SCHOOL OF LEADERSHIP

DOCTOR OF PHILOSOPHY HANDBOOK

2019-2020

Winston-Salem, North Carolina
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Table of Contents

Introduction - What is a PhD in Leadership?

Piedmont International University is a distinctively Christian institution of higher education that prepares students for lives of leadership and service. The PhD in Leadership, therefore, is a doctoral program designed to afford students an opportunity to address some of the world's pressing leadership problems and to prepare students as Christian leaders to transform the world for the glory of God. They are encouraged to focus on the dual biblical stances of transformational and servant leadership in a particular context.

The PhD in Leadership program seeks to:

1. Establish a forum, grounded in biblical foundations, for reflection, thought, research, and publication on Christian worldview issues, thereby influencing the leadership of organizations throughout the world.

2. Provide a quality doctoral program that does not require a disruption of family or current employment for program completion.

3. Provide a learning environment that fosters critical thinking and scholarship such that the doctoral students who complete the doctoral program are competent research scholars.

This is the official handbook for students enrolled in the PhD in Leadership program, and as such, presents the current policies and procedures as a means of guiding doctoral students through the program. The University retains the right to change or update any of these policies, procedures, and requirements at its discretion.

1. Preliminary Consideration, Policies, & Academic Information

Criteria for admissions are described in the current Academic Catalog. Questions pertaining thereto can be addressed to the School of Leadership.

1.1. Admissions, Policy & Procedures

Once accepted into the PhD program, students are expected to enroll in a course the next available semester. In the event that the student is unable to begin studies in the semester of acceptance, he or she will be marked as "did not attend" and will need to contact the Office of Admissions for re-application.

1.1.1. Admission Requirements

1.1.1.1. An accredited master's degree or equivalent from a recognized college or university

1.1.1.2. A cumulative GPA of 3.00 or greater

1.1.1.3. A completed application to Piedmont International University

1.1.1.4. Official transcripts from all previously attended schools

1.1.1.5. Two letters of reference (one academic and one professional)

1.1.1.6. A research-oriented writing sample

1.1.1.7. An autobiographical essay

1.1.1.8. A current résumé

1.1.1.9. The completion of all general admissions policies for Piedmont International University

1.1.2. Non-Program Students

1.1.2.1. PhD applicants who meet all other admission requirements but are deficient in GPA may be admitted as non-program students for nine hours to achieve the required GPA.

1.1.2.2. Upon completion of 9 credit hours with a 3.00 in each class, the student can be admitted to the PhD program in good standing.

1.1.2.3. Non-program students are not eligible for federal financial aid.

1.2. PIU Accreditation and Authorization

1.2.1. Accredited by the Transnational Association of Christian Colleges and Schools, P.O. Box 328, Forest, VA 24551. Telephone 434.525.9539

1.2.2. Chartered (1947) by the State of North Carolina as an educational institution

1.2.3. Recognized by all appropriate federal agencies, such as the United States Department of Education, the Veterans Administration, and the Department of Justice

1.2.4. Approved by the Association of Christian Schools International

1.2.5. A member of the National Association of Independent Colleges and Universities

1.2.6. Approved for the preparation of military, hospital, and law enforcement chaplains

1.2.7. Authorized to participate in Title IV Federal Financial Aid Program

1.2.8. A member of the Carolinas Association of Collegiate Registrars and Admissions Officers

Graduate degree programs of study offered by Piedmont International University have been declared exempt from the requirements for authorization/licensure under provisions of North Carolina General Statutes (G.S.) 116-15(c) as an institution that began conducting post-secondary degree activity prior to 1972. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

1.3. FERPA

A student's record is confidential. Federal law governs the release of information from a student's permanent record. Only directory information may be released by the institution without the consent of the student. Directory information includes the following: student's name, address, telephone number, birthplace and date, field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

Each year, Piedmont International University is required to give notice of the various rights to students and to the parents of dependent students, as determined by law, pursuant to the Family Educational Rights and Privacy Act (FERPA). Students and such parents have a right to be notified and informed.

In accordance with FERPA, the student is notified of the following:

1. The right to inspect and review the student's education records within 45 days after the day Piedmont International University receives a request for access. A student should submit to the Registrar's Office (in person or at registrar@piedmontu.edu [this must be submitted through the Piedmont University email account]) a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected or will email the requested documentation to the student. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Piedmont to amend a record should write the Registrar's Office, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the Piedmont registrar's office decides not to amend the record as requested, Piedmont will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Piedmont discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Piedmont International University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by Piedmont in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Piedmont who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Piedmont International University.

Note: Upon request, Piedmont also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Piedmont intends to forward those records upon request without notification to the student.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Piedmont International University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Avenue, SW
> Washington, DC 20202

5. For further information on FERPA regulations please visit the PIU Website
https://www.piedmontu.edu/office-of-the-registrar-ferpa-for-students

1.4. Nondiscrimination Policy

Piedmont International University admits students of any race, sex, color, handicap, or national and ethnic origin to all the rights, privileges, programs, and activities generally

accorded or made available to students of the institution. In accordance with its doctrinal position, the University does not discriminate on the basis of these categories in admission of students and in the administration of its policies and procedures.

1.5. Time Limits for Degree Completion

1.5.1. Maximum Time Limit

The maximum time limit for degree completion is 7 years.

1.5.2. Continuous Enrollment

A student is expected to maintain continuous enrollment in the program until the successful defense of the dissertation, by registering for a minimum of one course per semester and paying tuition and all fees. Failure to maintain continuous enrollment will result in suspension from the program.

1.5.3. Leave of Absence

In the event of extenuating circumstances, a student may request one Leave of Absence in writing from the School of Leadership. Pending Dean approval, the student will be allowed a maximum leave of absence of two semesters (summer semester included). A student who remains inactive for longer than two semesters must reapply to the program. Special accommodations will be extended for military deployments.

1.6. Program Objectives

Upon completion of the requirements, the graduate will be able to:

- Synthesize, evaluate, and contextualize leadership approaches and theories.
- Choose and create an original, scholarly research project culminating in a written, presented, and orally defended dissertation that advances leadership theories and contributes substantively to the body of knowledge in the chosen concentration.
- Demonstrate a high level of comprehension of leadership theory through practical individual and organizational application.
- Analyze social, political, economic, religious, and organizational events relative to the influence of leaders and leadership approaches.
- Integrate Christian faith, scholarly research, and leadership theory into practice.

1.7. Program Description & Concentrations

The Doctor of Philosophy (PhD) in Leadership degree is multidisciplinary in scope and online in delivery with one on-campus residency in the first year. It is designed for students seeking an advanced degree leading to organizational leadership positions. It integrates research, theory and practice, and provides a breadth of knowledge across the leadership field with in-depth research and study in pivotal areas. Critical thinking, scholarly research, writing, and learning occur within a biblical Christian worldview that supports the entire program.

Three concentrations are available:

- Organizational Management
- Ministry Administration
- Educational Administration

1.8. Program Length & Program Extensions

The program is 60 semester hours, with graduation upon completion of prescribed courses (including transfer) with a minimum overall GPA of 3.00 with no more than one C (C+, C, C-), passing the written comprehensive examination upon completion of the coursework and the written, presented, and successfully defended dissertation.

All work for the degree must be completed within a period of seven years from the date of initial enrollment. Any approved Leave of Absence will extend the amount of time for completing the degree by the length of the inactive period.

Petitions for an extension may be submitted to the School of Leadership before the end of the final semester. The petition must include a justification for the extension, including all pertinent documentation.

1.9. Tuition & Fees

The fee schedule is provided on the PIU website and is subject to change without prior notice.

Failure to make regular payments of tuition and fees may result in suspension from the program.

1.10. Transfer Credits

Students may receive transfer credit for a maximum of fifteen hours of doctoral level work from a non-conferred degree at another accredited institution. The Dean of the School of Leadership evaluates transfer credit on a case-by-case basis. All requests should be submitted to the School of Leadership with accompanying course descriptions, official transcripts, and other documentation requested as part of the application process.

The transferability of credits earned at Piedmont International University is at the complete discretion of an institution to which a student may seek to transfer. If the credits that a student earns at Piedmont are not accepted at the institution to which a student seeks to transfer, he or she may be required to repeat some or all coursework at that institution. It is the student's responsibility to ensure that attendance at Piedmont International University will meet the student's educational and career goals.

1.11. Academic Advising

Following acceptance into the program, PhD students are assigned an academic advisor. The academic advisor can be contacted at 336-714-7872.

1.12. Registration

Upon receiving an acceptance letter from the Admissions Office, the student will be contacted via email by an academic advisor for guidance in selecting courses. The advisor lists the course options for the upcoming semester. Via email or phone call, the student and the advisor confirm the student's schedule, and the advisor registers the student. Due to the number of sections in the PhD course schedule, students do not register themselves in this program.

