of “IP” will be calculated as a grade of “F” until the permanent grade is assigned. The course will be included as credit hours attempted but not credit hours earned.
- NC - A grade of No Credit (NC) is earned when the student has completed less than 67% of the course objectives. A grade of “NC” represents a failing grade but is not included in computing grade point average. The grade of NC is included in computing the incremental completion rate. Students who earn a grade of “NC” must repeat the doctoral research course.
- W - Students who fail to meet attendance requirements of a doctoral research course are withdrawn from the course. Students who are withdrawn before 67% of the academic session has elapsed receive a “W” on their transcripts. The “W” represents a failed attempt, and the student must repeat the doctoral research course.
- WF - Students who fail to meet attendance requirements of a doctoral research course are withdrawn from the course. Students who are withdrawn after 67% of the academic session has elapsed receive a “WF” on their transcripts. The “WF” represents a failed attempt, and the student must repeat the doctoral research course.
- CR - All PR grades of doctoral research courses are converted to credit (CR) grades once all doctoral research course requirements are complete and all final approvals are received. A “CR” grade represents a passing grade. It is not included in computing a grade point average, although it is included in computing both the incremental completion rate and maximum allowable timeframe.

Attendance Requirements

Doctoral research students are required to post to the designated discussion area of their doctoral

research course each week to meet attendance requirements.

The attendance policy is a separate requirement from assignment due dates and classroom participation requirements. Students may be actively engaged in other academic activities with their doctoral research chair or committee, including personal meetings, teleconferences, email correspondence, and/or submission of work. Such academic activities help fulfill participation requirements of the doctoral research course, but do not fulfill attendance requirements. Attendance requirements can only be met by posting to the designated discussion area of the doctoral research course each week.

Students who fail to post to the designated discussion area within the first seven days of the course, or who miss two consecutive weeks of posting, are dropped from the course.

These requirements are the minimum to maintain enrollment in the doctoral research courses.

Continuous Enrollment

Doctoral students are required to maintain continuous enrollment each term throughout their course of study until all degree program requirements are met.

Enrollment in any part of an academic semester satisfies this requirement (i.e., enrollment in a single 7.5-week session). Students who need time off must request temporary withdrawal from Argosy University, per the policies outlined in the current catalog.

THE DOCTORAL RESEARCH COMMITTEE

The doctoral research process is guided by a chair and one committee member. The chair and committee member are selected for their content, methodological, and analytical expertise. They provide guidance throughout the doctoral research process and offer content and methodology support. Additionally, the chair and committee member must hold an earned, research-based doctoral degree. An official transcript reflecting the terminal degree earned by each committee member must be on file with the university.

The doctoral research committee shares responsibility of supervising the doctoral research investigation, serving as the expert support structure in content and methodology and providing guidance to the candidate throughout the process. Each doctoral research (DR) course is facilitated by the doctoral research chair who closely collaborates with the committee member. Together, they provide the needed expertise and a checks-and-balance system to ensure that students conduct research that is thoughtfully designed, appropriately investigated, and results in a well-written, quality product.

Typically, students remain with the doctoral research committee throughout all eight terms of doctoral research courses. In rare occasions, a change in the committee chair or member may be necessary or warranted. Students may request a change should a problem occur and the student finds the situation to be irresolvable. Changing the committee composition should be considered very carefully as it may result in additional time and cost for the student. In cases where the campus department chair agrees to a change in the committee composition, the student must submit previously approved work to the new committee for approval.

Assignment of Doctoral Research Committee

To optimize the scheduling of the doctoral research committee and courses, the department chair at the campus oversees the assignment of students to specific chairs and committee members, matching the students' research interests with the subject expertise and methodological expertise of the committee.

- Assignment of students to chairs occurs following students' completion of R7035/R7035R (Residency II) and prior to their enrollment in DR8801-A.
- The campus department chair maintains a lists of potential research chairs and members, their expertise, workload, and availability; works with the registrar's office on the scheduling of doctoral research course sections; communicates with students regarding their research interests, methodology, committee requests, and assignments.

Student and Committee Responsibilities

The doctoral research is the product of the student, but the process should be a collaborative effort involving the student and the doctoral research committee. The student's fundamental responsibilities and the doctoral research committee's supporting responsibilities are outlined below.

Responsibilities of the Student

The student's responsibility in the doctoral research process includes the following:

1. Propose a viable study.
2. Manage the doctoral research process, including initiation of and continuation of communication with the committee.
3. Submit deliverables to course dropboxes as required by each doctoral research course.
4. Meet the deadlines included in the proposed timeline.
5. Conduct carefully planned, ethical, and well-documented doctoral research.
6. Incorporate the advice, revisions, and suggestions from the committee.
7. Deliver a well-written, error-free, professionally composed and edited final draft of the prospectus, proposal, and doctoral research that meet the content and quality standards of the university.

The student is responsible for keeping the doctoral research committee informed of all the developments as the research study is conceptualized, designed, and conducted, and the doctoral research document is written. Although securing additional assistance from resources outside of those found at Argosy University is permissible, the student must keep the committee fully informed when this is a consideration and when it occurs. A student may consult with a statistician, a professional APA editor, or methodologist, but in no case should any person other than the candidate conduct the work of the doctoral research.

In the event that the student is experiencing or anticipating factors that affect the progress of the doctoral research, the student must communicate with the chair to report on progress and obtain advice, service, or assistance. If significant modifications need to be made to the timeline, the student must seek approval from the committee.

Responsibilities of the Committee

The doctoral research committee serves as the expert support structure in content and analysis and provides guidance throughout the process. Students must consider, and may adopt, suggestions from the committee. The committee is responsible for working with the student and each other in a collegial and professional manner.

If a conflict exists between the student and the committee or between the chair and member, then the campus department chair serves as the arbitrator.

THE DOCTORAL RESEARCH PROCESS

Selection of a Doctoral Research Topic

Students often select doctoral research topics based on professional activities, career experience, or academic interests. Students are encouraged to consider their topics early in their academic programs at Argosy University and may consult with their department chair, any Argosy University faculty member(s), or other outside scholars at any time regarding potential doctoral research topics. The topic must be selected with the goal of contributing to (a) the body of knowledge in the discipline, (b) the mission and goals of particular organizations, and/or (c) individual careers.

In selecting a topic, students may also wish to keep in mind the relevance of their question to their profession, as well as the potential for publication or presentation to professional audiences. Doctoral research topics are selected and approved in close cooperation with each individual student's faculty, doctoral research chair, and department chair.

During the topic selection process, students should keep three primary things in mind. First, the topic needs to be of sufficient interest to them in order to sustain their efforts to produce the best possible product. Second, the topic should be narrow enough to allow students to become experts in the topic or field that is selected and the research to be accomplished according to the doctoral research calendar. Finally, the topic and research study should be related to the chosen program of study and contribute to the content base of the profession or goals of the organization selected for the research.

The Preliminary Plan

Students begin gathering research and forming potential research topics in W7000, residencies, and research courses. In the first doctoral research course, DR8801-A, students will submit a preliminary plan (Form A1; See [Appendix P](#)) identifying their research interests and proposed plan for investigation. Upon approval of the doctoral research committee, students begin a review of the literature or information sources to gather information on prior research and interventions that have been documented on the topic, sufficient to inform the student about what is, and is not, known about the topic.

The Prospectus

The research ideas for the prospectus begin in W7000 and are further developed in residency, the research classes, and then finalized in DR8802-A. The prospectus is an expansion of the preliminary plan, outlining the proposed investigation in a paper no longer than 15 pages. It should clearly describe the student's proposed research to other students, the doctoral research committee, and the campus department chair. It is evaluated on the merits of whether the student is presenting a viable topic, worthy of doctoral research. (See [Appendix R](#) [ADR-4] for an example/template for the Prospectus.)

The components of the prospectus should include:

1. a title page and table of contents;
2. the problem to be addressed, the significance of the problem, the purpose of the proposed study;
3. an initial review of the literature or information sources related to the selected research topic;
4. an initial set of research question(s), hypotheses, and/or problem statements (as appropriate);
5. the anticipated research methods or procedures which may include:
 - a. the population and sample, or the setting of the intervention;
 - b. measures (instruments) and/or process for applying the intervention;
6. a description of the statistical or qualitative analysis to be used to assess the results;
7. a reference list.

The Doctoral Research Proposal

A project with the scope of doctoral research requires detailed planning. The proposal serves as a test of the feasibility of the proposed doctoral research investigation. The proposal must clearly convey the goals and the relevance of the research. The proposal contains the (a) introduction to the doctoral research; (b) the review of the literature or information sources; (c) the proposed methodology or procedures; (d) the application, intervention or collection of data; and (e) the analysis of the data or applied solution. While these components are not considered complete at this point, they must contain enough information for the research committee to fully support and commit to the student's study.

The proposal begins with the signature sheet page followed by the proposal's Table of Contents and the major components. The proposal concludes with a reference list that identifies all of the sources cited in the proposal. Also included are any necessary appendices of essential material for the research committee to consider in the proposal defense. These materials may include copies of testing instruments, workshop manuals, interview protocols, consent forms, approval letters, permission documents, or other materials created specifically for this doctoral research. (See [Appendix R](#) for a format example/template of the Proposal for Applied Research [ADR-5] or Dissertation [ADR-6] research.)

The Proposal Defense

Prior to the proposal defense, students submit the proposal to the course dropbox as required by the course syllabus. The proposal is submitted to *Turnitin*[®] automatically through the dropbox, and the doctoral research chair reviews the originality report. The research chair also reviews the proposal and provides preliminary feedback. A successful evaluation triggers the scheduling of the proposal defense.

The proposal defense is moderated by the research chair and attended by the student and the committee member. The proposal defense is open to the public, unless the student provides a compelling reason for an exception.

At the proposal defense, the student presents a brief overview of his or her project and responds to a variety of questions from the research committee members to demonstrate mastery of the proposed study and the related literature or information sources that support it. The student will also be asked to explain the doctoral research methodology or procedures and plans for the implementation and analysis of the research. Students are expected to answer questions posed by the research committee, such as:

1. How does the design clearly relate to the purpose of the study or intervention?
2. How does the design adequately address the research questions, hypotheses, or problem statements?
3. What are the data sources? Are they useful, reliable, and sufficient?
4. How is the design feasible within the stated limitations and delimitations and the established timeframe?
5. Is a realistic timeline established?
6. Though the IRB has the final say on this aspect of doctoral research, how does the design attend to the protection of human subjects?
7. Is the sample or setting clearly defined?
8. How are the methods or procedures appropriate for the research design, questions, applications or interventions, research hypotheses, or other key aspects of the study?
9. What steps have been taken to ensure that this is the most appropriate design for the study and the subject area?
10. How does the study contribute to informed practice/literature in the field/student's career?
11. What alternative plans have been developed, should problems arise in various areas of the research?

The research committee may also:

1. relay any concerns, including project scope, demonstrated writing competency, data collection, application of the proposed solution, proposed methodology and analysis, and other issues.
2. suggest additions that may be required or omissions that need to be reviewed.
3. set a date for revision to be completed and the proposal returned to the doctoral research chair.

4. verify that permissions have been requested when appropriate and ask the student to ensure all permissions have been obtained.

The proposal defense is a critical stage in the doctoral research process, as it provides an opportunity to discuss issues that require clarification or decisions that need to be supported. The student is expected to demonstrate a mastery of the proposed study or intervention and the related literature and information sources that support it. Following the proposal defense, students receive narrative feedback from their research chair explaining the decision.

The proposal evaluation is an important component of the doctoral research courses. Proposal acceptance by the doctoral research committee is a prerequisite to continuing in the doctoral research process. Minor editorial revisions may be approved by the research committee. Substantive additional work requires rescheduling of a proposal defense. Following a successful proposal defense, students are considered “candidates” for the doctoral degree.

Subsequent to a successful proposal defense, the candidate submits a copy of the approved proposal to the doctoral research committee for signatures. The research chair submits all proposal documentation to the department chair.

Approval from Internal Agencies

Prior to completing the IRB application, the student must obtain the necessary approvals from the agencies where the research is to be conducted.

