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6/12/2009 RMH
Course Syllabus

Course Title: DOC/733 – Doctoral Dissertation

Course Schedule:
Start Day: Tuesday, June 16, 2009
Stop Day: Monday, August 10, 2009

Course Location/Times: UOP Online

Online Forums

DBA.06-16.ATKINJAMES-DOC733.MAIN [This is the Main Classroom, and every learner has the ability to read and write to this forum. This is where class discussion will be held, answers to discussion questions will be posted, weekly summaries submitted, and weekly participation monitored (at least two substantive messages on at least 5 days out of 7 each week). University of Phoenix automatically monitors attendance from posting two messages on any 2 separate days to any of the forums.]

ASSIGNMENTS [This forum is used for submission of assignments, such as individual papers and Learning Team projects. Learners only have write-only access to this forum, meaning they can post messages to it, but cannot read any messages that have been submitted, including their own. It is recommended that learners carbon copy (cc) the message to their e-mail address or check the Sent Messages folder to confirm that messages have posted to this forum.] Jim, we will not use this Forum for DOC 733.

DBA.06-16.ATKINJAMES-DOC733.CHAT.ROOM [This read-and-write access forum is for learners to communicate on an informal level. Learners are free to engage in any appropriate discussions, including those that are not based on course content.]

DBA.06-16.ATKINJAMES-DOC733.COURSE-MATERIALS [This is a read-only forum, which means that students can read messages in the forum but are not able to submit posts. Instructors will use this forum to post materials such as this syllabus, course lectures, and other instructional messages.]

Web Access to Class: The Web based OLS system is the platform used for this class.

Required Texts:
None

Reference Materials:

Program-specific Research Handbook

Electronic Resources:
All required articles and Web sites can be accessed through the Electronic Reserve Readings (ERR) found on this course’s resource page.
Instructor's Name: Ron Hutkin, Ph.D.

(Dr. Ron)

Telephone: 801.619.7091 (H)
            801.699.4118 (C)

UoPhx E-mail Address: MARAUDER1@email.phoenix.edu

Alternate E-mail Address: MARAUDER2@comcast.net

Availability: During the course, I will check-in with you Online on the following days or as needed on other days/times:

- Tuesday
- Wednesday
- Friday
- Monday

*Please note that Salt Lake City, UT is on Mountain Time (Standard, MST or Daylight, MDT).

The Online Weekly Schedule
The course week begins on Tuesday and ends on Monday. Please see the following for a breakdown of the week:

Day 1 – Tuesday
Day 2 – Wednesday
Day 3 – Thursday
Day 4 – Friday
Day 5 – Saturday
Day 6 – Sunday
Day 7 – Monday

Welcome!
Welcome to DOC 733, Doctoral Dissertation, Jim. I am pleased and thrilled to have the opportunity to work with you in this directed study Online course. The Online environment provides us with a unique and high powered forum to demonstrate your scholarship along with your writing skills and abilities. In this series of DOC 733 courses, you have opportunity to refine and to improve your dissertation proposal in order to submit it for ARB/IRB approval.

Instructor Bio
My Bio is posted in the Chat Room. I look forward to reading your updated Bio to find out all the exciting things you have been doing during the past few months. Please post your Bio in the Chat Room as well, during Week 1.
COURSE DESCRIPTION

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

Purpose and Approach

DOC/733 is intended to facilitate the development of the dissertation proposal. By the end of this course, the learner should have created a proposal that is ready for submission to the Academic Review Board (ARB) and the University of Phoenix Institutional Review Board (IRB). Learners must receive approval from both of these boards to be eligible for enrollment in DOC/734. Coursework is determined by a contract developed between the learner and his or her mentor with the concurrence of the other committee members.

COURSE OBJECTIVES

Proposal Writing

- Create a dissertation proposal that synthesizes a leadership problem under consideration, an exhaustive review of the literature situating the problem and its elements, and a proposed method for obtaining greater knowledge about the problem into a cohesive statement of the learner’s purpose and process in researching and writing the dissertation.

Proposal Submission

- Prepare the dissertation proposal for submission to the ARB/IRB.

Course Changes

Assignments in this document take priority. While the reading assignments and learning objectives remain the same as indicated on the rEsource page, some of the assignments in this syllabus have been customized for this particular course.

Attendance in Online Courses

A learner will be considered in attendance for a given week of online instruction if he or she posts at least once in any forum on two different days during the online week of Tuesday through Monday. Deadlines for attendance are based on Mountain Standard Time. Working privately with the instructor via email does not count toward the attendance required by the University. Any learner who fails to make these weekly postings will be required to withdraw from that course without a grade and will subsequently be required to retake the course in directed study format. The Online Campus processes these withdrawals automatically. There is a maximum of three directed studies allowed for a student during the entire program. Directed studies are not an entirely favorable substitute for online classes, as learners miss the valuable interaction of their cohort members.

Participation for Online Courses

Learners are expected to participate, on at least 5 days out of each 7-day week, in several conference discussions relating to the subject matter for the week. Discussions will take place in the main classroom forum as assigned by the faculty member in the course syllabus. Learners will read, analyze, and respond to questions and comments from the faculty member and fellow learners.
**Academic Honesty**

Academic honesty is highly valued at the University of Phoenix. You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the University of Phoenix Catalog for more information about academic honesty, including consequences of academic dishonesty.