Following registration, students should contact the Financial Aid Office (336-714-7900) and the Student Accounts Associate (336-714-7940) to make payment arrangements. Payment is not required to complete the arrangements, but the registration process is not complete until financial arrangements are finalized and approved.

1.13. Dropping/Adding Courses

A student who desires to withdraw from or add a course must consult with his or her academic advisor and submit the request in writing. The advisor submits a drop/add form on behalf of the student, which is then processed through Financial Aid, Student Accounts, and the Registrar's Office.

1.14. Academic Standing

Students are evaluated in their course work according to the following grading scale:

A	96 – 100	4.0
A-	93 – 95	3.7
B+	90 – 92	3.3
B	87 – 89	3.0
B-	85 – 86	2.7
C+	82 - 84	2.3
C	79 – 81	2.0
C-	77 – 78	1.7
D+	74 – 76	1.3
D	70 – 73	1.0
F	0 – 70	0.0

Students in Good Standing

  - Must maintain a cumulative GPA of 3.00 or higher
  - Be continuously enrolled in PhD courses (at least one course per semester)
  - Be making satisfactory academic progress towards a successful dissertation defense

Students on Academic/Financial Aid Suspension

If, at the end of any term, the student does not meet the above requirements, the student's academic standing will be reviewed by the Dean of the School of Leadership. All grades of D or F must be repeated. Students are allowed to earn one grade of C in the program, but a

second or subsequent C must be repeated (C+, C, C-). If at any time a student's cumulative GPA drops below a 3.00 the student's academic standing will be reviewed and he or she will be placed on warning, probation, or suspension status. A minimum cumulative GPA of 3.00 is required for PhD graduation.

1.14.1. Satisfactory Academic Progress

Graduate students must meet Satisfactory Academic Progress requirements in order to continue their enrollment and to advance toward degree completion. The SAP policy includes standards for Qualitative and Quantitative measures. The academic record of all students is reviewed at the end of each semester, and after evaluation, letters are sent from the Financial Aid and Registrar's Office notifying those with insufficient academic progress when they are being placed on Warning, Probation, or Suspension as a result.

1.14.1.1. Definition of Attempted Hours

The hours for which the student is registered as of the last date to drop a course without academic penalty (published in the Academic Catalog) at Piedmont International University.

1.14.1.2. Definition of Completed Hours

The hours for which a letter grade of A, B, C, or D is received at Piedmont International University. A grade of F or WF receives zero credits in the GPA.

1.14.1.3. Qualitative Standards

Cumulative GPA is composed of all attempted hours at Piedmont International University. To meet the qualitative standards, a student must meet the minimum cumulative GPA as determined by his or her classification and program. The GPA is calculated by the Registrar's Office.

1.14.1.4. Quantitative Standards Student Classification

A Doctor of Philosophy student must maintain a 3.00 GPA.

1.14.1.5. Quantitative Standards

The student must complete the required number of attempted hours of coursework at his or her current level. The requirement for the PhD Graduate Program is a 67% completion rate.

The student may not exceed 150% of the program in credit hours. All course work is included whether the student received Federal Financial Aid during that period or not. The rate of completion is calculated by the Registrar's Office.

1.14.2. Satisfactory Academic Progress Review

Students will be reviewed for satisfactory academic progress at the end of each payment period. If a student fails to meet either the qualitative or quantitative standard for his or

her degree program and classification at the end of the payment period, the following rules will apply:

1.14.2.1. Institutional Aid

Institutional Aid will be awarded in direct correlation to the student's Academic Standing following Catalog academic policies. This means that if a student is not on Academic Suspension, he/she may continue to receive institutional aid subject to the academic requirements of individual scholarships. It is possible for a student to receive institutional aid while not qualifying for federal aid.

A student will receive institutional aid during semesters of Academic Warning, Financial Aid Warning, and Financial Aid Probation, but will not receive institutional aid while on Financial Aid suspension, nor after readmission from a semester of suspension. Institutional Aid will be reinstated when Federal Aid Eligibility is reinstated.

1.14.2.2. Federal Aid

To maintain eligibility for Title IV aid and after failing to make Satisfactory Academic Progress, students must be placed on Financial Aid Warning, Financial Aid Probation, or an Academic Plan.

1.14.2.3. Financial Aid Warning

Any student who does not meet either the qualitative or quantitative standard for his or her degree and/ or classification at the end of any payment period will automatically be placed on Financial Aid Warning for one semester. Federal financial aid eligibility will continue for the warning semester. After one period of Financial Aid Warning, a student who does not meet the Satisfactory Academic Progress requirements will not be eligible for Federal Financial Aid unless an appeal is made and granted.

1.14.2.4. Financial Aid Probation

A student who fails to make Satisfactory Academic Progress following their Financial Aid Warning semester will lose Title IV eligibility unless the student successfully appeals.

If an appeal is granted and the institution determines the student has the capability to make SAP after one payment period, the student will be placed on Financial Aid Probation for warning semester. If the student on Financial Aid Probation is not making SAP by the end of the probationary term, or meeting the standards as outlined in the academic plan as proposed by the Satisfactory Academic Progress Appeals Committee, the student will become ineligible for Federal Student Aid.

If an appeal is granted and the institution determines that more than one payment period will be necessary for the student to make Satisfactory Academic Progress, the student may be placed on an academic plan. The plan may specify when the student will be able to make SAP again or may carry the student through the completion of his or her degree program. The student must be meeting the requirements of the plan at the end of each payment period in order to receive Title IV funds. The student may appeal in writing to change the academic plan and must document why the change is requested and how he/she will be able to make Satisfactory Academic Progress under the changed plan.

1.14.2.5. Financial Aid Suspension

A student who fails to make Satisfactory Academic Progress after the Financial Aid Warning semester and a Financial Aid Probation semester (if applicable), or who fails to meet the requirements of his/her academic plan will lose eligibility for Federal Student Aid. Eligibility will be reinstated after the student has met both the qualitative and quantitative standards.

1.14.3. Academic Warning

Any student who does not meet either the qualitative or quantitative standard for his or her degree and/ or classification at the end of any payment period will automatically be placed on Academic Warning.

1.14.4. Academic Suspension

After an initial warning semester, any student whose semester GPA or completion rate doesn't meet the requirements for his/her degree and/or classification is placed on academic suspension. A student whose semester GPA and rate of completion meet the requirements but whose cumulative GPA and rate of completion do not meet the requirements will be placed on Academic Warning. It is possible to be on Academic Warning and Financial Aid suspension during this semester. After a semester on Academic Warning, a student whose cumulative GPA and rate of completion do not meet the requirements is placed on academic suspension.

The suspension will last for a period of one semester, and the student must reapply for admittance and must meet any standards mandated by the Admissions Committee at that time. Students reentering from Academic Suspensions will be readmitted on Academic Warning, will be guided by an approved academic plan, and will not qualify for Federal Financial Aid or institutional scholarships until they meet appropriate GPA and Rate of Completion requirements.

1.14.5. Satisfactory Academic Progress Appeal

The student who wishes to appeal the accuracy of the academic criteria upon which financial assistance is based, should write a letter of appeal and submit it to the Registrar for correction. If not satisfactorily resolved, the appeal will be reviewed by the Academic

Council. Such appeals would generally be based on errors in the evaluation process, such as the miscalculation of the student's GPA, the incorrect inclusion/ exclusion of transfer work on the student's rate of completion calculation, or a miscalculation in the student's maximum time frame.

A student who wishes to appeal the loss of financial assistance should submit a request simultaneously to the Director of Enrollment Services and the Director of Financial Assistance. The Satisfactory Academic Progress Committee will be comprised of the Representative from Enrollment Services, Director of Financial Aid, Registrar, and an appointed academic representative. Successful appeals are usually based on factors beyond the student's control and include, but are not limited to, death in the immediate family, serious accident, or illness. The appeal must contain what has changed to allow the student to have the capacity to meet SAP. The appeal must be submitted within 2 weeks of notification of status or at least 2 weeks before the start of the next period in which the student wishes to enroll. All appeals will be placed in the student's folder.

Incomplete grades at the time of the SAP evaluation will be treated as a failed course with 0% towards GPA and no earned credits. When the incomplete has been satisfied and the professor has updated the grades with the Registrar's Office, the SAP will be reevaluated.

Financial aid eligibility will be reestablished when the student agrees to the proposed academic plan for reinstatement or when the student reaches SAP again.