Cross-campus Cooperative Research

In cases where cross-campus research is requested (more than two campuses), the application must be filed with Argosy’s national IRB. The national IRB chair convenes a subcommittee of the full national IRB for review of the application. For national requests at the full level, a quorum of the members of the national IRB reviews the application at their next regularly scheduled meeting. When there are only two campuses involved, the following procedure should be employed:

- The Chief Academic Officer (CAO) and, if required, the director of HR of the host campus provides a permission letter for the research.
- The CAO and, if required, the director of HR from the second campus provides a permission letter allowing the research to take place on their campus. The CAO sends this letter to the principal investigator, and doctoral research chair.
- The principal investigator includes CAO’s permission as an appendix in the original application or as an amendment if the principal investigator is seeking to expand the participant pool from the original campus.

Research Conducted with Argosy University Subjects at the National Level

In cases where the request is to conduct research at the national level, the principal investigator files an application with the chair of Argosy's national IRB, and the national IRB reviews the materials, certifying where possible.

Permissions required. At the national level, if a principal investigator seeks to use Argosy students, class practices, or related educational materials, permission must be obtained from the university's Vice Chancellor for Academic Affairs (VCAA). If a principal investigator seeks to use Argosy employees or business practices at the national level as part of a study, permission must be obtained from the university's Vice President for Human Resources (VPHR) in consultation with the university's VCAA. In the principal investigator's request for permission, the principal investigator must explain in detail the purpose and procedures of the study and what is being requested from the university. The VCAA or VPHR then either approves or denies the request in writing. National applications that do not contain the needed written permissions are denied.

Please note that Office for Human Research Protections (OHRP) cautions against research using "participant pools of convenience," and requests to use Argosy's students, staff, educational or business practices, or faculty as research participants are only approved when the research provides a specific benefit to those being studied. Internal research conducted by Argosy at the national or local levels for purposes of program review, departmental assessment and university accreditation do not require IRB review, as these practices do not fall under the definition of research as per this handbook.

Argosy research at the campus level. The same criteria, as mentioned in the previous section, applies to research conducted at the campus level; however, the principal investigator must secure written permission from the CAO of the campus and, when required, the director of HR to conduct the study. Again, requests to use Argosy's students, staff, educational or business practices, or faculty as research participants are only approved when the research provides a specific benefit to those being studied.

Approval from Outside Agencies

Before applying for IRB certification from Argosy, students must first attain written approval from the organization/institution where the study is to be conducted. Students should seek to become thoroughly familiar with the identified organization's approval process, keeping in mind the following.

- Prior to submitting an IRB application to Argosy University, students must secure written approval to conduct research within the organization. (A copy of the approval must be attached to the IRB application.)
- Approval from the organization must come from the person with authority to grant permission to conduct research. In some instances, approval must be attained from multiple levels (e.g., school district approval and school approval).

- If the study is to be conducted at an institution of higher learning, students may be required to secure IRB certification from the college or university where the study will be conducted, as well as from Argosy.
- Many organizations have their own application and review processes in place for those who wish to conduct research. Some have infrequent review periods. Students should learn the organization's deadlines, share this with their chair, and plan accordingly.
- If the study focuses on international organizations, ample lead time should be built into the process to allow for the securing of all required permissions.

Submission to the Institutional Review Board

After approval of the methodology or procedures, students prepare the IRB application with guidance from the doctoral research chair. Prior to submitting the IRB application, all students must have completed the Collaborative Institutional Training Initiative (CITI) and have a certificate of completion on record with Argosy University. Students should complete the CITI training and submit the IRB application in a timely manner to keep the doctoral research process on schedule.

A copy of the IRB forms and procedures are available in the IRB Manual. Depending on the nature of the doctoral research, students request an exempt, an expedited, or a full review by the IRB, and an IRB representative determines the appropriate course of action.

Once IRB certification is obtained, no substantial deviations from the approved research methodology or procedures may occur. If such deviations are determined to be necessary, the proposal must be revised and approved by the research chair before resubmission of the IRB application to the IRB.

Students may *not* collect any data prior to receipt of IRB approval. *All students* must submit the IRB's application packet, even those who are doing theoretical papers or doing research entirely from archival sources (see the IRB Handbook and forms in the doctoral research courses as well as on the Campus Common).

Timing of IRB Application Versus Proposal Defense

Either IRB certification or the proposal defense may occur first. Students may not proceed with the study until **both** are approved. Ideally, a successful proposal defense and IRB certification occur almost simultaneously, allowing the candidate to execute the proposal without delay. This most often transpires when a well-prepared IRB application is submitted at the appropriate time within the proposal stage, prior to the proposal defense. For example, upon consultation with the doctoral research chair, it is generally advisable for students to:

1. Submit the request for approval from the outside agency as soon as the committee has agreed to the student's proposed methodology or procedures (i.e., approval of chapter three), although minor revisions or edits may still be underway.

2. Submit the IRB application upon receipt of approval from the outside agency. The student may still be completing minor refinements or edits to the proposal, although no significant changes are expected at this point.

When the student has finalized the proposal and the committee believes it is ready for execution, the chair schedules the proposal defense. This may occur before or after IRB submission or certification, depending on the student's study, readiness, and the approval process of the outside agency where the study will be conducted.

The proposal defense provides an opportunity to further discuss the details of the proposed research. In rare cases, an issue may arise in the defense that justifies a change in the methodology/procedures or alteration of the original IRB certification, if the proposal has already been approved. In such instances, the candidate submits an Amendment to Original IRB Certification form to propose the necessary changes; however, this should be a rare event, since the committee and student agree to the research proposal and methods prior to the defense and submission of the IRB application.

With astute consideration of time management at this critical juncture of the research proposal, the student can defend the proposal and earn IRB certification with little or no waiting on one or the other, understanding that **both** are necessary before executing the study.

Conducting and Documenting the Research

After the successful defense of the proposal and receipt of IRB certification, candidates implement the research as designed. The nature of the research question, application or intervention, and chosen analysis or methodology determines the timeframe necessary for completion of data collection. Candidates should anticipate unexpected delays associated with research projects and plan carefully, including contingency plans.

Throughout the data collection process, candidates should be writing and revising the sections of the doctoral research draft. The frequency with which research committee reviews section drafts varies, depending on the topic and preferences of the candidates and the committee. Candidates should expect to prepare multiple drafts of each section, based on the research findings and the feedback provided.

Prior to requesting a final oral defense, candidates should prepare and submit a complete doctoral research document draft as required in DR8004-B. In advance of the oral defense, the research chair must review and approve of the candidate's *Turnitin*® originality report, which is generated automatically when submitting draft to the course dropbox. (See [Appendix R](#) for a format example/template of a final Applied Research [ADR-7] document or Dissertation [ADR-8] research document.)

The Doctoral Research Final Oral Defense

After candidates respond to all research committee members' concerns in the doctoral research document draft, candidates request scheduling of the oral defense. If the research committee

approves the scheduling, a mutually acceptable date with at least two weeks' notice is selected. The defense is open to the public, and the campus community is notified.

The final oral defense of the doctoral research is a formal proceeding and should be approached with the seriousness and dignity of the culminating event of the doctoral program. The doctoral research chair sets the protocol at the beginning of the defense and moderates both the presentation of the research and the questions following.

At the final oral defense, candidates present the doctoral research in its entirety. During the defense, candidates present the key points, which include:

1. the conceptualization, nature, and purpose of the doctoral research study
2. a brief review of the literature or information sources
3. the application, intervention, or methodology used
4. the data collection and analysis
5. the interpretation of the results
6. the summary, conclusions, implications, and recommendations

The candidate is responsible for knowing and responding to any aspect of the research and is answerable to the committee for the procedures, accuracy, interpretation, and integrity of the results and conclusions. Questions may relate directly to the research or evaluation conducted, theoretical probing, and the broader application of the research conducted.

Following the defense, the candidate and audience are excused, and the research committee confers before announcing the results of the defense. Doctoral research studies are assessed using evaluation criteria appropriate to the nature and purpose of the doctoral research, and when the doctoral research committee reaches one of the following conclusions:

1. **Pass:** The research committee approves the doctoral research. Candidates may need to make minor editing changes for final review and approval by the doctoral research committee.
2. **Pass with Content Revisions:** The research committee approves the doctoral research, contingent upon specified revisions. Candidates make the required changes and resubmit their doctoral research to the research committee for final review and approval.
3. **Major Revisions Needed:** The research committee does not approve the doctoral research as written and presented. The research committee gives specific feedback on the reasons for this decision. The candidate must meet with the doctoral research chair to develop a revision plan to be completed before the resubmission of their doctoral research and the scheduling of a second oral defense.
4. **Fail:** The research committee finds fatal flaws in the execution of the research as

approved at the proposal defense. Examples include, but are not restricted to: modifying the target population, changing the research instrumentation without the research chairs' approval, and incorrectly implementing or interpreting data analyses. In addition, a grade of Fail may be assigned for procedural violations, such as collecting data without IRB approval or plagiarism. Failure to defend the doctoral research successfully means that the candidate may not be conferred the degree, may not assume the title of "doctor," and may not disseminate or publish the research study as written.

The doctoral research chair provides the written notification of the results of the candidate's defense.

Final Submission of the Doctoral Research Document

After the successful final defense of the doctoral research document (i.e., dissertation or applied research study) the candidate makes all required revisions and resubmits the document to the doctoral research chair for approval. Upon approval, the document is sent to a professional APA editor, chosen by the student from the university-approved list, to edit the final product to ensure compliance with APA and quality standards specified by the university. Subsequent to the final editing, the document is converted to a PDF, the doctoral research committee signs the approved document, and it is then submitted to the campus department chair for approval.

Candidates must work with their doctoral research committee to meet all quality control or editing requirements identified. In some cases, instruments used in the study may be removed before final publication. In other cases, permissions to publish may need to be obtained. All concerns must be addressed prior to submitting the final doctoral research document to the University Library. The committee signs the Doctoral Research Approval Form (DRAF; [Appendix Q](#)) which is included in the doctoral research course, and on the Campus Common, to indicate their work is completed. (See fillable PDF version [ADR-2] in [Appendix R](#).) The final document is then sent to the campus department chair for acceptance.

After the campus/program administrator has accepted the final research document and signed the DRAF, the candidate then submits the final paperwork outlined below and secures the final signatures on the DRAF. This entails:

1. **IRB Completion Form:** Candidates will email the signed IRB Project Completion Report (Appendix H of the IRB Handbook) and the DRAF to the IRB chair. The IRB Chair will sign the DRAF and return it to the student.
2. **Submission of Final Document to AU Library** (AUDoctoralResearch@argosy.edu): Candidates will email the following documents to the University Library at the above email address.
 - a. signed copy of the final doctoral research document
 - b. signed copy of the Statement of Copyright Release
 - c. three to four sentence abstract describing the doctoral research
 - d. Doctoral Research Approval Form

A designee of the University Library will review the submissions, sign the DRAF indicating that all requirements are complete, and return the form to the student.

3. **Doctoral Research Approval Form to Registrar:** The candidate will email the DRAF, with all signatures to the registrar at the candidate's campus. Upon receipt, the registrar's office will convert DR8801-A to DR8804-B grades from PR to CR indicating that all requirements for the degree are complete.

**Please note that candidates will not move from *active* to *graduate* status until the final doctoral research course grade (DR8804-B) has been received and entered and until the signed DRAF form has been received by the registrar's office. Once these requirements are complete, the candidate will be moved to graduate status and can expect his/her degree within 3 to 6 weeks.

COMPONENTS OF DOCTORAL RESEARCH

A common structure of the doctoral research is presented below. Variations will occur, depending on the nature and purpose of the research. For example, for certain types of qualitative research, there may not be any hypotheses. Applied research may entail additional or different components, depending on the topic. The organization of the doctoral research is type dependent and may be divided into the following sections.

1. Front Matter pages:
 - a. Title page
 - b. Copyright page
 - c. Signature page
 - d. Abstract
 - e. Acknowledgements page (optional)
 - f. Dedication page (optional)
 - g. Table of Contents
 - h. List of Tables (if 4 or more tables are included in the document)
 - i. List of Figures (if 4 or more figures are included in the document)
 - j. List of Appendices (if 4 or more appendices are included in the document)
2. Introduction – overview of the topic to be studied; problem background; purpose of the study; research questions, hypotheses, or problem statements; definitions; and significance of the study.
3. Review of the Literature or Review of Information Sources
4. Methodology or Procedures – sample or setting; instruments or interventions; procedures or process; methodological assumptions, limitations and delimitations.
5. Results – data analysis and interpretation
6. Discussion, Conclusions, and Recommendations – discussion of results; conclusions drawn from findings; implications for practice; recommendations for further research.
7. Back Matter pages:
 - a. References (i.e., complete bibliographic entries for all citations; APA style)
 - b. Appendices (e.g., survey instruments, interview guides, consent forms)

(See [Appendix R](#) for a format example/template of a final Applied Research [ADR-7] document or Dissertation [ADR-8] research document.)