**Privacy and Confidentiality in the Online Classroom**

One of the highlights of the University of Phoenix academic experience is that students can draw on the wealth of examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**GRADING CRITERIA**

DOC/733 is available in three iterations: DOC/733, DOC/733A and DOC/733B. These iterations are available to enable learners to obtain ARB/IRB approval. Learners who do not receive ARB/IRB approval upon completion of DOC/733 will receive a letter grade and must enroll in DOC/733A. Learners who do not receive ARB/IRB approval upon completion of DOC/733A will also receive a letter grade and must enroll in DOC/733B. Learners who do not receive ARB/IRB approval upon completion of DOC/733B will receive an “IP” (In Progress) grade and must repeat DOC/733B until ARB/IRB approval is received.

**STANDARDS FOR WRITTEN WORK**

**Depth of Scholarship**

Assignments should represent the learner’s careful, thoughtful efforts to cover the key elements of the topic thoroughly. Content should go beyond mere description or paraphrasing. The work should be thematic and based on an analytical framework of the learner’s choosing.

**Originality of Ideas and Research**

All assignments must demonstrate a unique, creative approach to the problem being studied and represent the original work of the learner.

**Theoretical and Conceptual Framework**

Assignments should display the learner’s understanding of the theories and concepts relevant to the topic. Learners should form their arguments by taking competing concepts and theories into account.

**Use of Literature**

Assignments should be grounded in appropriate, adequate, and timely academic literature. No specific number of sources is prescribed, but those used should represent the best available references on the topic. Textbooks, newspapers, and magazines are not appropriate references for scholarly work.
**Substantive Value**
Assignments should contribute substantive value to the understanding of the subject.

**Clarity and Logic of Presentation**
Assignments should present ideas in a clear manner and with a strong organizational structure. Coverage of facts, arguments, and conclusions should be logically related and consistent.

**Grammar and Adherence to APA Format**
The rules governing the grammar and usage of standard American English must be followed, and language should be clear, precise, and appropriate for the intended scholarly audience.

When formatting and composing assignments, learners must follow the guidelines described in the *Publication Manual of the American Psychological Association* and the style guide of the School of Advanced Studies. In addition the overall layout of assignments, including citations and reference pages, should adhere to APA style.

**Suggested Grading Scale for Written Work**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of scholarship</td>
<td>10%</td>
</tr>
<tr>
<td>Originality of ideas and research</td>
<td>15%</td>
</tr>
<tr>
<td>Theoretical and conceptual framework</td>
<td>15%</td>
</tr>
<tr>
<td>Use of literature</td>
<td>15%</td>
</tr>
<tr>
<td>Substantive value</td>
<td>15%</td>
</tr>
<tr>
<td>Clarity and logic of presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Grammar and adherence to APA format</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Week One

Proposal Writing

- Create a dissertation proposal that synthesizes a leadership problem under consideration, an exhaustive review of the literature situating the problem and its elements, and a proposed method for obtaining greater knowledge about the problem into a cohesive statement of the learner's purpose and process in researching and writing the dissertation.

Attendance

Faculty will determine the requirements for required online participation during this class, but it is important to remember that the University's online attendance policy will be enforced. For clarification, the policy is stated below.

In order to be in attendance during a week, learners must post at least one message to one of the course forums on 2 separate days. If a learner is not in attendance for 2 or more weeks for a course that is 5 or more weeks in length, he or she will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Attendance is taken electronically.

Assignments

1. Reading Assignments: All readings should emanate from the learner’s area of interest and his or her intended research method.

   1. Learning Contract: On the first day of class, the learner will post his or her completed work from DOC/721R and DOC/722 (as well as all dissertation work completed outside of class time following these courses) to the main forum. From this material, the learner and the mentor can derive a plan for the course, including milestones, deliverables, and deadlines. The learner and the mentor should write the plan via dialogue and negotiation, arriving at a learning contract for the course. Faculty and learners should refer to the Academic Review Checklist when creating this contract to ensure their goals are aligned with the University’s standards for proposals.

2. Implications and Conclusions Summary:

   In order to help keep us on track, submit a brief Implications and Conclusions Summary on Day 7 of Week 1.
Weeks Two through Eight

Proposal Writing

• Create a dissertation proposal that synthesizes a leadership problem under consideration, an exhaustive review of the literature situating the problem and its elements, and a proposed method for obtaining greater knowledge about the problem into a cohesive statement of the learner’s purpose and process in researching and writing the dissertation

Proposal Submission

• Prepare the dissertation proposal for submission to the ARB/IRB

Attendance

Although learners are not required to participate in typical online participation during this class, the University’s online attendance policy will be enforced. For clarification, the policy is stated below.

In order to be in attendance during a week, learners must post at least one message to one of the course forums on 2 separate days. If a learner is not in attendance for 2 or more weeks for a course that is 5 or more weeks in length, he or she will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Attendance is taken electronically.

Assignments

1. Reading Assignments: All readings should emanate from the learner’s area of interest and his or her intended research method.

2. Proposal Writing: Throughout these weeks, learners will be creating their proposals, following the guidelines established in the Learning Contract.

3. Finalization and Submission: After writing has been completed and reviewed by the committee, learners should be presenting their final deliverables and discussing the submission process with their mentor/facilitator. The Academic Review Checklist (available on the Program Handbook site) will serve as a guide for completion of the proposal, and it should be consulted frequently throughout this course.

4. Implications and Conclusions Summary: In order to help keep us on track, submit a brief Implications and Conclusions Summary on Day 7 of Weeks 2 through 8.

5. Complete Student End-of-Course Survey

At the end of the course, log in to the student eCampus Web site at https://mycampus.phoenix.edu/login.asp to access the Student End-of-Course Survey (SEOCS). These surveys will only be available on the site during the last week of the course. We encourage each learner to actively engage and enhance their academic experience by submitting feedback that identifies strengths and areas for improvement for faculty, curriculum, and the overall program. It is through learner feedback that we gain insight on how to improve the quality of study at the University of Phoenix.