1.14.6. Filing an Appeal

Appeals to the Satisfactory Academic Progress evaluation must be made within two weeks of notification to the student. Students will be notified within 2 weeks of the end of the fall semester. The appeal is to be submitted prior to the start of the spring semester. The appeal is to be made in writing. It is required to address the specific areas of deficiency in the appeal letter. If the student did not make SAP based on completion rate, the letter should address why the student did not complete the courses and why the current circumstances will be different. It is required for the student to be specific in the details for the SAP committee to be informed regarding circumstances, which led to the deficit, and the circumstances, which will allow the student to achieve academic success in future terms. Examples of documentation to support the student's appeal include doctor's letter regarding medical condition, attorney documents regarding legal issues, or counselor's letter regarding emotional crisis. Students must be specific in stating why the course could not be completed due to extraordinary circumstances during the semester in question.

A student is responsible to monitor his/her grades throughout the semester. It is a good idea to document any instances where a student tried to get assistance to avoid a failed course, meetings with professors, tutoring sessions, email correspondence to show ongoing issues, etc.

1.15. Academic Integrity

1.15.1 Definition of Academic Integrity

Academic integrity includes honest and responsible scholarship, research, information collection, and presentation. The University expects students to submit assignments that are original to them and that properly cite and reference peoples' ideas using the prescribed style guide. Biblically, these issues are reflected in verses about honesty (Eph. 4:25), integrity (Prov. 2:6-8), diligence (Col. 3:23), and uprightness (I Cor. 10:31). Students at PIU are expected to follow the letter and the spirit of academic integrity in all assignments. The very foundation of university success is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic career. If a student is uncertain about an issue of academic honesty, he/she should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining academic integrity involves:
- ✓ Creating and expressing one's own ideas in course work;
- ✓ Acknowledging all sources of information including verbal, written, digital, and graphic;
- ✓ Completing assignments independently or acknowledging collaboration;
- ✓ Accurately reporting results when conducting research or with respect to labs;
- ✓ Honesty during examinations.

1.15.2 Forms of Academic Misconduct

The following is a detailed list of different ways students show a lack of academic integrity, including academic technology misuse; cheating; complicity; fabrication or invention; falsification; forgery; multiple submissions; plagiarism and sabotage. The Academic Integrity Policy and the consequences for infractions can be found in the Student Handbook.

It is the student's responsibility to be familiar with these policies and to avoid academic misconduct in all assignments.

1.15.2.1. Academic Technology Misuse

Academic technology misuse is the unauthorized use of technology/software to complete an assignment.

➢ Example of misuse is the sharing of access codes that would allow an unauthorized person to access resources that have not been granted permission or purchased.

1.15.2.2. Cheating

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

➢ Examples of cheating include completing an examination while looking at another student's examination, using external aids (for example, books, notes, calculators, conversation with others) unless specifically allowed in advance by the faculty member, and/or having others conduct research or prepare work for you without advance authorization from the faculty member. This includes but is not limited to the services of commercial or black-market term paper companies.

1.15.2.3. Complicity

Complicity is intentionally or knowingly helping or attempting to help another to commit an act of academic misconduct or dishonesty. Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty.

➢ Examples of complicity include knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the materials to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration has not been approved and will not be reported; taking an examination or test for another student, or signing another's name on an academic exercise.

1.15.2.4. Fabrication or Invention

Fabrication is the intentional invention and unauthorized alteration of any information or citation in an academic exercise.

➢ Examples of Fabricated or Invented information would be to analyze one sample in an experiment and then invent data based on that single experiment for several more required analyses or a student taking a quotation from a book review and then indicating that the quotation was obtained from the book itself.

1.15.2.5. Falsification

Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise or University record.

> Falsification of institutional records includes altering or forging any document and/or record, including identification material issued or used by the University.

1.15.2.6. Forgery

Forgery is defined as the act to imitate or counterfeit documents, signatures, and the like.

1.15.2.7. Multiple Submissions

Multiple submissions is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of all classes for which the student submits the work.

> Examples of multiple submissions include submitting the same paper for credit in more than one course without all faculty members' permission and making revisions in a credit paper or report (including oral presentations) and submitting it again as if it were new work.

1.15.2.8. Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgement. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. The failure occurs in an oral, written, or media project submitted for academic credit or some other benefits.

> Examples of Plagiarism include (but are not limited to), the following:
> - Word-for-word copying of another person's ideas or words.
> - The submission of one's own work for credit more than once without authorization from instructors
> - The mosaic (interspersing of one's own words here and there while, in essence, copying another's work).
> - The paraphrase (the rewriting of another's work, yet still using his or her fundamental idea or theory).
> - Submission of another's work as one's own.
> - Having another person write or correct a paper.
> - Buying or procuring a ready-made paper from a research paper "service" on the internet or from another such service.
> - Neglecting quotation marks on material that is otherwise acknowledged.
> - Fabrication of references (inventing or counterfeiting sources)

1.15.2.9. Sabotage

Sabotage is acting to prevent others from completing their work.

- Hiding, stealing or destroying library or reference materials, computer programs, or willfully disrupting the experiments of others.
- Stealing or destroying another student's notes or materials or having such materials in one's possession without the owner's permission.
- Tampering in any way with University software.

1.15.3. Consequences of Academic Misconduct

1.15.3.1. Basis of Consequences

➢ Academic Misconduct is seen to be at the very least dishonest, and as severe as a theft.
➢ Stealing may involve ideas, information, wording, or phraseology.
➢ Academic dishonesty cheats the student of valuable learning experiences.

1.15.3.2. Penalties of Academic Misconduct

➢ When Academic Integrity is brought into question:
  - It must be referred to the Academic Integrity Committee.
  - The committee will review the allegation by interviewing both the faculty members and students involved.

➢ If the committee determines the allegation to be a case of misconduct, one or more of the following penalties could be instituted:
  - A written warning of reprimand.
  - Resubmission of assignment with or without a grade reduction.
  - A zero will be given for the assignment/test/paper/etc. in which the offense occurs.
  - The student(s) will receive a failing grade in the course.
  - The student(s) will be recommended to the Student Guidance Committee for expulsion from the university.

➢ Academic Misconduct offenses are permanently recorded and filed in the Academic Office but only accessible by the Academic Integrity Committee and authorized members of the Student Services Department.

➢ The consequences of academic misconduct may apply to the whole of a student's academic career at PIU and not just one course in the semester.

1.16. Code of Conduct

Christian leadership demands an exemplary testimony. PhD students should be pacesetters in their communities both spiritually and professionally. Students are required to respect the Statement of Faith of the University. A Christian testimony at home and in public, local church ministry, a burden for the unsaved, communicating Biblical truth, and walking with the Lord daily are expectations of all PhD students.

1.17. Grade Dispute

If a student feels that he or she has received a grade in error, he or she should follow the Complaint, Reviews, and Appeals process outlined in 1.15. No grade will be changed after one calendar year has expired from the end of the semester in which the grade was received.

1.18. Complaints, Reviews, and Appeals

All student complaints, reviews, and appeals should be made to the appropriate person or committee in writing within one semester, in the following order:

1. The student should begin by discussing the situation with the appropriate faculty or staff member directly responsible for that area.

2. If not satisfied with the response, the student should then contact the Dean of the School of Leadership.

3. If a conflict persists, the student should submit a written appeal to the Appeals Committee through the Provost. The committee is composed of the members of the Academic Review Committee (Director of the Student Success Center, Registrar, and Provost). The committee will review the appeal and respond in writing.

4. A final institutional appeal may be submitted to the Board of Trustees through the President.

5. Should a student deem these actions unsatisfactory after having followed the process of appeal, the student may contact the offices of Transnational Association of Christian Colleges and Schools, 15935 Forest Road, Forest, VA 24551. Telephone (434) 525-9539.

6. Online students not in North Carolina may have additional recourse in the state in which they reside. Information for directing a complaint to a specific state may be found at PiedmontU.edu by selecting Online Education and clicking on State Authorization.

7. Students may have additional recourse in the state in which they reside. Information for directing a complaint to a specific state may also be found at PiedmontU.edu by selecting Online Education and clicking on State Authorization.

2. Program Status

2.1. Withdrawal from the Program

In the event that a student has decided to withdraw from the university, the School of Leadership should be notified in writing. Counsel with the student's Academic Advisor is required before an acceptable dismissal can be permitted, as failure to withdraw correctly can have significant financial and academic penalties.

If students' attitudes or conduct do not conform to their pledge, the University reserves the right to request withdrawal. The same holds true if students demonstrate that they are unsuited to the work of the University because of inability to maintain a satisfactory grade point average.

Grades are recorded as Withdrew Passing or Failing as of the day of withdrawal. Financial obligations are also computed as of that date. Refund information for withdrawals is found in the annual Schedule of Fees at www.Piedmontu.edu.