The list above is not necessarily exhaustive. While there is no specific length requirement for the doctoral research, the product must be of appropriate length to address the research question, application or intervention, and the proposed study and must reflect the rigor and academic quality of doctoral research.

Front and Back Matter Pages

From the start of writing the research document, the front and back matter pages serve to set the tone for the work, as well as to make it clear to the reader what the work entails. The above lists identify the different types of front and back matter pages for inclusion. For the proposal, the abstract, acknowledgements and dedication pages should be excluded. For the final work, all items are included, as applicable.

Abstract

The abstract should not exceed 250 words, and it should consist of an accurate and complete summary of the doctoral research. The abstract should be neither critical nor evaluative; it is a factual description of the study or intervention. The text of the abstract should include (a) a statement of the problem and nature and purpose of the research, (b) the research methodology or processes employed, (c) description of the intervention or application, (d) a summary of the analysis procedures, (e) the results and conclusions of the study, and (f) recommendations for further study. The abstract should not include discussion of or reference to: (a) the review or literature or information sources; or (b) detailed elaboration on the purpose, methodology, procedures, or implications of the study.

Introduction

The introduction presents the problem or topic to be addressed by the doctoral research. This section should describe an overview of the problem background; the nature and purpose of the study; the guiding research questions, hypotheses, or problem statements; the definitions of the terms; and the significance of and justification for conducting the study or intervention. After reading the problem background section, the reader should be satisfied that: (a) a case has been made for the existence of a problem or appropriateness of the topic; (b) the problem has been clearly delineated; and (c) the problem or topic has intellectual merit worthy of doctoral research.

Review of the Literature or Review of Information Sources

The foundation of doctoral research begins with a review of theories, methodologies, previous interventions, and measurement considerations central to the research question. The review identifies gaps in the literature or previous interventions and solutions that have been applied and how the proposed research adds to the knowledge base or justifies the research.

Whether the research focuses on applied solutions, theory development, theory extension, or theory application determines the appropriateness of the sources used. For instance, the sources may include government documents, databases, books, professional journals, refereed academic publications, and other doctoral research that form the rationale for the current undertaking. Based on the nature of the research, the information sources could also be focused on similar contexts or practices (e.g., prior manuals, program evaluations, or other appropriate information sources) to establish the importance of the study for particular audiences, address their shortcomings and advantages, and provide justification for the research study. The literature or

information sources must be evaluated and interpreted, properly referenced, and presented in a manner that develops an argument for the importance of the research and the appropriateness of the methods used in the research.

The literature or information source review must: (a) be a selective and analytical summary of the documents essential to the research, (b) be presented in a logical manner to support the student's claim as to the merit of the inquiry, and (c) provide all the substantiation necessary from the literature or information sources to proceed with the study. After completing the literature or information source review section, the student should be confident that it: (a) supports the existence of the problem; (b) includes contrary or controversial opinions fairly and objectively; (c) is well organized and written to provide a framework for the proposed study or intervention; (d) is analytical, and not just a presentation of what has been done by others; (e) discusses how the investigation fills a void in the literature or addresses the specific problem of the selected setting.

Methodology or Procedures

The student presents the design, procedures, and analysis employed for carrying out the study or intervention. For applied research, this section will include the application or intervention design. Although there will be different headings for studies of varying approaches, common sections include a description of the research design, to include: (a) the population and sampling procedures; (b) instrumentation; (c) process for conducting the intervention or study; and (d) methodological assumptions, limitations, and delimitations. Additionally, data processing and analysis procedures are presented to include describing the implementation of the intervention or the process of collecting data, as well as the process for analyzing the data.

Research Design

In this section, the student describes the specific design used in the study. The research design section and subsections should specify how each research question, hypothesis, or problem statement will be studied. For applied research, the proposed application or intervention should be thoroughly presented. All constructs and variables of the study will be operationally defined in this section. In other words, each construct's or variable's meaning, the manner in which it will be measured, and the way the data are obtained will be described.

Subjects or Setting. The nature of the study determines what, if any, population and sampling procedure is appropriate. For example, an education study may be best served by either surveying all teachers in one school or a sample of teachers from multiple schools or school districts, depending on the precise research question. Students provide a complete description of the target population, their demographics, selection procedures and criteria, and the representativeness of the sample to broader populations. In cases of Applied Research, the setting of the sample to be used should be described in detail.

Instrumentation or Intervention. The student presents a complete description of any instruments, such as tests, surveys, questionnaires, interviews, and observational protocols used in the study or intervention. This includes information on reliability, validity, origin, and

appropriateness or rationale for uses of the instruments in the study. If students create unique instruments, they must demonstrate reliability and validity for the population being tested. In addition, any permission granted for use in the research must be included. All instruments used in the study should be included in an appendix.

Procedures or Process. Because the work conducted for the doctoral research must be replicable, the process section must be very detailed. Therefore, it must include all of the information necessary for others to implement this same research, application, or intervention. This includes, but is not limited to: (a) the securing of institutional permission to conduct the investigation; (b) the first contact with the participants; (c) the instructions and materials used in the study; (d) the setting, the development of special instruments; (e) the conducting of pilot studies; and (f) any other information that would allow the study to be replicated from start to finish. If data gathering instruments (e.g., a lesson plan, protocol, script, interview questions, or training manual) are used, a copy should appear in the appendices. If the source is large (i.e., multiple pages) or is a stand-alone document (e.g., book, test instrument, training manual), then it should be formatted and included as an appendix. It should not be integrated into the doctoral research document narrative.

Methodological assumptions, limitations, and delimitations. Every methodological approach and research design is bound by its own assumptions, limitations, and delimitations. Consequently, the student should include a discussion of issues critical to the study, based on methodological criteria, as well as the unique circumstances of the data-gathering event, with appropriate sources cited and referenced.

Methodological assumptions. Methodological assumptions refer to the characteristics inherent in the choice of design that guide everything from the choice of participants to interpretation of the data. Quantitative studies should include both a brief discussion of the philosophical assumptions underlying the choice of method and the implications inherent in that choice, providing a clear rationale for the student's methodological choice(s). Qualitative studies should discuss the value of a constructivist approach to understanding a phenomenon and the implications inherent in that choice, providing a clear rationale for the student's methodological choice(s). A mixed methods study should include both. Applied research with applications or interventions should include detailed rationale for the study and method.

Limitations. Limitations refer to the challenges or flaws inherent to the research study, over which the researcher generally has no control. For quantitative studies, these should be discussed with reference to the relevant threats to internal and external validity. For qualitative studies, these should be discussed with reference to credibility, rigor, representativeness, and alignment with the constructivist view. Mixed methods studies should address both.

Delimitations. Delimitations refer to challenges or flaws that are induced or produced by the circumstances specific to the student's research. The description should address how the study will be narrowed in scope, and should discuss the rationale regarding why some things were done or not done. The focus should be on the conditions and circumstances that the reader would expect to be present that were not present.

Data Processing and Analysis

The type of data collected and method of collecting data is explained. In applied research, the process for implementing the intervention or applied solution is described. Analysis of the data depends on the research questions, hypotheses, or problem statements, the design of the study, and type of data collected (e.g., use of Excel, SPSS, NVivo, coding manuals, statistical treatments for quantitative data, content analysis for qualitative data). The structure of the analysis should parallel the structure of the introduction and methodology/procedures sections, including hypotheses where employed.

Results

Where multiple hypotheses are tested, the normal presentation is to provide the results concurrently with the data analysis. In most instances, a summary discussion of results should also be included. Analytic interpretation of the results is appropriate; however, discussion of importance and implications of the findings should be addressed in the final section of the doctoral research document.

Discussion, Conclusions, and Recommendations

In the final section, the student persuades the reader of the importance of the work. Included is a discussion of the findings and overall analytical conclusions, but the emphasis should be on implications for professional practice, recommendations for implementation, and areas for further research

FORMATTING AND WRITING

Writing Style and the APA Manual

The fundamental guide for doctoral research writing style is the university-approved edition of the *Publication Manual of the American Psychological Association*. This publication will hereafter be referred to as the “APA Manual,” or simply, “the Manual.”

Where there are differences between this doctoral research *Guide* and the *APA Manual*, the doctoral research *Guide* will take precedence. Where differences exist in the *Guide* and the format of an applied research final document, or where there are further questions, the doctoral research committee will resolve the issues. The student is responsible for familiarity with the university-approved edition of the *APA Manual*, and for ensuring that anyone assisting in the typing or editing of the document is following the rules of the *Manual*.

The *APA Manual* includes directions for:

- reporting of numbers (sections 4.31-4.40);
- construction of tables and figures (sections 5.07-5.30);
- manuscript structure and content (sections 2.01-2.13);
- checklist for manuscript submission (section 8.07);
- levels of headings (sections 3.02-3.03);
- use of non-gender-biased language (section 3.12);
- reducing bias by topic (sections 3.12-3.17);
- continuity in presentation of ideas (section 3.05);
- writing style suggestions (sections 3.06-3.11).

The student typically completes multiple drafts of each chapter, section, or part of the research document according to the requirements of the doctoral research course, prior to approval by the doctoral research committee. In applied research, the format of the document may vary from traditional chapters to adhere to the typical format of the applied solution (e.g., manual, training package, cost-benefit analysis). In some instances, students will be encouraged to seek assistance in writing clarity. Any cost of this assistance will be exclusively the student’s responsibility. Review of the doctoral research document is time consuming. Students should allow at least two weeks for review, keeping in mind that research committee members have multiple responsibilities.

As the document nears completion, typing requirements and APA format must be particularly precise. The tasks at this stage include, but are not limited to the following:

1. Carefully proofread the entire document.
2. Ensure the Introduction section mirrors the content of subsequent chapters and that it is written as having been completed (past tense).
3. Review of Literature or Information Sources section should include any material or sources added subsequent to the completion of chapters and course work. Particular

attention should be paid to ensure that the references are all correctly cited and that their corresponding citations are in the reference list.

4. Review the Procedures or Methodology section, including the addition of any conditions that affected the proposed implementation of the methodology or procedures after the defense of the proposal.
5. Review of Data Analysis and Results, including all tables and figures.
6. Review of the Discussion of Findings, Conclusions, and Recommendations, making sure that all research hypotheses are addressed.
7. Review of the front and back matter pages and all other material to assure they conform to the document requirements. Front matter pages typically include the following, but may vary considerably in applied research where the document adheres to a common format of the applied solution. These examples are illustrated in [Appendix R](#), which includes a format example/template for Applied Research [ADR-7] and Dissertation [ADR-8] research.)
 - a. Title Page
 - b. Copyright Page
 - c. Signature Sheet for the Doctoral Research
 - d. Abstract
 - e. Acknowledgements (optional)
 - f. Dedication (optional)
 - g. Table of Contents
 - h. List of Tables (if four or more Tables are included)
 - i. List of Figures (if four or more Figures are included)
 - j. List of Appendices (if four or more Appendices are included)
8. Any reprints or copies that are included in the appendices section must be accompanied by the appropriate written permission.
9. Take a last look at the Title. The title should take into consideration: (a) the precise identification of the problem area, often including specification of independent and dependent variables and identification of the target population; (b) sufficient clarity and conciseness for indexing the title; (c) effective arrangement of the words in the title; and (d) no more than 15 words.

Formatting Aspects

References in the reference list should begin with the first line flush left and any additional lines in a single reference indented with a hanging indent of .05” from the left margin.

1. All type for the doctoral research will be 12-point font with the following exceptions: contents of tables or figures may be no less than 9-point font; notes to tables and figures should be no less than 10-point font. Table titles should remain 12-point font

2. All text, tables, and figures will be printed in black and white. No color printing in any document of the doctoral research process is acceptable, including appendices. Where use of color is essential to the doctoral research, exceptions may be granted by the research chair.
3. Any reprints or copies that are included in the Appendices must be accompanied by the appropriate permission in writing. These will not be included in the doctoral research document, but they must accompany it. Permission footnotes must also appear in the doctoral research for the use of any test instruments requiring permission.
4. Use of seriation must follow requirements specified in the APA Manual (Section 3.04: Seriation). Lowercase letters in parentheses are used within a paragraph or sentence to identify three or more elements in a series. To identify separate paragraphs in a list, Arabic numbers followed by a period are used. The numbers are lined up on the left margin, indented .2, and text should line up under text.
5. For chapter number and titles, headings, and levels, the candidate should consult the APA Manual (sections 3.02-3.03). Each chapter will begin on a new page. Chapter titles will be at the top margin, 1” down from the top of the page. Chapter titles will be in ALL CAPS (see [AU Deviations from APA Style](#))
6. Note that there are two spaces after punctuation marks at the end of a sentence, although there is one space after periods that separate parts of a reference citation and periods of the initials in personal names (see Section 4.01: Spacing After Punctuation Marks).
7. Careful attention must be paid to the levels of headings (see Section 3.02: Levels of Headings). Heading placement is similar to outlining a document. Each level subsumes the level below it.
8. All doctoral research must be reviewed by a university-approved professional APA editor prior to submission of the final electronic copy of the doctoral research document. A list of professional APA editors is included on the campus common.

AU Deviations from APA Style

Because of the length of the doctoral research, AU will add a heading level for chapter titles, preliminary pages, and ending matter, which will be ALL CAPS. The next level under the chapter title will be the level 1 heading.

1. Block quotations, table titles, figure captions, notes to the tables and figures, and references in the reference list should be single-spaced with an extra space dividing these individual items from text or entries above and below them. All other parts of the doctoral research document should be double-spaced.
2. Times New Roman, a serif typeface, and Arial or Tahoma, sans serif typefaces, are the only fonts acceptable for the document.

3. Running heads will not be used in doctoral research documents.
4. Short tables and figures should not be divided between two pages. If the space remaining on the page is insufficient to accommodate the entire table, place it as close to its first reference as possible. Take care to avoid leaving *white space* at the bottom of a page.
5. If a large table extends over more than one page, place a “(continued)” note at the bottom of the first page (right justified). At the top of the following page, repeat the table title followed by “(continued)” and include the remainder of the table. See Table 5.15 (pp. 147-148) of the APA manual for an example of a table extending more than one page. (Tables exceeding two pages should appear as an appendix. Refer to the appropriate appendix number where the table would have appeared.)
6. Table titles should be in 12-point font; contents of the table may be smaller but no less than 9-point font; notes to tables and figures should be no less than 10-point font.
7. Margin requirements are 1.5 inch for the left margin and 1 inch for the top, bottom and right margins. (The larger left margin is required for binding purposes.)
8. Headings on the Table of Contents will appear in unbolded, unitalicized type. There will be an extra space after preliminary (front matter) pages, before each chapter title, and before the ending (back-matter) pages. Chapter titles always begin on a new page.

An example of the standard format for doctoral research, including the AU deviations from APA, is illustrated in the format example/template for Applied Research [ADR-7] and Dissertation [ADR-8] research within [Appendix R](#).)

Headings

Students should use the APA Manual for guidance with the placement and format of headings. Examples follow for different levels of headings, to include the AU deviation of all uppercase in the title of each chapter.

<p>CHAPTER TITLES ARE ALL CAPS AND BOLDFACE</p> <p>Centered, Bold, Uppercase and Lowercase Letters (Level 1)</p> <p>Flush Left, Bold, Uppercase and Lowercase Letters (Level 2)</p>
--

Figure 1. Example of two levels of headings in addition to the chapter title.

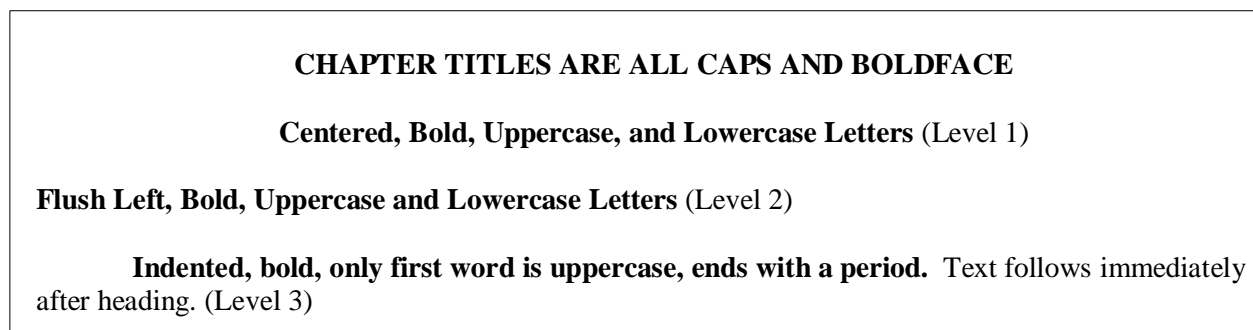


Figure 2. Example of three levels of headings in addition to the chapter title. If a proper noun appears in a level 3 heading, it is capitalized.

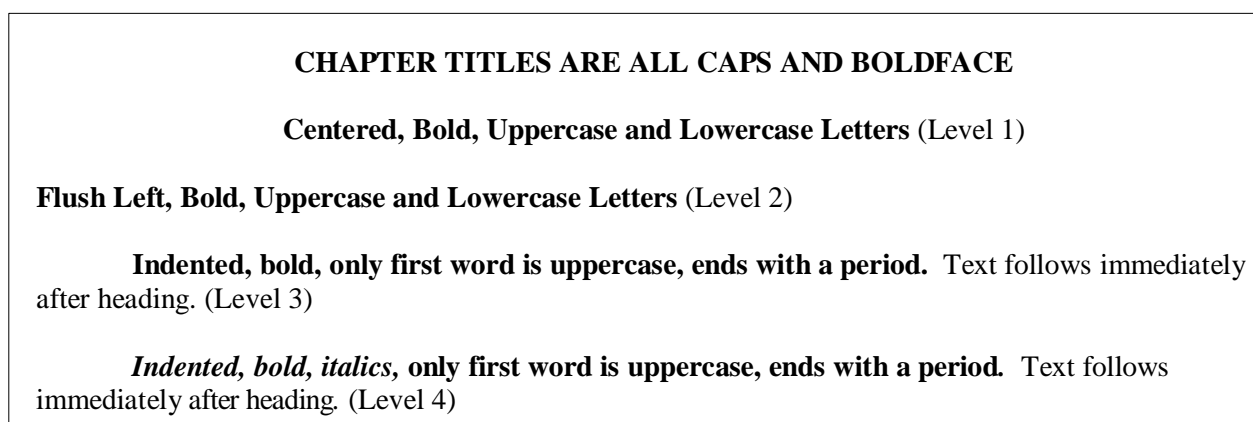


Figure 3. Example of four levels of headings in addition to the chapter title. If a proper noun appears in a level 3 or a level 4 heading, it is capitalized.

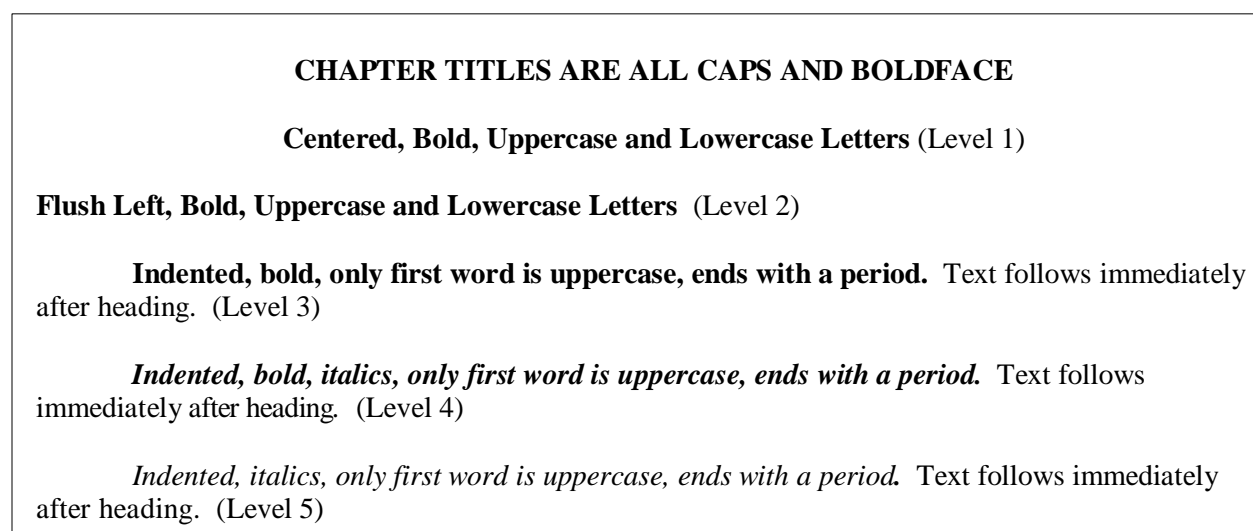


Figure 4. Example of five levels of headings in addition to the chapter title. If a proper noun appears in a level 3, level 4, or a level 5 heading, it is capitalized.

In viewing the figures above, please note that no more than one figure would normally displayed per page. This deviation from APA is for the purpose of providing candidates an easy comparison of heading levels on a page. Carefully examine the APA Manual for level placement to ensure that all headings appear in the appropriate places in the document.

Table of Contents

All chapter titles and APA level 1, 2, and 3 headings, if used, must be included in the Table of Contents. Although headings are bolded in the body of the doctoral research document, they will not be bolded in the Table of Contents (see the example of a [Table of Contents](#)

Research Guide and the Applied Research [ADR-7] and Dissertation [ADR-8] research format examples within [Appendix R](#). A discussion of headings is included in the previous section of this document.

Chapter titles are to be in ALL UPPERCASE letters on the Table of Contents. The preliminary page headings and the reference list and appendix headings should be ALL UPPERCASE headings at the same level as the chapter titles on the Table of Contents lining them up on the left margin (also see section on [AU Deviations from APA Style](#)

Further information about headings can be found in the APA Manual. The organization of sections may vary based on the research topic and study. It is possible to construct a dynamic Table of Contents using Microsoft Word®. (Instructions and examples, including You Tube videos, can be found on the web.) A sample table of contents is included the doctoral research course and also on the Campus Common.

When more than four tables or four figures are used, they should be listed in a List of Tables or a List of Figures. The List of Tables and the List of Figures should appear on a separate page immediately following the Table of Contents (see examples included in the Applied Research [ADR-7] and Dissertation [ADR-8] research format examples within [Appendix R](#)).

Any material that follows the Table of Contents should be listed on the Table of Contents. Front matter preceding the Table of Content and the Table of Contents itself should not appear in the Table of Contents.

Tables and Figures

The candidate is responsible for including APA style tables and figures. This section is not intended to be exhaustive but highlights some useful tips.

Tables

Tables in APA style include three horizontal lines: one above the heading, one below the heading, and one at the bottom of the table. Exceptions to this include a table that exceeds one full page. (In that case, see Table 5.15 of the APA Manual as an example illustrating a table that extends over more than one page.) No more than one table should appear on a page. Table titles go above the table and should be italicized. The *insert table* feature in Microsoft

Word[®] is very helpful in constructing tables. See the APA Manual for further direction and examples of tables. Also refer to the Table Checklist (p. 150 of the manual). Table 1 and Table 2 of this Guide illustrate two examples of properly formatted tables.

Table 1

Commonly Used Statistical Symbols

Abbreviation	Definition
<i>ANCOVA</i>	Analysis of covariance
<i>ANOVA</i>	Analysis of variance (univariate)
<i>D</i>	Cohen's measure of effect size
<i>df</i>	Degrees of freedom
<i>f</i>	Frequency
<i>M</i>	Mean (arithmetic average)
<i>MANOVA</i>	Multivariate analysis of variance
<i>n</i>	Number in subsample
<i>N</i>	Total number in sample
<i>p</i>	Probability
<i>r</i>	Pearson product-moment correlation
<i>r</i> ²	Pearson product-moment correlation squared; coefficient of determination
<i>R</i>	Multiple correlation; also composite rank, a significance test\
<i>R</i> ²	Multiple correlation squared; measure of strength of relationship
<i>SD</i>	Standard deviation
<i>t</i>	Computed value of <i>t</i> test
<i>z</i>	Standards score; difference between one value in a distribution and the mean of the distribution divided by the <i>SD</i>
α	Alpha; probability of a Type I error; Cronbach's index of internal consistency
β	Beta; probability of a Type II error; (1- β is statistical power); standardized multiple
η^2	Eta squared; measure of strength of relationship
χ^2	Computed value of a chi-square test

Table 2

The Use of Fonts in APA Publication Figures

	Figures		
	Journal Articles	Manuscripts	CRPs
San Serif	Yes	No	Yes
Serif	No	Yes	No

Note. See APA Publication Manual for type and size of font to be used in these publication types. Fonts are referenced on pages 228-229.