2.2 Suspension from the Program

Students may be suspended from the program for the following reasons:

- Student's cumulative GPA falls below a 3.00
- Student fails to meet the standards of academic integrity
- Student fails to maintain continuous enrollment
- Student fails to maintain good financial standing

2.3 Readmission to the Program

A student who has withdrawn or been suspended from the program and desires to resume his or her plan of study must reapply, following current admissions requirements. Additionally, an interview with the Dean of the School of Leadership may be required.

A student who finished all coursework and was in the dissertation writing phase at the time of withdrawal or suspension will be required to submit to the School of Leadership a proposal and all work completed towards the dissertation, including drafts.

Readmitted students come in under the current catalog at the time of readmission.

3. Program Format

The Doctor of Philosophy at Piedmont International University is designed with the following three stages: coursework, comprehensive examination, and dissertation. The coursework is designed to develop students' mastery of the academic field and their ability to contribute to the field. The comprehensive examination is developed for the students to explain, evaluate, synthesize, and apply the knowledge gained from the coursework. They demonstrate their readiness to become doctoral candidates by successfully completing the comprehensive exam. The doctoral dissertation is the final stage of the PhD Through its design, implementation, and report doctoral candidates demonstrate their ability to contribute to the knowledge base of the field of Leadership.

3.1. Program Stages

3.1.1. Course Work

The PhD is a 60-hour degree that is all online, except for one on-campus residency in the first year of the program.

The course structure has four components:
1. General Core - 33 credit hours
2. Concentration - 9 credit hours
3. Research Core - 9 credit hours
4. Dissertation - 9 credit hours

A student must choose one of the following concentrations: Organizational Management, Education Administration, or Ministry Administration. Course descriptions can be found in the Academic Catalog.

3.1.2. Comprehensive Examination (Candidacy Approval)

3.1.2.1. Exam Eligibility

Students are eligible to take the Comprehensive Examination after completing the general core, concentration, and the research courses, and prior to enrolling in RES877 Dissertation I.

Students will be notified by the School of Leadership the semester that the examination is to be taken. As part of course registration, the student will be enrolled in the comprehensive exam. Instructions will be posted in the blackboard shell, and students will have 13 weeks to conduct research and write a scholarly research paper as a comprehensive demonstration of their knowledge of the field of leadership.

3.1.2.2. Exam Completion

Upon successful completion of the Comprehensive Examination, a student is admitted to the Candidacy stage of the program.

A student who fails the examination may be given one additional opportunity to retake the exam. A second failure will result in automatic dismissal from the PhD program.

3.1.3. Dissertation

The PhD dissertation is the highest academic accomplishment of a student's academic journey. A dissertation written in order to earn a PhD degree is a substantive and scholarly research study conducted independently by the student and under the guidance of a Dissertation Chair. At Piedmont a dissertation focuses on a leadership topic in or related to the chosen concentrations of Organizational Management, Ministry Administration, or Educational Administration. Included among the criteria of a successful dissertation are the following: Appropriate topic, valid research question, original research, sound methodology, coherent argumentation, critical evaluation, effective style, conformity to deadlines, and contribution of scholarship.

3.2. Course Structure

The PhD in Leadership program at Piedmont International University is delivered completely online except for the one-week residency requirement. The program is delivered on a tri-semester basis, which consists of two sessions per semester.

3.3. Course Attendance

3.3.1 Enrolled online students must check-in to courses, continue with assigned work or officially withdraw.

3.3.2 Failure to check-in will result in administrative withdrawal from the course.

3.3.3 Ongoing participation will be based on the student fulfilling scheduled requirements of a course.

3.3.4 Students who withdraw after the add/drop period may receive a grade of "WP" or "WF."

3.3.5 Students who check-in to a course and fail to maintain ongoing participation but do not officially withdraw will receive a grade of "F."

*It is the student's responsibility to be familiar with these policies and to keep track of his or her own attendance.

3.4. Course Sequences

Students will begin the program with the PhD core courses. Concentration courses are generally taken in the 2nd year of study, and research courses are integrated in throughout the program. The research series is designed as dress rehearsal and practice for the developing of the dissertation proposal. All seventeen courses are completed prior to taking the comprehensive exam. Students enter the candidacy stage after successful completion of the comprehensive exam and then proceed with the dissertation course sequence. The research and dissertation course sequences must be completed at Piedmont International University in the PhD program.

PhD Core - 33 hours

LEA700 Foundations of Leadership (3 hours)

LEA701 Aspects of Leadership (3 hours)

LEA702 Global Leadership (3 hours)

LEA703 Organizational Development (3 hours)

LEA704 Organizational Communication (3 hours)

LEA705 Conflict Resolution (3 hours)

LEA801 Strategic Planning (3 hours)

LEA802 Organizational Change (3 hours)

LEA803 Leadership Values and Ethics (3 hours)

LEA804 Leadership Policy and Culture (3 hours)

LEA807 Contemporary Issues in Leadership (3 hours)

PhD Concentration – 9 hours (choose one of three concentrations)

Organizational Management

LEA810 Marketing for Leaders (3 hours)

LEA811 Leading Leaders in Multi-Level Organizations (3 hours)

LEA812 Grant Writing Management & Program Evaluation (3 hours)

Education Administration

LEA813 Educational Research Methods (3 hours)

LEA814 Teacher Supervision & Evaluation (3 hours)

LEA815 Personnel Administration (3 hours)

Ministry Administration

LEA816 Cross Cultural Ministry Leadership (3 hours)

LEA817 Team Leadership in a Ministry Setting (3 hours)

LEA818 Leadership Mentoring, Coaching and Discipleship (3 hours)

PhD Research Core – 9 hours

RES801 Research Design I (3 hours)

RES802 Research Design II (3 hours)

RES803 Research Design III (3 hours)

Pass Written Comprehensive Examination

Pass Dissertation Proposal Defense

PhD Dissertation Sequence – 9 hours

RES877   Dissertation I (3 hours)

RES878   Dissertation II (3 hours)

RES879   Dissertation III ***** (3 hours)

Pass Dissertation Defense

Total Minimum Required Semester Hours   60 hours

*RES880 Dissertation Continuation may be taken beyond RES879

3.5 Residency Requirements

As a foundational aspect of the program, students are required to attend a one-week on-campus residency the first time it is offered after acceptance.

3.5.1. The residency is a highlight for students as they begin to develop competencies in dissertation choice, design and methodology, and APA writing style and format. It is an opportunity for students to build relationships with professors and grow their own personal networks with fellow students.

3.5.2. Students can stay in university housing for a minimal fee or choose to stay in area hotels. Those staying in university housing should plan to bring their own linens for a twin bed, towels, and shower shoes for a suite-style restroom (women) or dorm restroom on the hall (men).

3.5.3. A $260 fee is attached to the residency requirement. In an effort to make the event as affordable as possible, room & board on the PIU campus are offered at an additional reasonable cost. Details are provided by the School of Leadership prior to registration for the event.

4. The Dissertation Committee

4.1. Dissertation Committee Composition

The committee consists of three Piedmont faculty members (one of whom is designated as the Chair). Only individuals who hold an appropriate terminal research degree are authorized to serve on the dissertation committee.

Please note that the final determination of the Committee's composition is the sanction of the Dean of the School of Leadership.

4.2. Selection of Committee Members

Upon successful completion of all coursework and the Comprehensive Exam, the student is assigned a Chair to serve as the guide of the dissertation process in RES877, RES878, RES879, and any subsequent sections of RES880. Two other committee members will be assigned prior to the completion of the student's chapters 1 – 3. When the makeup of the committee is finalized, the School of Leadership will notify the Chair and the student.

4.3. Responsibilities of the Committee Members

The Dissertation Committee provides a student with the direction, guidance, support, and feedback needed to complete all phases of the dissertation.

The duties of the committee include the following:
- Evaluation and approval of the dissertation proposal;
- Reading evaluation of the first draft and subsequent revisions;
- Providing guidance throughout the dissertation research and writing process;
- Reading and evaluation of the final draft;
- Participation in the oral defense and final approval of the dissertation manuscript.

4.4. Responsibilities of the Dissertation Chair

In addition to the responsibilities listed above for Committee members, the Chair:
- Guides a student's entire dissertation process and ensures that all relevant policies, procedures, and standards are followed;
- Coordinates activities so that the work of the Dissertation Committee proceeds in a timely fashion (it is the responsibility of the Chair to ensure that feedback from committee members is completed within the stated deadlines);
- Serves as the intermediary for all communication between the student, committee members, administration, and IRB;
- Submits documents for University approval and organizes Oral Defense.