Figures

Figures should be included to enhance the text, and they should concentrate information. The APA Manual defines types of figures and has examples illustrating correct APA format for differing figure types (see Section 5.20: Principles of Figure Use and Construction).

Place figures in the text, not at the end of the document. The figure can appear on the page where it is first mentioned or on the next page. Figures are numbered consecutively throughout your document. Figure captions are placed below the figure.

When looking at the examples listed in the APA Manual, note that many of the figures have footnotes listing the reference for the source of the figure. Many of the examples are figures that were used in published material and are good examples of proper copyright permission footnotes. Refer to the Figure Checklist (p. 167 of the APA Manual) for additional guidance regarding use of figures in your manuscript.

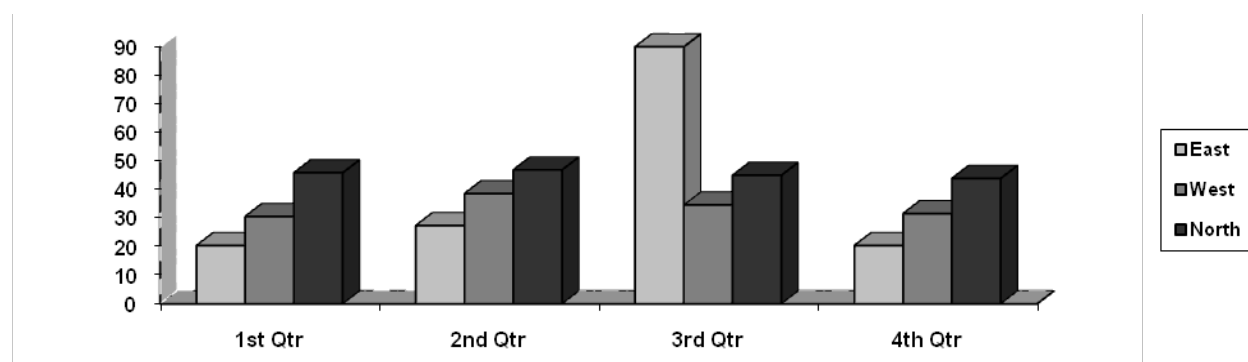


Figure 5. Example of a figure displaying a bar graph.

Computer Software and Submission Requirements

Argosy University has adopted *Microsoft® Word* as the standard for its word processing

operations. Candidates are required to submit a copy of the final doctoral research document in an electronic PDF format, along with the Statement of Copyright Release form granting permission for the university to reprint copies as needed (see Statement of Copyright Release, which is included in the doctoral research course and also on the Campus Common). Candidates may also be requested to submit electronic copies of their raw data. The professionally edited final doctoral research document will be submitted to the University's doctoral research archive database. The doctoral research document should be turned in as a pdf, unless other arrangements are made with the University Library. Inquiries regarding other arrangements should be made by emailing AUDoctoralResearch@argosy.edu.

Pagination Requirements

1. Preliminary or front matter pages should be the same font and type size as the rest of the doctoral research document. The title page is not paginated but is counted.
2. Insert a section break to change the numbering between the front matter pages and the body of the research document (i.e., Chapter One). If you have difficulty with this, check the template available in the course, get help from an editor, or watch one of the many videos that exist as tutorials on the web.

Preliminary or Front Matter Components

The following doctoral research components come before the doctoral research text and are considered preliminary or front matter pages. Examples of these pages are in the Applied Research [ADR-7] and Dissertation [ADR-8] research format examples within [Appendix R](#).

The page numbers of these components are formatted as roman numerals. The title page number is counted but not displayed by checking the *Different First Page* checkbox in the header and footer properties of Word.

The order of the preliminary or front matter is shown below.

- Title Page
- Copyright Page
- Signature Sheet
- Abstract
- Acknowledgements (optional)
- Dedication (optional)
- Table of Contents
- List of Tables (If four or more Tables appear in the document)
- List of Figures (If four or more Figures appear in the document)
- List of Appendices (If four or more Appendices appear in the document)

Doctoral Research Body or Chapters

Following the front matter pages, Chapter One begins page 1 (Arabic numerals). Chapter titles

should be listed in all caps. Headings should be formatted in levels.

Ending or Back Matter

Following the doctoral research text, the ending or back matter components are presented. The page numbers of these components continue the Arabic numbering of the doctoral research text. The order of the back matter pages is shown below.

- References
- Cover sheet for Appendices
- Cover sheet for each individual Appendix

Other Acceptable Formats

In applied research, the format of the final document may vary considerably from traditional dissertation chapters to adhere to the typical format of the applied solution (e.g., manual, cost benefit analysis, training package). In such cases, the candidate and doctoral research committee will agree to the format of the final document in advance.

APPENDICES

APPENDIX A

OL Applied Research Topic Example:

Onboarding Training Plan

APPENDIX A

OL Applied Research Topic Example:

Onboarding Training Plan

Introduction:

Company XYZ needs a formal onboarding process.

Identify Problem:

Managers report a significant loss of productivity because it takes new employees so long to get trained. They want a formal onboarding process that will get new employees “up to speed” quickly.

State Importance of Problem:

Managers estimate an increase of 5% productivity if onboarding is improved.

Review of Information Sources:

Review of relevant literature and information sources as a basis for problem solution will include journal articles and prior research about productivity, onboarding, and training. It will also include a review of Company XYZ’s onboarding documentation and training manuals as well as such documents that exist in similar companies or competitors.

Identify Application to Solve Problem:

Create a formal onboarding training plan to be implemented. The final product will be a manual that will be delivered to Company XYZ.

Introduce Procedures Involved in Application:

- Identify current state (prior documents or process).
- Send out a survey to managers & employees requesting perceptions on current training and onboarding methods (use Likert scale).
- Convene manager focus groups & employee focus groups to clarify understanding of perceptions.
- Gather company data on productivity.
- Create manual.
- Identify state after using manual.
- Send out a survey to managers & employees requesting perceptions on newly developed training methods (use Likert scale).
- Convene manager focus groups & employee focus groups to clarify understanding of perceptions.
- Gather company on productivity
- Compare using standard data analysis techniques, both qualitative and quantitative.

Describe Setting & Process:

- Describe Company XYZ.
- Describe the process of creating the training manual.

- Describe the process of gathering data.

Instrumentation for Assessment (Pre & Post):

- Survey (both pre- and post- manual)
- Focus group questions/responses (both pre- and post- manual)
- Productivity data from company (both pre- and post- manual)

Assumptions & Limitations:

- Describe what assumptions were made as part of this study.
- Describe generalizability.

Analysis of Results:

- Analyze the pre- and post- data.
- Describe how the data changed after the training manual.

Conclusions:

What does this mean in a real setting? Connect findings to the literature: do they agree or disagree with the literature?

Recommendations:

What could you tell Company XYZ?

Additional Potential Applications:

Where else might this be useful? Use literature to guide this thinking.

APPENDIX B**DBA Applied Research Topic Example:****Process for Decreasing Product Rejects**

APPENDIX B

DBA Applied Research Topic Example:

Process for Decreasing Product Rejects

Introduction:

Company ABC has a manufacturing process. Operational managers note an increase in product rejects.

Identify Problem:

Operational managers report an increase in product rejects from the manufacturing process. They want to reduce the percentage of rejects.

State Importance of Problem:

Managers forecast an increase in revenue if reject percentages are reduced.

Review of Information Sources:

- Journal articles about quality control, process improvement, managing quality processes;
- Company documents relating to quality assurance, quality assurance documents from similar companies.

Identify Application to Solve Problem:

Create a process for reducing rejects

Introduce Procedures Involved in Application:

- Identify current state (pre-process): Gather company data on production, rejects, and reject rates.
- Meet with managers to understand challenges – use open ended questions to get solid understanding of issues.
- Develop quality control process
- Identify state after implementing process. Gather company data on production, rejects, and reject rates.
- Meet with managers to understand the changes implemented and the impact on managing and employees. Use open ended questions to get solid understanding of issues.
- Compare pre- and post- data using standard data analysis techniques, both qualitative and quantitative

Describe Setting & Process:

- Describe Company ABC
- Describe the process of creating the quality control process
- Describe the process of data gathering

Instrumentation for Assessment (Pre & Post):

- Document for gathering company production (pre- and post -) data
- Open ended questions for managers (pre- and post-)

Assumptions & Limitations:

- Describe what assumptions were made as part of this study.
- Describe generalizability.

Analysis of Results:

- Analyze the pre- and post- data.
- Describe how the data changed after the quality control process was implemented.

Conclusions:

What does this mean in a real setting? Connect findings to the literature. Do they agree or disagree with the literature?

Recommendations:

What could you tell Company ABC?

Additional Potential Applications:

Where else might this be useful? Use literature to guide this thinking.

APPENDIX C

**COE Applied Research Topic Example:
Curriculum Development Project**

APPENDIX C

COE Applied Research Topic Example:

Curriculum Development Project

Introduction:

The purpose of the curriculum development project is to connect theory and research to classroom practices with the overarching goal of making conscious, reflective, and research based decisions to improve curriculum, instruction and assessment. For example, the curriculum project could result in the development and implementation of a curriculum guide that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments to address a specific educational program, problem or issue within a classroom, school or school district.

Identify Problem:

The project would be based on a common set of understandings that arise from the identification of issues and trends that will lead to improved student learning and better meet student needs. As part of the process, a curriculum committee could be convened to articulate the problem and formulate solutions.

State Importance of Problem:

Information will be collected on the desired outcome for the curriculum program and how the program will address an issue, problem or concern of teachers, administrators, parents and/or students. Data will be collected to demonstrate the need for the curriculum project through a needs assessment of key stakeholders including, students, teachers, administrators and parents. Based on the data and common set of understandings that arise from the identification of the need, a curriculum development committee could be created to ascertain the important concerns and desires of each of the stakeholders in the process and reveal key issues that should influence the curriculum design. Examples include:

- Test scores may be declining or lower than expected in some areas
- Teachers may not know how to use technology to enhance learning
- Parents and students may have a need for enriched or different curricular opportunities.

Review of Information Sources:

The curriculum and curriculum guide would be a tool to assist in planning and implementing a high quality instructional program. Research will begin with examining specific reports, current research, state and national standards in the discipline, and what is currently being taught in the curriculum. The curriculum project would:

- Establish a clear philosophy and set of overarching goals that guide the entire program and the decisions that affect each aspect of the program
- Be consistent with and demonstrate what is known about child growth and development, including learning theory and other cognitive psychology findings on how students learn.
- Be based upon research on teaching and learning
- Articulate the general philosophy of the school system

Identify Application to Solve Problem

The formulation of the curriculum project should be viewed as an essential step in addressing a need issue, or problem in the school or district. The curriculum project will also be acknowledged as an ongoing curriculum development and implementation process intended to improve student learning. As such, the curriculum development process may consist of the following components:

- Planning (identifying key issues and trends in the specific content area and assessing needs and issues)
- Articulating and developing (defining a K-12 program, developing and sequencing grade level and course objectives, identifying resource materials, identifying assessment items and instruments to measure student progress)
- Implementing (putting the new program into practice)
- Evaluating (determining the success of the program, or the anticipated success of the program)

Introduce Procedures Involved in Application (quantitative, qualitative or mixed)

The curriculum cycle ends with a careful evaluation of the effectiveness and impact of the curriculum program. As such, it can employ quantitative, qualitative or mixed methods. For example, overall student performance data from district, school, and classroom assessments as well as student work samples, surveys of teachers, parents and students could be included as part of the curriculum development and implementation process. If assessment data will not be available within a reasonable timeframe following the development of the new curriculum, alternative methods of assessment for effectiveness are possible. For example, faculty (or administrator) focus groups could provide qualitative data indicating anticipated outcomes.