4.5. Working with a Committee

In order to be effective all communication between the Student and Committee members must be timely, open, and honest. All interactions should maintain a positive, respectful, and professional tone.

Students should communicate regularly with their Chair via Blackboard and/or PIU channels only. Responses to all communications, regardless of sender, should be within 48 hours. Chairs may also choose to communicate with students via phone or videoconference.

4.6. Changes in Committee Assignments

Students may request to substitute a Committee member only in an extenuating circumstance and only after consulting with his or her Academic Advisor, and pending approval from the Dean of the School of Leadership. Students must make the request in writing to the School of Leadership and must, as a courtesy, communicate their decision to make the request to the Committee member concerned.

Committee members may request a change in Committee assignment by seeking permission from the Dean of the School of Leadership. A formal written request for the assignment change must also be provided to the School of Leadership. The Committee Member must, as a courtesy, communicate his or her decision to the Student concerned. If the Dean of the School of Leadership grants the reassignment request, the School of Leadership will quickly assign an appropriate replacement.

In all change request situations, the decision made by the Dean of the School of Leadership will serve as a final decision.

5. **The Dissertation Process**

The student's doctoral dissertation is the final stage in the PhD in Leadership program at Piedmont International University. It represents years of study, course work, and original research. The PhD dissertation examines a particular problem or issue related to the discipline of leadership and addresses one or more research questions related to that topic. In order to facilitate the student's preparation and development of the research dissertation, the School of Leadership has prepared a dissertation completion plan including a dissertation proposal protocol.

5.1. Identifying a Dissertation Topic

The process of writing a dissertation begins with the topic selection process. Students must choose a topic that incorporates a leadership component and is focused on an area of study within their field. Ideally, students begin the process of identifying a topic early in their doctoral program and will continue to explore that topic throughout the coursework leading up to the dissertation courses. When opportunities exist, students should research a topic of interest by examining literature reviews and related papers for doctoral coursework. Formally, students will identify a topic to which they will seek approval by their Dissertation Chair at the start of RES 877.

The dissertation topic must be relevant, feasible, significant, and worthy of research. Students are encouraged to pursue dissertation topics that are of personal relevance and significance. The student must be able to carry out his or her research given the constraints of time, finances, and other impending factors. The topic must contribute new findings to the student's field of study and show that the findings constitute a theoretically meaningful contribution to the field highlighting a leadership component. A dissertation must involve the collection of new relevant data or a new analysis of previously collected data. A doctoral dissertation must be indisputably and undeniably the student's own work.

5.2. Document Review Turnaround Times

The dissertation process encompasses a handful of review stages by different boards or committees. Students should expect to receive feedback from each review stage within the below time frames.

Dissertation Proposal review by Committee members: 7-10 days
IRB Review: 7-10 days, but allow up to 2 weeks for extenuating circumstances
Dissertation review by Committee members: 7-10 days

5.3. Dissertation Proposal Defense Protocol

The preparation and presentation of the dissertation proposal allows the student to select a topic, begin a relevant literature review on that topic and delineate an appropriate method to investigate the research topic. However, the proposal defense provides valuable counsel and direction from the student's Dissertation Committee prior to the implementation of the student's research method and data retrieval (Appendix B). The successful dissertation

proposal defense allows the student to proceed with the completion of research and dissertation writing knowing that the focus of research is valuable and valid.

5.3.1. Dissertation Proposal Overview

The PhD in Leadership program at Piedmont International University consists of six components: the residency, the core coursework, the concentration and research coursework, the Comprehensive Examination, the dissertation proposal defense, and the dissertation defense. The student must attend residency, satisfactorily complete all of the core, concentration, and research courses and pass the Comprehensive Exam prior to beginning the dissertation.

Once the student has passed the Comprehensive Exam, the student's Chair and two Dissertation Committee members are assigned to the student as his or her Dissertation Committee. Beginning with RES877 Dissertation I the Chair commences work with the student to identify a unique research problem or issue, an ensuing research purpose, topic, and question(s), an appropriate research method that will address the topic under investigation, and an extensive review of extant literature pertaining to the student's topic. During the succeeding months and dissertation courses, the student designs and produces a dissertation proposal consisting of the first three chapters of the dissertation.

5.3.2. Dissertation Proposal Format

With the production of the first three chapters of the dissertation, the student is now able to proceed to the proposal defense stage. It is at this point that the full Dissertation Committee examines the student's dissertation work. The dissertation proposal is circulated to the two committee members for their examination, and the full Dissertation Committee then deliberates and discusses the student's work in detail. The Dissertation Committee, through the Chair, returns one of four possible results: approval with no revisions, approval with minor revisions, approval with major revisions, or rejection. Please find a copy of the PhD in Leadership Dissertation Proposal Defense Approval Form in Appendix B.

The approval of the student's dissertation proposal then allows the student to proceed to the IRB application stage. Only after the student has approval by the Dissertation Committee may the student submit the IRB application seeking approval to begin human subject research. Following the approval of the Piedmont International University Institutional Review Board the student then begins data collection, analysis, and writing of the last two chapters of the dissertation.

5.3.3. Dissertation Proposal Requirements

Generally, the dissertation proposal contains the first three chapters of the dissertation, a reference section, title page, tentative table of contents, and any attending documents germane to the dissertation. The proposal is written in 12-point Times New Roman font

and follows APA 6th edition, second printing format. Any proposal not following these presentation guidelines will be immediately returned.

The proposal demonstrates the student's scholarly comprehension of the area under investigation, a mastery of the literature related to the dissertation subject, and a clear understanding of the methodology required to obtain the data and establish pertinent research findings. Consequently, the student is encouraged to exhaustively prepare the proposal prior to submission. This will allow the student to move more quickly to the data gathering stage with less revision of the earlier chapters.

The dissertation proposal defense is both challenging and exciting. It requires significant scholarly effort and presentation as it demonstrates the student's mastery of the subject under investigation. However, it also provides valuable feedback, direction, and encouragement as the student progresses to the research stage of the dissertation process.

5.4. Institutional Review Board (IRB)

Piedmont International University recognizes the need to provide careful oversight of all institutional research involving human participants. The protection of human research subjects is both ethically responsible and consistent with the principles specified in the Code of Federal Regulations, Title 45, Part 46 (45 CFR 46), and the Belmont Report. As such, any human subject research conducted by faculty or students associated with PIU is subject to the review process of the Institutional Review Board of Piedmont International University.

5.4.1. The Function of the IRB

The IRB of Piedmont International University ultimately functions to protect the general welfare, privacy, and rights of human subjects involved in research conducted by faculty or students of PIU. Consequently, IRB approval is required prior to any and all human subject research. While not limited to the following, the IRB of PIU examines any proposed research protocols for potential risks to human participants, benefits to human participants, selection and level of vulnerability of human participants, identified safeguards to protect the privacy, rights, and welfare of human participants, stated indications of informed consent by human participants, and adherence by PIU faculty and student researchers to ethical standards governing human subject research. The jurisdiction of the IRB extends to all aspects of the application that may pertain to risk of human participants in the research process.

5.4.2. The Authority, Composition, and Responsibility of the IRB

5.4.2.1. Authority

The IRB of Piedmont International University serves under the authority of the Provost and ultimately the Board of Piedmont International University. The IRB's authority includes, but is not limited to, approval, modification, or rejection of a proposed research project involving human subjects, termination or suspension of a previous approval of a research study involving human participants, the requirement of progress reports in unique research cases involving human subjects, the ongoing review of potential risks in unique research studies involving human

participants, and mandated restrictions on human subject research in unique research cases.

5.4.2.2. Composition

The IRB of Piedmont International University consists of at least five members. The IRB Chair, appointed by the Provost of PIU, is responsible for the selection and orientation of the IRB members, alternates, and possible consultants. As well, the Chair of the IRB is responsible to communicate the decision of the IRB to the applicant researcher's Chair in a timely manner. Members of the IRB represent sufficiently diverse backgrounds, experience, and educational expertise in order to adequately examine and evaluate proposed research studies. The IRB includes at least one member that is not associated with the university. The selection of the members reflects the schools of the university that participate in human subject research.

5.4.2.3. Responsibility

The members of the IRB are responsible to review all IRB applications with respect to consistency and adherence to human subject research guidelines outlined in 45 CFR 46 and the Belmont Report, review all accompanying documents pertaining to IRB applications, participate in discussion regarding IRB applications, evaluate the risk levels pertaining to IRB applications, recommend improvements, if necessary, to IRB applications and accompanying documents, maintain confidentiality in matters pertaining to their responsibilities as IRB members, recommend possible improvements to the IRB procedures or policies, and vote on IRB applications.