Describe setting and Process

The process for evaluating the existing program, to designing an improved program, to implementing the new program will be carried out within the context of a classroom, school or school district.

Instrumentation for Assessment (Pre-Post)

The data from pre and post assessments after implementation of the curriculum project could include a careful analysis of (any of these, dependent on the timeline available to the doctoral research student):

- ongoing grade-level and course criterion-referenced exam data
- pre-and post-test assessments
- teacher developed assessments, performance assessments, student portfolios
- results overall, over time and by objective for the new curriculum)
- Student, parent, teacher and administrator surveys/interviews
- district and state test results
- SAT and AP results.

Assumptions & Limitations

TBD

Analysis of Results

Results may or may not show an improvement in student learning. Unanticipated outcomes may result from implementation of the new curriculum.

Conclusions

The analysis of the impact of the new curriculum and change in student learning would be assessed.

Recommendations

The review and analysis of quantitative and qualitative information on the curriculum program's impact and on people's perceptions of its strengths and weaknesses could form the foundation for the next round of curriculum development and improvement. Alternatively, if perceptions of anticipated outcomes were the data collected as part of the research, future research could include analysis of test scores and other student data.

Additional Potential Applications

The curriculum project could become a force for ongoing curriculum change.

APPENDIX D

COE Applied Research Topic Example:

Grant for English Language Learner

APPENDIX D

COE Applied Research Topic Example:

Grant for English Language Learner

Introduction:

XYZ Community College has identified the need for writing support for their English language learner (ELL) student population. A grant is needed to request funding for a writing center that could provide such support.

Identify Problem:

Writing scores at XYZ Community College are lower than desired. Faculty members have expressed the need for support with ELL students, suggesting a writing center where they can receive editing, tutoring, and access to helpful resources; however, the college does not have available funds to bring their suggestions to fruition.

State Importance of Problem:

Faculty members predict increased student GPA, student satisfaction, and retention if writing skills are improved.

Review of Information Sources:

- Journal articles about ELL writing support, writing and student success, and grant writing;
- College documents about prior efforts to support ELL students;
- Documents from other universities on methods of supporting ELL students with writing.

Identify Application to Solve Problem:

Write a grant requesting funding for the development of a writing center for the ELL student population.

Introduce Procedures Involved in Application:

- Identify current state (pre-grant).
- Convene faculty focus groups & student focus groups to identify writing challenges
- Gather school data on GPA, writing scores, student satisfaction, retention as baseline data for importance of problem.
- Write grant that includes a review of information sources and method of evaluation (plans for data analysis following implementation of writing center).
- Write a descriptive narrative of the opportunities available because of the grant money.
- Convene faculty and student focus groups to explore implementation and perceptions.

Describe Setting & Process:

- Describe XYZ Community College.
- Describe the process of developing the grant proposal.
- Describe the process of data gathering pre- and post-grant.

Instrumentation for Assessment (Pre & Post):

- Focus group questions/responses (both pre- and post-grant)
- Data from community college (both pre- and post-grant)

Assumptions & Limitations:

- Describe what assumptions were made as part of this grant writing project.
- Describe generalizability.

Analysis of Results:

Analyze the pre- and post- data. What is different and what has been learned through the grant writing process?

Conclusions:

What does this mean in another setting? Connect findings to the literature: do they agree or disagree with the literature?

Recommendations:

What advice or recommendations do you have for XYZ Community College??

Additional Potential Applications:

Where else might this be useful? Use literature to guide this thinking.

APPENDIX E

CP Applied Research Topic Example:

Bullying Intervention Program

APPENDIX E

CP Applied Research Topic Example:

Bullying Intervention Program

Introduction:

The study will seek to develop an intervention program aimed at parents to help identify victims and perpetrators of bullying behavior.

Identify Problem:

Parents are frequently unaware that their child may be the victim of bullying while at school or whether their child bullies others at school and away from home.

State Importance of Problem:

Victims of bully behavior perform worse academically in school than their peers, are often depressed, develop self-injurious behaviors and some have attempted suicide. Parents often do not know if their children are victims or perpetrators and children are reluctant to confide in their parents.

Review of Information Sources:

- Review of scholarly research on bullying, intervention programs and identification of victims and bullies;
- Review of school discipline policy;
- Review of bullying programs offered by other schools.

Identify Application to Solve Problem:

Many intervention programs target the students or teachers. A useful approach would be aimed at helping parents identify when their child may be the victim of bullying behavior or may be a bully.

Introduce Procedures Involved in Application:

- Use archival data to identify how frequently parents initiate a contact with a school to investigate bullying behavior.
- Use a self-report pre-test to assess parents' of middle-school understanding of bullying behavior (incidence, extent, types, causes and consequences, indicators).

Describe Setting and Process:

- Describe the venue for reaching parents (e.g., group meetings, online webinars, DC tutorials, conference calls).
- Develop a training program that is appropriate for parents.

Assumptions and Limitations:

- Discuss assumptions regarding bullying and parental interventions;
- Discuss potential limitations of the project.

Analysis of Results:

Complete a post-test with comparison to pre-test; depending on time, track parent-initiate contacts to the school.

Conclusions:

Evaluate effectiveness of program. Effectiveness measures may include incidences of bullying behavior or changes in perceptions.

Recommendations:

Recommend any changes suggested by participants, data, etc. Discuss ways to broaden the reach of the program.

Additional Potential Applications:

Other groups who may benefit from the research include: students, older siblings, other school settings, church settings, team or scout organizations, etc.

APPENDIX F

PCC Applied Research Topic Example:

Community Outreach Program

APPENDIX F

PCC Applied Research Topic Example:

Community Outreach Program

Introduction:

The development of an intervention program aimed at increasing parishioner involvement in humanitarian assistance and community outreach.

Identify Problem:

In large faith-communities, there is a tendency for parishioners to not engage in community outreach or humanitarian assistance.

State Importance of Problem:

Alienation, isolation and diffusion of responsibility can create facilitate parishioner lack of engagement. There is also a tendency with large faith-communities for worship attendance to be the focus of parish life rather than encompassing a holistic engagement of all members in the body life of the faith-community.

Review of Information Sources:

Review scholarly research on theory of healthy faith-community growth and development along with exploring expectation theory, satisfaction theory, motivation theory and theological foundations for humanitarian assistance and community outreach.

Identify Application to Solve Problem:

Many faith-communities have a small committed circle of active participants with greater degrees of involvement and commitment radiating out from the primary pastoral and volunteer leadership. The challenge is to uncover the sources of congregational involvement, engagement and resistance to engagement and then develop a program appropriate to address those challenges.

Introduce Procedures Involved in Application:

- Use a thorough assessment to explore the background/history of the faith-community, leadership style, self-defined mission, vision and values of the congregation.
- Use a self-report pre-test to assess parishioner attitudes, beliefs and behaviors concerning their motivation or lack of motivation to engage in community outreach or humanitarian assistance.

Describe Setting and Process:

- Describe the venue for reaching parishioners (e.g., focus groups, small group development, marketing models, review the religious education and training programs).
- Develop an engagement model that expands parishioner involvement in community outreach or humanitarian assistance.

Assumptions and Limitations:

Discuss assumptions regarding theory of healthy faith-community growth and development along with exploring expectation theory, satisfaction theory, motivation theory and theological foundations for humanitarian assistance and community outreach; potential limitations of the project.

Analysis of Results:

Complete an analysis of the implementation of the program to increase community outreach and humanitarian assistance.

Conclusions:

Evaluate effectiveness of program.

Recommendations:

Recommend any changes suggested by participants, data, etc. Discuss ways to broaden the reach of the program.

Additional Potential Applications:

Potentially increase faith-group attendance and esteem within the community.

APPENDIX G

PCC Applied Research Topic Example:

Development of an Adolescent Support Group

APPENDIX G

PCC Applied Research Topic Example:

Development of an Adolescent Support Group

Introduction:

The development of a faith-based support group to increase positive attitudes toward abstinence in adolescents.

Identify Problem:

Adolescent sexual activity can lead to unwanted pregnancies, emotional problems and STDs. Frequently teenagers experience peer pressure to engage in sexual activity before they are emotionally prepared.

State Importance of Problem:

This program will help teenagers refrain from early sexual activity. The United States has the highest teen pregnancy rate of the Western industrialized world. Approximately 34% of teenagers have at least one pregnancy before they turn 20 years old and 80% of teen pregnancies are unintended. The United States spends \$7 billion each year due to costs of teen pregnancy. Only one-third of teenage mothers complete high school and fewer than 2% have a college degree by age 30. Nearly 40% of teenage girls who report their first sexual intercourse at age 13 or 14 report that the sexual activity was unwanted or involuntary.

Review of Information Sources:

Review of scholarly research on adolescent sexual activity, prevention programs, and faith-based approaches to encouraging abstinence.

Identify Application to Solve Problem:

A faith-based support group at churches will be offered to adolescents to encourage abstinence. Groups will be gender based with groups offered to males and females.

Introduce Procedures Involved in Application:

Use a self-report pre-test to assess participants' attitudes and knowledge toward sexual activity. Pre-test will include an assessment of skills students possess to prevent unwanted sexual activity.

Describe Setting and Process:

- Describe the support group;
- Identify how will participants be solicited;
- Describe the group leader and group leader's training,
- Specify the length of the group meeting, frequency of meetings, location, and curriculum.

Assumptions and Limitations:

Discuss assumptions regarding adolescent sexual activity and the role of religion in adolescents' decision-making process.

Analysis of Results:

Complete a post-test and compare to pre-test results to identify any changes in knowledge, attitudes, and skills regarding sexual activity.

Conclusions:

Evaluate effectiveness of program with regard to increasing knowledge, teaching skills and changing/strengthening positive attitudes towards abstinence.

Recommendations:

Recommend any changes suggested by participants, data, etc. Discuss ways to broaden the reach of the program.

Additional Potential Applications:

A support group could be extended to religious schools and public schools. The program could be extended to various age groups and provided in a variety of settings.

APPENDIX H

Comparison of Applied Research to Traditional Research

APPENDIX H

Comparison of Traditional Research to Applied Research

TRADITIONAL RESEARCH	APPLIED RESEARCH
<p>Ch 1 INTRODUCTION</p> <ul style="list-style-type: none"> • Identify the question or theory to be investigated • Describe the problem background of the question or theory to be investigated • Describe purpose of the study • List Research Questions &/or Hypotheses Identify specific research questions and/or hypotheses that will guide the investigation • Discuss the significance of the study 	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Identify the problem that needs resolution. • Describe the background of the problem and the need for an intervention/applied solution • Describe purpose of the intervention/applied solution • List Problem Statements • Identify specific problems, in declarative statements, that require interventions/resolution • Discuss the importance of an applied solution
<p>Ch 2 REVIEW OF THE LITERATURE</p> <ul style="list-style-type: none"> • Examine prior research as a basis for addressing the RQs &/or Hypotheses 	<p>REVIEW OF INFORMATION SOURCES</p> <ul style="list-style-type: none"> • Examine sources that provide a basis for intervention and/or problem solution
<p>Ch 3 Introduce the METHODOLOGY & Research Design</p> <ul style="list-style-type: none"> • Describe the sample • Describe the instrumentation used for gathering the data • Describe the process used for the data collection and analysis • Describe methodological assumptions, limitations & delimitations of the study's design 	<p>Introduce PROCEDURES involved in the Intervention</p> <ul style="list-style-type: none"> • Describe the setting • Describe the data set as the problem exists "before" • the intervention • Describe the data set as intended "after" the intervention • Describe methodological assumptions, limitations, and delimitations of the intervention process
<p>Ch 4 Conduct the study and present the RESULTS</p>	<p>Apply the intervention/solution and present RESULTS</p>
<p>Ch 5 Summarize the findings of the investigation/study</p> <ul style="list-style-type: none"> • Discuss Conclusions drawn from the study's results • Discuss Implications for practice within the field • Present Recommendations for further research to be conducted 	<p>Summarize results of the intervention/applied solution</p> <ul style="list-style-type: none"> • Discuss Conclusions drawn from the applied solution • Discuss Implications for application within the setting • Present Recommendations for additional interventions/applied solutions to explore

APPENDIX I

DBA Program Course Sequence

APPENDIX I

DBA Program Course Sequence

Doctor of Business Administration DBA (PV: BA_DBA081/AU; BA_DBA_082/AUO)			
Effective Date: May 8, 2014 for Approved Locations			
Code	Title	Credits	Comments
B7438	Holistic Management in Organizations	3	
W7000	Advanced Academic Study and Writing	3	
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0	
B7530	Corporate and Global Finance	3	
B7442	Marketing Strategy and Management	3	
B7440	Managing Global Challenges	3	
B7532	Advanced Operations Management	3	
B7840	Strategy Formulation, Implementation and Evaluation	3	Summative Course prior to taking the DQE
QEBUSDBA	Doctoral Qualifying Examination (DQE)	0	<i>Replaces current comp exam for students beginning program May 8, 2014 and later</i>
R7001	Introduction to Research Methods	3	
R7038	Action Research (*unless research elective substitution is approved)	3	
R7035	Methods and Analysis of Qualitative Research	3	
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0	
DR8801-A	Doctoral Research I – A	1.5	
DR8801-B	Doctoral Research I – B	1.5	
R7031	Methods and Analysis of Quantitative Research	3	
DR8802-A	Doctoral Research II - A	1.5	
	Concentration I	3	See Concentration List Below
DR8802-B	Doctoral Research II – B	1.5	
	Concentration II	3	See Concentration List Below
DR8803-A	Doctoral Research III – A	1.5	
	Concentration III	3	See Concentration List Below
DR8803-B	Doctoral Research III – B	1.5	
	Concentration IV	3	See Concentration List Below
DR8804-A	Doctoral Research IV – A	1.5	
	Elective	3	<i>**Students choose one elective (3 credit hours) from the elective list of courses provided below</i>
DR8804-B	Doctoral Research IV – B	1.5	
* Advanced Research Elective (Pick One)			
R7034	Advanced Statistical Methods	3	
R7036	Program Evaluation Methods	3	
R7037	Survey Techniques	3	
R7038	Applied Research	3	
R7040	Advanced Qualitative Analysis	3	
Accounting Concentration (12 credit hours)- Students take the following four courses:			
<i>Note: Students must take 12 graduate hours pre-doctoral course work in Accounting prior to enrolling in the Accounting Concentration.</i>			
B7630	Contemporary Accounting Theory (3)		
B7640	Accounting in a Global Financial Community (3)		
B7650	Accounting Control Systems (3)		
B7670	Financial Reporting Theory (3)		
International Business Concentration Requirements (12 credit hours) – Students take the following four courses:			
B7602	Global Management Models	3	
B7607	Comparative Economic Systems	3	
B7610	Leadership in Global Multicultural Organizations	3	
B7616	International Business Law and Practice	3	
Management Concentration Requirements (12 credit hours) - Students take the following four courses:			
B7401	Organizational Behavior	3	Shared course with EddOL
B7403	Management Science	3	
B7408	Organizational Development and Change Management	3	
B7426	Strategic Talent Management	3	Shared course with EddOL
Marketing Concentration Requirements (12 credit hours) - Students take the following four courses:			
B7315	Global and Multinational Marketing	3	
B7320	Marketing and Innovation	3	
B7330	Marketing Research and Design	3	
B7336	Consumer Behavior	3	
Customized Professional Concentration Requirements (12 credit hours). Students selecting this concentration work with a faculty advisor and the program chair to develop a learning contract tailored to individual needs. Students are required to take four courses (12 credit hours) focused on a particular theme and pre-approved by the program chair to complete the Customized Professional Concentration. A maximum of two courses (6 credit hours) may be taken as directed independent study courses.			
		3	
		3	
		3	
		3	
ELECTIVES REQUIREMENT (3 credit hours)- Students choose one of the following courses:			
B7534	Teaching Business in Higher Education	3	
B7536	Business Consulting	3	
B7538	Innovation and Entrepreneurship	3	
B7609	International Project I	3	
	Any existing concentration course from international business, management, or marketing	3	
	Any Advanced Research Course not included in the research foundation requirements	3	
NOTE:			
W7000 and R7035 are residency courses.			
· Students enrolled in a fully online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements.			
· Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements.			

APPENDIX J

Organizational Leadership Program Course Sequence

APPENDIX J

Organizational Leadership Program Course Sequence

Doctor of Education in Organizational Leadership - Ed.D. OL (PV: ORL_EDD011/AU; ORL_EDD012/AUO)		
Effective Date: May 8, 2014 for Approved Locations		
Code	Title	Credits
L7101	Foundations in Leadership	3
W7000	Advanced Academic Study and Writing	3
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0
B7401	Organizational Behavior	3
L7451	Leading Through and Beyond Change	3
L7438	Team Development and Leadership	3
L7900	Conflict Management	3
B7426	Strategic Talent Management	3
L7454	Organizational Consultancy & Assessment	3
QEOLEDD	Doctoral Qualifying Examination (DQE)	0
R7001	Introduction to Research Methods	3
R7035	Methods and Analysis of Qualitative Research	3
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0
DR8801-A	Doctoral Research I - A	1.5
R7038	Applied Research (*unless research elective substitution is approved)	3
DR8801-B	Doctoral Research I - B	1.5
R7031	Methods and Analysis of Quantitative Research	3
DR8802 -A	Doctoral Research II - A	1.5
L7432	Professional Development in Leadership	3
DR8802 -B	Doctoral Research II - B	1.5
	Elective I	3
DR8803-A	Doctoral Research III - A	1.5
	Elective II	3
DR8803-B	Doctoral Research III - B	1.5
	Elective III	3
DR8804-A	Doctoral Research IV - A	1.5
DR8804-B	Doctoral Research IV - B	1.5
*Advanced Research Elective (Pick One)		
R7034	Advanced Statistical Methods	3
R7036	Program Evaluation Methods	3
R7037	Survey Techniques	3
R7038	Applied Research	3
R7040	Advanced Qualitative Analysis	3
**Program Electives (Pick Three)		
L7431	Theory and Development of Motivation	3
L7450	Interpersonal and Organizational Communication	3
L7456	Administration in Human, Health, and Social Service Organizations	3
B7XXX	Doctoral Level Business (B-Prefix Course) with Advisor Approval	3
R7XXX	Advanced Research Elective	3
Note: W7000 and R7035 are residency courses.		
•Students enrolled in an online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements.		
• Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements.		

APPENDIX K

Counseling Psychology Program Course Sequence

APPENDIX K

Counseling Psychology Program Course Sequence

Doctor of Education in Counseling Psychology - Ed.D. CP (PV: CPSYEDD069/AU; CPSYEDD070/AUO)			
Effective Date: May 8, 2014 for Approved Locations			
Code	Title	Credits	Comments
C7462	Ethics in Practice	3	
W7000	Advanced Academic Study and Writing	3	
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0	
C7432	Advanced Individual Counseling (3)	3	
C7440	Marriage & Family Therapy (3)	3	Shared course with EdDPCC
C7443	Multicultural Issues in Counseling (3)	3	
C7454	Models of Clinical Supervision (3)	3	
C7458	Diagnosis & Treatment Planning (3)	3	
C7484	Group Counseling Theory & Practice (3)	3	
QEPSYEDD	Doctoral Qualifying Examination (DQE)	0	<i>Replaces current comp exam for students beginning program May 8, 2014 and later</i>
R7001	Introduction to Research Methods	3	
R7035	Methods and Analysis of Qualitative Research	3	
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0	
DR8801-A	Doctoral Research I - A	1.5	
R7038	Action Research (*unless research elective substitution is approved)	3	
DR8801-B	Doctoral Research I - B	1.5	
R7031	Methods and Analysis of Quantitative Research	3	
DR8802-A	Doctoral Research II - A	1.5	
C7465	Teaching in Higher Education (3)	3	
DR8802-B	Doctoral Research II - B	1.5	
	Elective I	3	<i>**Students choose three electives (9 credit hours) from the prescribed list of courses provided below</i>
DR8803-A	Doctoral Research III - A	1.5	
	Elective II	3	<i>**Students choose three electives (9 credit hours) from the prescribed list of courses provided below</i>
DR8803-B	Doctoral Research III - B	1.5	
	Elective III	3	<i>**Students choose three electives (9 credit hours) from the prescribed list of courses provided below</i>
DR8804-A	Doctoral Research IV - A	1.5	
DR8804-B	Doctoral Research IV - B	1.5	
*Advanced Research Elective (Pick One)			
R7034	Advanced Statistical Methods	3	
R7036	Program Evaluation Methods	3	
R7037	Survey Techniques	3	
R7038	Action Research	3	
R7040	Advanced Qualitative Analysis	3	
**Program Electives (Pick Three)			
C7410	Assessment in Counseling	3	
C7421	Etiology of Mental Illness	3	
C7433	Advanced Group Counseling	3	
C7435	Existential-Humanistic Theories of Counseling	3	
C7436	Psychodynamic Theories of Counseling	3	
C7445	Brief Psychotherapies	3	
C7452	Professional Development in Counseling	3	
C7453	Clinical Consultation	3	
C7459	Psychopharmacology for Counselors	3	
C7460	Techniques fo Child and Adolescent Counseling	3	
C7537	Special Topics in Counseling	3	
C7834	Directed Independent Study: Counseling	3	
E7033	Leading and Managing Change in a Diverse Society	3	
OR			
Counselor Education and Supervision Concentration (Pick Three)			
C7444	Multicultural Issues in Counselor Education & Supervision	3	
C7452	Professional Development in Counseling	3	
C7453	Clinical Consultation	3	
C7461	Ethics in Counselor Education & Supervision	3	
E7033	Leading and Managing Change in a Diverse Society	3	
NOTE:			
W7000 and R7035 are residency courses.			
•Students enrolled in a fully online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements.			
•Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements.			

APPENDIX L

Pastoral Community Counseling Program Course Sequence

APPENDIX L

PCC Program Course Sequence

Doctor of Education in Pastoral Community Counseling- Ed.D. PCC (PV: PCC_EDD006/AU; PCC_EDD007/AUO)			
Effective Date: May 8, 2014 for Approved Locations			
Code	Title	Credits	Comments
TH7101	Professional Development in Pastoral Community Counseling	3	
W7000	Advanced Academic Study and Writing	3	
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0	
TH7102	Individual Spiritual Enhancement	3	
TH7108	Contemporary Ethical Issues in Pastoral Counseling	3	
C7440	Marriage and Family Therapy	3	
TH7110	Spiritual and Religious Issues in Counseling	3	
QEPCCEDD	Doctoral Qualifying Examination (DQE)	0	<i>Replaces current comp exam for students beginning program May 8, 2014 and later</i>
R7001	Introduction to Research Methods	3	
R7038	Action Research (*unless research elective substitution is approved)	3	
R7031	Methods and Analysis of Quantitative Research	3	
R7035	Methods and Analysis of Qualitative Research	3	
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0	
DR8801-A	Doctoral Research I - A	1.5	
DR8801-B	Doctoral Research I - B	1.5	
	Elective I	3	
DR8802-A	Doctoral Research II - A	1.5	
	Elective II	3	
DR8802-B	Doctoral Research II - B	1.5	
	Elective III	3	
DR8803-A	Doctoral Research III - A	1.5	
	Elective IV	3	<i>**Students choose six electives (18 credit hours) from the prescribed list of courses provided below</i>
DR8803-B	Doctoral Research III - B	1.5	
	Elective V	3	<i>**Students choose six electives (18 credit hours) from the prescribed list of courses provided below</i>
DR8804-A	Doctoral Research IV - A	1.5	
	Elective VI	3	<i>**Students choose six electives (18 credit hours) from the prescribed list of courses provided below</i>
DR8804-B	Doctoral Research IV - B	1.5	
*Advanced Research Elective (Pick One)			
R7036	Program Evaluation Methods	3	
R7037	Survey Techniques	3	
R7038	Action Research	3	
R7040	Advanced Qualitative Analysis	3	
**Program Electives (Pick Six)			
TH7103	Holistic Health Theory and Practice	3	
TH7104	Family Mediation and Conflict Resolution	3	
TH7105	Curriculum Development for Community Education	3	
TH7106	Non-Western Helping and Healing	3	
TH7107	Directed Independent Study in Religion and Psychology	3	
C7431	Counseling in Community Settings	3	
C7432	Advanced Individual Counseling	3	
C7443	Multicultural Issues in Counseling	3	
C7445	Brief Psychotherapies	3	
C7454	Models of Clinical Supervision	3	
C7455	Addictions Counseling	3	
C7463	Theory and Practice of Motivation	3	
L7101	Foundations of Leadership	3	

NOTE:

W7000 and R7035 are residency courses.