5.4.3. The Review Protocol of the IRB

The Institutional Review Board Chair of Piedmont International University receives and refers IRB applications to IRB members in a timely fashion. As most research students at PIU operate on a seven-week session basis, their need for a timely appraisal of their IRB application is apparent. Member deliberations, either in written or verbal form is forthcoming in an equally timely manner.

The IRB Chair informs the applicant researcher's Chair of the Board's decision within one week to ten days from the time the application is received. The Piedmont International University Institutional Review Board determines whether the IRB application warrants exempt status, expedited review, or full board review and recommends changes, additions, alterations, and deletions to the IRB application and supporting documentation.

5.4.4. IRB Applicant Procedures & Submission

The student researcher will make IRB application prior to beginning any human subject research (Appendix C). A separate IRB application is required for any pilot study. Any human subject research undertaken prior to the approval by the IRB of PIU is disallowed. The student researcher under the direction of the Chair of their Dissertation Committee

will determine when the IRB application should be made. The researcher's Dissertation Committee can submit the application after the dissertation proposal approval. The researcher will submit the IRB application through the Dissertation Committee Chair to the Chair of the IRB.

Any alterations or changes to the IRB application details after IRB approval must be re-submitted for further approval. No human subject research may be undertaken until the further alterations and changes have been approved. This restriction also pertains to the use of pilot tests. Because a pilot test involves human subjects, the pilot test must also be approved by the IRB. The researcher may gather expert opinion or feedback on the applicability and clarity of the instruments that will be used in the research study. This feedback and opinion does not require IRB approval. However, the researcher may not gather test data from those individuals without approval from the IRB. Such data gathering constitutes human subject research and must be IRB approved. The researcher should include all related project documents with this application. These may include, but are not limited to surveys and survey instructions, invitations and procedures, informed consent letters and forms (Appendix D), study participation instructions, and interview questions.

5.4.5. Application Approval

The IRB will deliberate as to the status of the IRB application. The IRB's determination will be communicated to the researcher's Chair within one week to ten days from the time that the application is received. The IRB may request alterations, changes, deletions, or further explanation and documentation. Alterations must be resubmitted to the IRB for re-evaluation. The IRB may also decline the IRB application in certain circumstances, particularly those contexts where exceptional risk to human participants is anticipated. A copy of the IRB decision will be forwarded to the School of Leadership and the Dean of the researcher's school.

6. The Dissertation Manuscript

The dissertation, for most graduate students, is the most challenging, rigorous, lengthy, and involved writing task they will ever undertake. Writing a PhD dissertation requires accuracy and clarity of expression, logical organization and flow, scholarly tone, and a well-founded grasp of subject matter content. All PIU dissertation coursework and documents must follow the current APA Publication Manual at the time of the document submission. The current APA Publication Manual is the 6th edition 2nd printing.

6.1. The Components of a Dissertation Manuscript

The PhD Dissertation Manuscript will consist of the components listed below.

6.1.1. Title and Title Page

A Dissertation title should accurately and concisely describe the dissertation study in no more than 12 words in length. A student should aim to be clear and precise making sure that every word counts (Appendix F).

6.1.2. Abstract

The Dissertation Abstract should be a single paragraph that concisely and accurately summarizes the study in no more than 250 words. The Abstract should conform to proper APA standards and address the following components.

6.1.2.1. Briefly introduce the research area

6.1.2.2. Clearly articulate the study problem

6.1.2.3. Identify the research methodology

6.1.2.4. Discuss the participants or data source utilized

6.1.2.5. Present the key results, conclusions and recommendations for
future research.

6.1.3. Table of Contents

The Table of Contents should include all main sections of the document starting with the Dedication page. It should list the titles of each chapter, plus all Level 2 Headings – these are the main sections within each chapter. All titles and headings should match what appears in the text exactly as it is written (Appendix G).

6.1.4. Chapter 1: Introduction

The Dissertation Topic is introduced in a few short paragraphs not to exceed two pages in length. The study topic is briefly described to establish the main concepts and framework. An overview of what is contained in Chapter 1 is provided. Additional components covered in chapter 1 include: Background, Problem Statement, Purpose Statement, Theoretical Framework, Research Questions and Hypotheses, Nature of the Study, Significance of the Study, Definitions, and Chapter Summary.

6.1.5. Chapter 2: Literature Review

The Literature Review is an extensive, critical review of all relevant professional, scholarly, and scientific literature, which includes substantive findings, as well as theoretical and methodological contributions related to the dissertation topic. It must be an orderly, cohesive, and well-sequenced narrative that relates the research problem to a body of scholarly work. It must involve a critical evaluation and combination of the relevant published research and methods of key studies.

The review should offer an historical viewpoint on the research topic, but the bulk of the literature reviewed should be scholarly, peer-reviewed work published in the past five years. The literature review should include enough scholarly sources to give the reader a comprehensive understanding of the significance and background of the project.

6.1.6. Chapter 3: Research Methodology

This chapter offers a detailed description of the research methods and procedures used in the study. The candidate should provide an explanation of the relevance of the methodology, and a detailed description of the recruiting method for obtaining subjects, and/or organizations. It should also include a rationale for the research design, research instruments, procedures, methods by which participants and/or organizations are recruited, and data analysis. The contents in this chapter need to describe and explain the research method in enough detail for other researchers to use it to replicate the study.

6.1.7. Chapter 4: Findings

Data is collected, processed, analyzed, and presented in response to the problem posed in Chapter 1 of the dissertation. Results of the data analysis are presented and a clear explanation of what the findings mean in light of the theory and/or conceptual framework is clearly articulated. Findings should be compared/contrasted to other related studies. Conclusively, an explanation of how the findings impact the overall field of study is presented.

6.1.8. Chapter 5: Implications and Recommendations

6.1.8.1. Implications

The implications of the study assure the reader that the study added to the existing body of knowledge. This section allows the candidate to present the significance and importance of the findings beyond the empirical findings. It gives the candidate the opportunity to express why he or she believes the results hold meaning.

6.1.8.2. Recommendations

Recommendations for future research need to be addressed and discussed. A candidate should consider different populations, instrumentation, theoretical

constructs, and limitations. Recommendations for future research are a way to further increase knowledge in the field of study.

6.1.9. References and Appendices

A listing of all references, in proper APA format, must be included in the Dissertation Manuscript. All Appendices referenced in the manuscript must appear in the Appendices section. Every Appendix should also be referenced in the manuscript.

6.2. Outside Resources

6.2.1. Proofreading and Editorial Advising

A PhD student may employ the services of a style editor for grammatical and stylistic improvement.

6.2.2. Statistician

Students conducting quantitative research must be well versed in statistical tools and analysis. A student can consult with an outside statistician with approval from the Chair to verify the accuracy of the tool selection and analysis.

7. **Finalizing the Manuscript**

When the candidate is finalizing the dissertation manuscript, the committee Chair may advise the doctoral candidate to hire the aid of a proofreader. The proofreader is not an editor. His or her responsibility is to identify representative form, style, grammar, or expression issues. The candidate's responsibility is to apply the feedback of the proofreader and to revise the dissertation as needed.

Writing the dissertation is an academic requirement integral to the PhD The candidate must demonstrate his or her ability to fulfill this requirement.

8. Oral Defense & Final Approval

8.1. Oral Defense

PhD students are required to pass an oral defense at the completion of their research study to demonstrate mastery of the research topic. The Dissertation Oral Defense takes between one and two hours to complete and will follow the below guidelines.

8.1.1. The oral defense can be scheduled after the Dissertation Manuscript has received final approval from the Chair and Committee. It will take place via conference call.

8.1.2. The Chair must schedule the Candidate's oral defense no later than 14 days before the end of the Session 2 course in December or May.

8.1.3. The Chair is responsible for providing the School of Leadership with the time and date of the call and the names and contact information of those attending the call. It is recommended that calls be scheduled with the School of Leadership and Committee at least 10 days before the defense.

8.1.4. Every effort should be made to accommodate all Committee members; however, if a Committee member or Chair cannot attend, the Dean or Dean's designee may appoint a substitute familiar with the dissertation topic.

8.1.5. After introductions by the Chair, the Candidate will make a 20-30 minute presentation, accompanied by a PowerPoint on the dissertation research. The PowerPoint handout and related materials are sent to Committee members and other interested parties prior to the date of the oral defense.

8.1.6. Candidates should practice the lecture so that they can present the research in a clear, concise, and comprehensive manner in no more than 30 minutes. The suggested number of slides is 20-25 (however this varies), and the slides should be organized in alignment with the dissertation manuscript.