•Students enrolled in a fully **online course format** of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements.

•Students enrolled in a **blended course format** of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements.

APPENDIX M**Higher and Postsecondary Education Program Course Sequence**

APPENDIX M

HPSE Program Course Example

Edd Higher and Postsecondary Education (Ground and AUO) Effective May 8, 2014 at Approved Locations		
(PV: HPE_EDD003/AU; HPE_EDD004/AUO)		
Code	Course Name	Credit Hours
E7040	Strategic Planning and Implementation in HPSE	3
W7000	Advanced Academic Study and Writing	3
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0
E7038	Leading & Managing HPS Institutions	3
E7510	Financial and Resource Decision Making	3
E7512	Navigating Law, Policy, and Politics	3
E7042	Transforming Practice in HPSE	3
E7514	Comprehensive Internship & Project	3
QHPPEDD	Doctoral Qualifying Examination (DQE)	0
R7001	Introduction to Research Methods	3
R7038	Action Research (*unless research elective substitution is approved)	3
R7035	Methods & Analysis of Qualitative Research (taken prior to DR8801)	3
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0
DR8801-A	Doctoral Research I - A	1.5
DR8801-B	Doctoral Research I - B	1.5
R7031	Methods and Analysis of Quantitative Research	3
DR8802-A	Doctoral Research II - A	1.5
E7834	Writing for Research (3)	3
DR8802-B	Doctoral Research II - B	1.5
E7044	The Post-Secondary Learner	3
DR8803-A	Doctoral Research III - A	1.5
E7046	Designing Curriculum & Instruction	3
DR8803-B	Doctoral Research III - B	1.5
E7518	Development of Faculty Expertise	3
DR8804-A	Doctoral Research IV - A	1.5
E7520	Online, Hybrid, and Emerging Technologies	3
DR8804-B	Doctoral Research IV - B	1.5
** Advanced Research Elective (Pick one)		
R7034	Advanced Statistical Methods	3
R7036	Program Evaluation Methods	3
R7037	Survey Techniques	3
R7040	Advanced Qualitative Analysis	3
NOTE:		
W7000 and R7035 are residency courses.		
•Students enrolled in a fully online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements.		
•Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements.		

APPENDIX N**Teaching and Learning Program Course Sequence**

APPENDIX N

Teaching and Learning Program Course Sequence

Ed.D. Teaching and Learning(AU/Effective May 8 2014 at Approved Locations)		
(PV: TAL_EDD006/AU)		
Code	Course Name	Credit Hours
E7410	Critical Analysis of Trends and Policy: Power and Privilege	3
W7000	Advanced Academic Study and Writing/ Residency I	3
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0
E7331	Curriculum Theory and Design	3
E7134	Comprehensive Planning and Implementation	3
E7412	Advanced Educational Psychology	3
E7803	Instructional Design	3
QETALEDD	Doctoral Qualifying Exam (DQE)	0
R7001	Introduction to Research Methods	3
R7038	Action Research (*unless advanced research elective substitution is approved)	3
R7031	Methods & Analysis of Quantitative Research	3
R7035	Methods & Analysis of Qualitative Research (taken prior to DR8801)	3
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0
DR8801-A	Doctoral Research I - A	1.5
DR8801-B	Doctoral Research I - B	1.5
E7834	Writing for Research	3
DR8802-A	Doctoral Research II - A	1.5
E7418	Response to Intervention	3
DR8802-B	Doctoral Research II - B	1.5
E7422	Data Informed Decision-Making I (Elementary and Secondary Classroom Level)	3
DR8803-A	Doctoral Research III - A	1.5
E7462	Assessment for the Classroom Teacher	3
DR8803-B	Doctoral Research III - B	1.5
E7414	Teaching and Learning Theories	3
DR8804-A	Doctoral Research IV - A	1.5
E7464	Understanding and Communicating Assessment Data	3
DR8804-B	Doctoral Research IV - B	1.5
	TOTAL	60
** Advanced Research Elective (Pick one)		
R7036	Program Evaluation Methods	3
R7037	Survey Techniques	3
R7040	Advanced Qualitative Analysis	3
<p>W7000 and R7035 are residency courses.</p> <ul style="list-style-type: none"> • Students enrolled in an online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements. • Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements. 		

APPENDIX O

Curriculum and Instruction Program Course Sequence

APPENDIX O

Curriculum and Instruction Program Course Sequence

Ed.D. Curriculum & Instruction (Effective May 8, 2014 at Approved Locations)		
(PV: CI_EDD004/*AU; CI_EDD005/AUO)		
Code	Course Name	Credit Hours
E7410	Critical Analysis of Trends and Policy: Power and Privilege	3
W7000	Advanced Academic Study and Writing/ Residency I	3
W7000R	Residency I (fulfilled as part of W7000 – see note below)	0
E7331	Curriculum Theory and Design	3
E7134	Comprehensive Planning and Implementation	3
E7412	Advanced Educational Psychology	3
E7803	Instructional Design	3
QETALEDD	Doctoral Qualifying Exam (DQE)	0
R7001	Introduction to Research Methods	3
R7038	Applied Research (*unless advanced research elective substitution is approved)	3
R7031	Methods & Analysis of Quantitative Research	3
R7035	Methods & Analysis of Qualitative Research (taken prior to DR8801)	3
R7035R	Residency II (fulfilled as part of R7035 – see note below)	0
DR8801-A	Doctoral Research I - A	1.5
DR8801-B	Doctoral Research I - B	1.5
E7834	Writing for Research	3
DR8802-A	Doctoral Research II - A	1.5
E7418	Response to Intervention	3
DR8802-B	Doctoral Research II - B	1.5
E7422	Data Informed Decision-Making I (Elementary and Secondary Classroom Level)	3
DR8803-A	Doctoral Research III - A	1.5
E7462	Assessment for the Classroom Teacher	3
DR8803-B	Doctoral Research III-B	1.5
E7414	Teaching and Learning Theories	3
DR8804-A	Doctoral Research IV - A	1.5
E7464	Understanding and Communicating Assessment Data	3
DR8804-B	Doctoral Research IV - B	1.5
	TOTAL	60
**Advanced Research Elective (Pick one)		
R7036	Program Evaluation Methods	3
R7037	Survey Techniques	3
R7040	Advanced Qualitative Analysis	3
<p>W7000 and R7035 are residency courses.</p> <ul style="list-style-type: none"> • Students enrolled in an online course format of W7000 or R7035 must attend a residency weekend, scheduled during the course, to fulfill the residential requirements. • Students enrolled in a blended course format of W7000 or R7035 will attend class meetings on campus to fulfill the residential requirements. 		

APPENDIX P

Preliminary Planning Sheet

Preliminary Plan Worksheet

Name: _____ Degree Concentration: _____

Will your study be an applied research study or traditional dissertation research?

1. As a researcher, my interest in this topic is to
 - a. gain knowledge and advance my field or discipline.
 - b. evaluate a program or practice, or solve a problem of practice.
2. My study will address a
 - a. gap that currently exists in the literature/research.
 - b. problem that currently exists in my organization or field.
3. The framework for my study is
 - a. theoretical (will test a theory, expand understanding of a theory, or develop a new theory).
 - b. conceptual (will seek resolution to a problem, result in a new/revised product or process).
4. My study will contribute to the
 - a. field or discipline by adding to the body of knowledge that currently exists on the topic.
 - b. mission or goals of the organization by applying an intervention or solution to a problem.
5. The results of my study will
 - a. lead to recommendations for further research in my field or discipline.
 - b. have potential for immediate application by practitioners in my organization or field.

If you selected "a" as your response to most of the questions above, your study has criteria of dissertation research. Follow the AU guidelines for dissertation research. If you selected "b" as your response to most of the questions, your study has criteria of applied research. Follow the AU framework for applied research.

Based on the preliminary questions above, and consultation with faculty, my research will be:
 _____ (a) dissertation research _____ (b) applied research

Possible Title: List the potential title of your study. This should reveal your primary research objective.

Problem Background: What problem led you to become interested in studying this topic? Who does this problem impact (population)? How does it affect the setting/subjects you are interested in studying?

Purpose Statement: What is the purpose of your study? What do you hope to accomplish? Be sure your purpose statement includes all variables (independent & dependent) to be studied.

List your independent variable(s): _____

List your dependent variable(s): _____

List your control variable(s) if any: _____

Setting/Subjects: Describe the subjects or setting and the criteria you used for selection.

Research Question 1:

Intervention or Instrument: What type of intervention will be applied or data collected to answer RQ 1?

Data Analysis: How will you analyze the data collected or the intervention applied?

Research Question 2:

Intervention or Instrument: What type of intervention will be applied or data collected to answer RQ 2?

Data Analysis: How will you analyze the data collected or the intervention applied?

Research Question 3:

Intervention or Instrument: What type of intervention will be applied or data collected to answer RQ 3?

Data Analysis: How will you analyze the data collected or the intervention applied?

APPENDIX Q
Doctoral Research Approval Form

DOCTORAL RESEARCH APPROVAL FORM**I. PRELIMINARY PLAN / PROSPECTUS****Student Information**

1. _____ 2. _____ 3. _____
Student Name Student ID Number Email Address
4. _____ 5. _____ 6. _____
Campus Degree Program Phone Number(s)
7. Title of Doctoral Research (15 words or less): _____

Doctoral Research Committee Assigned

8. _____ 9. _____
Signature of Chair Signature of Member
10. _____ _____
Signature of Campus Department Chair Date

II. PROPOSAL**Turnitin Reviewed and Approved**

1. _____ _____ %
Signature of Chair % Similarity Index

Proposal Approved and Proposal Defense Passed

2. _____ 3. _____
Signature of Chair Signature of Member

IRB Certification Verified

4. _____
Signature of Campus IRB Chair or Representative

Proposal Accepted by Campus/University

5. _____
Signature of Campus Department Chair

III. COMPLETION**Final Turnitin Report Reviewed and Approved**

1. _____ _____ %
Signature of Chair % Similarity Index

Final Document Approved and Final Defense Passed

2. _____ 3. _____
Signature of Chair Signature of Member

Final Editing Completed

4. _____ 5. _____
Signature of University Approved Editor Signature of Campus Department Chair

Final Document & Copyright Statement Received

6. _____
Signature of University Library

IRB Project Completion Form Received

7. _____
Signature of Campus IRB Chair or Representative

Student has Satisfied all Requirements and Obligations:
(Submit this form, with all signatures above, to the Campus Registrar.)

8. _____
Signature of Campus Registrar

APPENDIX R

Links to Examples, Templates, and Forms

APPENDIX R

Links to Examples, Templates, and Forms

ID	Document	Description	Link
ADR-2	Doctoral Research Approval Form	Fillable PDF form of the DRAF	http://syllabi.courseassets.com/fileid_adr_02.pdf
ADR-3	Preliminary Plan	Fillable PDF version of the Preliminary Plan Worksheet	http://syllabi.courseassets.com/fileid_adr_03.pdf
ADR-4	Prospectus	Example/Template for the Prospectus (Applied Research or Dissertation)	http://syllabi.courseassets.com/fileid_adr_04.doc
ADR-5	Proposal: (Applied Research)	Example/Template of Format for an Applied Research Proposal ¹	http://syllabi.courseassets.com/fileid_adr_05.doc
ADR-6	Proposal: (Dissertation)	Example/Template of format for a Dissertation Proposal	http://syllabi.courseassets.com/fileid_adr_06.doc
ADR-7	Final Submission Format (Applied Research)	Example/Template of format for the final Applied Research study ¹	http://syllabi.courseassets.com/fileid_adr_07.doc
ADR-8	Final Submission Format (Dissertation)	Example/Template of format for the final Dissertation	http://syllabi.courseassets.com/fileid_adr_08.doc
ADR-9	Example of an Applied Research Study	Example of a completed Applied Research Study in an alternative format (Cost-Benefit Analysis)	http://syllabi.courseassets.com/fileid_adr_09.doc
F-6	Statement of Copyright Release Form	Fillable PDF form to be submitted to the University Library as part of the final paperwork process	http://syllabi.courseassets.com/fileid_f-6.pdf

¹Applied Research studies may take on different formats depending on the type of study (e.g., cost benefit analysis, employee handbook, training manual, program evaluation). This example illustrates common naming conventions. Different formats may be agreed upon by the students and doctoral research committee.