8.1.7. After the Candidate concludes the presentation, time is devoted to questions. Committee members will ask questions first and then the floor will be opened to anyone else in attendance. It is critical that Candidates speak knowledgeably and clearly about the research, demonstrating a mastery of the topic. The Candidate should justify the work and be able to articulate the significance of the study and how it will add to the body of knowledge.

8.1.8. Following the question-and-answer period, the meeting is closed. The Candidate will be asked to leave the call while the Committee members deliberate about the oral defense. The Candidate will then return to the call and is informed of the Committee's decision. The Committee will decide on one of the following decisions: Pass, Pass with Revisions, or Fail.

8.2. Final Approval

The Chair of the Dissertation Committee will consult with the Committee members and submit an official notification to the Dean of the School of Leadership and the student about

the acceptability of the final draft. All members of the Committee will sign the signature page (Appendix E).

9. Publication & Graduation

9.1. Publication

Upon approval from the Chair, the candidate follows the submission guidelines for publication. These guidelines must be strictly followed and can be obtained from the School of Leadership. The candidate is required to furnish one bound copy of the dissertation to the PIU Library. The candidate uses Thesis on Demand (http://www.thesisondemand.com), a service of the HF Group bindery, with cover color 192 – Maroon, gold lettering for the cover, title printed on the spine and the cover, 60# white paper, no signature page, and the single-sided printing option. The School of Leadership will communicate more detailed information following the student's successful defense.

9.2. Graduation

A PhD candidate must meet the following requirements to qualify for graduation with a PhD in Leadership.

9.2.1. Satisfactory completion of all course work with a GPA of 3.00 or above

9.2.2. Satisfactory completion of comprehensive exam and the oral defense

9.2.3. Submission of one original hard copy of the final dissertation to the PIU library and an electronic copy of the dissertation to the School of Leadership.

9.2.4. Completion of all work within 7 years

9.2.5. All financial obligations to the School of Leadership paid in full

Upon successful completion of the Oral Defense, the student should contact the Registrar regarding application for graduation. Degrees are conferred twice a year, in December and in May, however there is only one graduation ceremony, which takes place the first weekend in May. Students are strongly encouraged to attend this event, as it is a highlight for students, their families, and the PIU faculty and staff.

10. Student Life & Other Resources

10.1. Library

The George M. Manuel Library is a great asset in the learning process. The Manuel Library offers solid in-house and online collections along with numerous helpful services to meet the needs of every student. For complete information and access to the resources and services, go to the Library's website: www.piedmontu.edu/library.

10.2. Campus Safety and Security

10.2.1. Emergency Preparedness Plan

In the event of an emergency, every precaution will be taken to protect the entire Piedmont community and to inform individuals of imminent danger. The Emergency Preparedness Plan details lockdown and evacuation procedures and provides other information useful in addressing emergency situations. It is available on the Student Portal.

10.2.2. Security Guards

The PIU security guards are present on campus to protect property and personnel. They can be contacted at 336-725-8362. They are on duty from dark to 7:00 am and are located in the northwest corner of the Deeds Hall parking lot.

10.2.3. Reporting a Crime on Campus

Living in a society that is increasingly more lawless, it is incumbent upon students to protect their own person and property, as well as that of PIU. No one is expected to endanger personal life for the protection of property, but each one is expected to report any crime as quickly as possible. If the seriousness of the event is sufficient to merit emergency action, the student should dial 911 and notify the police. After the police are notified, PIU Security should be contacted immediately per the following procedure:

To report a crime that is taking place during the hours the switchboard is open, normally between 8:15 a.m. and 4:45 p.m., dial zero (0) on any in-house telephone and notify the operator of the event. A student may also call 336-995-8314 to notify the Director of Security concerning the event.

To report a crime that is taking place after the switchboard has closed, PIU Security should be notified by dialing 336-725-8362.

10.2.4. Reporting a Fire on Campus

To report a fire that is an immediate danger to life and property, students should dial 911. If a student is in a structure that is involved, he or she should engage the nearest fire alarm and evacuate the building. After emergency services have been notified, the student should immediately contact PIU Security. During the hours of 8:15 a.m. and 4:45 p.m., the students should dial zero (0) to get the switchboard, and after 4:45 p.m.

or on weekends, the Director of Security at 336-995-8314. If the public fire department has been called, the student should make certain that someone is available and visible to direct the firefighters to the place of need. If people are trapped inside a burning building, they should avoid opening hot doors. Trapped persons should immediately crawl to the nearest exit following the directions posted at each doorway.

10.2.5. Weapons

No PIU student is permitted to have firearms, knives larger than the legal pocket size, fireworks, or weapons of any kind on campus.

10.2.6. Campus Access

Since public streets cross through the campus, non-PIU persons can walk through the campus at will. University personnel are not free to challenge the presence of such individuals on the public streets or sidewalks. However, PIU personnel and students should remain alert to avoid accommodating any attempt by unauthorized persons to enter any buildings owned by PIU.

10.2.7. Campus Law Enforcement

The Security Department is accountable for observing and reporting violations. When the security guards are on duty (from dark until 7:00 am), they are active in protecting the campus from intruders. Guards can be contacted by dialing 336-714-8362 or 336-747-1011. The security guards will respond to any security need at night. Please follow the campus security policy.

10.2.8. Vehicle Registration

Online students who visit the campus for the PhD in Leadership residency will be given temporary parking permits to display on the rearview mirror or in the front windshield.

10.2.9. Campus Vehicle Guidelines

- Because the PIU campus is interlaced with city streets, all local parking and driving laws must be observed.

- All persons operating a motorized vehicle on any portion of the PIU campus must be properly licensed and covered by adequate insurance, as specified by state law, with an up-to-date registration tag displayed on the vehicle.

- Operating a motorized vehicle in any area other than a street intended for motor vehicles is prohibited. Students must not park in aisles, across entrances, or on sidewalks.

- Vehicles should be parked in areas that are designated for parking.

- Conditions created by special occasions (athletic events, concerts, graduation, or homecoming) may require the Security Department to impose parking and traffic limitations.

- From 7:00am to 6:00pm, Monday through Friday, students are requested to use designated parking lots, rather than parking on the street.

- During regular business hours, the front row of Deeds Hall is reserved for Faculty and Staff parking.

- The eight spaces in front of the security building are designated for cars only.

- Mechanical or repair work on automobiles is not allowed in PIU parking lots unless approved by the Director of Student Services.

- Any vehicle that is on campus without a license plate may be towed off campus at the owner's expense.

- All accidents should be immediately reported to PIU Security.

Appendices

Appendix A

Dissertation Proposal Defense Protocol

Introduction

The student's doctoral dissertation is the final stage in the PhD in Leadership program at Piedmont International University. It represents years of study, course work, and original research. The PhD dissertation examines a particular problem or issue related to the discipline of leadership and addresses one or more research questions related to that topic. In order to facilitate the student's preparation and development of the research dissertation, the School of Leadership has prepared a dissertation completion plan including a dissertation proposal protocol.

The preparation and presentation of the dissertation proposal allows the student to select the topic, begin a relevant literature review on that topic and delineate an appropriate method to investigate the research topic. However, the proposal defense provides valuable counsel and direction from the student's Dissertation Committee prior to the implementation of the student's research method and data retrieval. The successful dissertation proposal defense allows the student to proceed with the completion of the research and dissertation writing, knowing that the focus of his or her research is valuable and valid.

Dissertation Proposal Overview

The PhD in Leadership program at Piedmont International University consists of six components: the residency, the core coursework, the concentration coursework, the Comprehensive Examination, the dissertation proposal defense, and the dissertation defense. The student must attend residency, satisfactorily complete all of the core and concentration courses and pass the Comprehensive Exam prior to beginning the dissertation.

Once the student has passed the Comprehensive Exam, the student's Chair and two Dissertation Committee members are assigned to the student as his or her Dissertation Committee. Beginning with RES877 Dissertation I, the Chair commences work with the student to identify a unique research problem or issue, an ensuing research purpose, topic, and question(s), an appropriate research method that will address the topic under investigation, and an extensive review of extant literature pertaining to the student's topic. During the succeeding months and dissertation courses, the student designs and produces a dissertation proposal consisting of the first three chapters of the dissertation.

Dissertation Proposal Format

With the production of the first three chapters of the dissertation, the student is now able to proceed to the proposal defense stage. It is at this point that the full Dissertation Committee examines the student's dissertation work. The dissertation proposal is circulated to the two committee members for their examination and the full Dissertation Committee then deliberates and discusses the student's work in detail. The Dissertation Committee, through the Chair returns

one of four possible opinions: approval with no revisions, approval with minor revisions, approval with major revisions, or rejection.

The approval of the student's dissertation proposal then allows the student to proceed to the IRB application stage. Only after the student has approval by the Dissertation Committee may the student submit the IRB application seeking approval to begin human subject research. Following the approval of the Piedmont International University Institutional Review Board the student then begins data collection, analysis, and writing of the last two chapters of the dissertation.

Dissertation Proposal Requirements

Generally, the dissertation proposal contains the first three chapters of the dissertation, a reference section, title page, tentative table of contents, and any attending documents germane to the dissertation. The proposal is written in 12-point Times New Roman font and follows APA 6th edition, second printing format. Any proposal not following these presentation guidelines will be immediately returned.

The proposal demonstrates the student's scholarly comprehension of the area under investigation, a mastery of the literature related to the dissertation subject, and a clear understanding of the methodology required to obtain the data and establish pertinent research findings. Consequently, the student is encouraged to exhaustively prepare the proposal prior to submission. This will allow the student to move more quickly to the data gathering stage with less revision of the earlier chapters.

Summary

The dissertation proposal defense is both challenging and exciting. It requires significant scholarly effort and presentation as it demonstrates the student's mastery of the subject under investigation. However, it also provides valuable feedback, direction, and encouragement as the student progresses to the research stage of the dissertation process.

Appendix B

PIEDMONT
INTERNATIONAL UNIVERSITY

**PHD IN LEADERSHIP DISSERTATION PROPOSAL
DEFENSE APPROVAL FORM**

Doctoral Student _____   Date _____

Title of Proposed Dissertation:

_____

Comments

_____

_____

_____

Approved by the following Graduate Faculty Members:

_____
Dean   Date

_____
Chair   Date

_____
Committee Member   Date

_____
Committee Member   Date

PIEDMONT
INTERNATIONAL UNIVERSITY

INSTITUTIONAL REVIEW BOARD

IRB APPLICATION FOR RESEARCH USING HUMAN PARTICIPANTS

Research often includes human participants. When this is the case, the investigator must respect the rights and safety of those engaged in the research activity. Consequently, those participating in research must be assured of their welfare and protection throughout the research process. Therefore, at PIU, all research involving human participants is subject to review by the Piedmont International University Institutional Review Board (IRB). The investigator may not begin research activity, including soliciting subject participation or data collection, prior to IRB approval. Any research data collected prior to IRB approval is disallowed for use in the research project.

The following will be completed by the investigator and submitted to the Dean of The School of Leadership, Piedmont International University. The application will follow correct grammar, punctuation, and writing clarity. As well, it will be submitted as a completed application with supporting documentation. The IRB will be immediately returned if these requirements are not followed.

Project Information

Title of Project:

Supervising Faculty:

Professional Title:

School:

Email:

Phone:

Student Researcher:

School:

Email:

Phone:

Study Dates:

Project Description

Please reproduce each of the following questions in bold and then answer each in narrative form. Be sure to follow proper grammar and APA format. Type in 12 point Times New Roman font un-bolded.

1. **Please describe, in less than one page, the purpose of your project. Be sure to include an explanation of the primary constructs of the study and how the project will contribute to the overall body of research literature.**

2. **Please explain the selection of the participants for this study. Be sure to include selection criteria, any specific characteristics or exclusions, the number of participants, and the rationale for selecting the sample size.**

3. **Will there be any risks to the participants in this study? How will these risks be addressed? What is the likelihood of these risks occurring?**

4. **Will there be benefits to the participants in this study? If there are, please explain what those benefits may be and whether they will affect the research process and data.**

5. **Please describe, in one to three paragraphs, the research procedures/methods that will be used in this project.**

6. **Please explain the process of acquiring informed consent of the study participants. What documents will be used? Will the participants be aware that they may withdraw from the study at any time?**

7. **How will the confidentiality of the participants be maintained throughout the study? Please explain how and when the data will be secured, stored, and destroyed.**

8. **Will there be any conflicts of interest between or among the participants and the investigator? If so, how will these conflicts of interest affect the research data?**

9. **Please provide a copy of Sample of Letter to do Research at a Specific Location. Include a signature page indicating permission has been granted. This should have the appropriate signed authorization by the institution's representative with a date approved/received.**

Project Documents

Please include all related project documents with this application. These may include, but are not limited to surveys and survey instructions, invitations and procedures, informed consent letters and forms, study participation instructions, and interview questions. Include them as appendices to this application.

Please submit this IRB with all related attachments to the Chair first, who will submit it subsequently to the Dean of your school.

Appendix D

Sample Informed Consent Form

Title of the study:

Researcher: Mr. **or** Ms. XXX
Dissertation Chair: Dr. XXX
John Wesley School of Leadership, Piedmont International University

Invitation to Participate: I invite you to participate in the above mentioned research study conducted by XXX supervised by Dissertation Chair Dr. XXX.

Purpose of the Study: The purpose of the study is to identify … (Statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject's participation.)

Participation: My participation will consist essentially of … taking approximately … minutes during which you will be answering questions based on an XXX scale ranging from XXX. The XXX is deployed XXX and can be scheduled/taken at your convenience prior to the stated deadline. (Description of the procedures to be followed and identification of any procedures, which are experimental.)

Risks: My participation in this study will entail that I volunteer my personal opinions, which could stir up uneasy feelings based on past experiences, as well as, my personal time resulting in possible fatigue. I have received assurance from the researcher that every effort will be made to minimize these risks by minimizing the amount of time needed to complete the questionnaire/interview in addition to keeping all of my opinions confidential. (A description of any reasonably foreseeable risks or discomforts to the subject.)

Benefits: My participation in this study can help identify and bring to light XXX. The information and results discovered in this study could also potentially assist XYZ. (A description of any benefits to the subject or to others, which may reasonably be expected from the research.)

Confidentiality and anonymity: I have received assurance from the researcher that the information I will share will remain strictly confidential to the extent allowed by the law. I understand that the contents will be used only for data collection and research purposed and that eliminating the need for specifics regarding my identity will protect my confidentiality. Eliminating the need for specific personalized information such as name, location, and phone number will also protect anonymity. (A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained.)

Conservation of data: The data collected through XXX will be kept in a secure manner and password protected.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be safely discarded.

Rights as a Research Participant: What if I have questions about my rights as a research participant or complaints? If you have questions about your rights as a research participant, any complaints about your participation in the research study, or any problems that occurred in the study, please contact the researchers identified in the consent form. Or if you prefer to talk to someone outside the study team, you can contact Piedmont International University Institutional Review Board at irb@piedmontu.edu.

Acceptance: I, _____*(Name of participant),* agree to participate in the above research study conducted by (Researcher's Name) of the John Wesley School of Leadership Department at Piedmont University, which research is under the supervision of (Supervisor's Name).

If I have any questions about the study, I may contact the researcher.

Researcher:
Tel:
Email:

Chair:
Tel:
Email:

By clicking the below box, you agree to the above criteria represented on this Form.

Participant's electronic signature:

Appendix E

Sample Dissertation Signature Page

This Dissertation was written by:

Jane Doe

Under the guidance of a Faculty Committee approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 1, 2019

Faculty Committee

_____
John D. Smith, PhD
Committee Chairperson
Piedmont International University

_____
Sue Z. Smith, PhD
Committee Member
Piedmont International University

_____
Joseph J. Smith, PhD
Committee Member
Piedmont International University

Sample Dissertation Title Page

Emotional Intelligence and the Relationships between

Transformational Leadership and Cultural Intelligence

By

John J. Jones

Dissertation submitted to the Faculty

of the John Wesley School of Leadership

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in Leadership

Piedmont International University

May 1, 2019

Appendix G

The PhD in Leadership Program Completion Checklist

This is a checklist of requirements for completing the PhD in Leadership degree at Piedmont International University. Program completion requires:

_____ Satisfactory completion of all courses prior to the Comprehensive Examination with a cumulative grade point average of at least 3.00

_____ Successful completion of the Comprehensive Examination

_____ Advancement to Candidacy Status

_____ Assignment of a Doctoral Committee Chair and Committee members

_____ Approval of the Dissertation Proposal (First three chapters)

_____ Approval of the student's IRB application

_____ Approval of Dissertation Manuscript

_____ Successful Oral Defense

_____ Submission of Graduation Application from Registrar's Office

_____ Submission of an electronic version of the final manuscript to the School of Leadership

_____ Submission of a bound hard copy of final manuscript submitted to the PIU Library

_____ Payment of all outstanding financial obligations to PIU

Appendix H

Key Administrative Services

Department/Title	Phone number	Email address
Admissions	336-714-7927	admissions@PiedmontU.edu
Financial Aid	336-714-7900	finaid@PiedmontU.edu
Library	336-714-7894	library@PiedmontU.edu
Registrar Office	336-714-7962	registrar@piedmontU.edu
Security	336-714-8362	security@PiedmontU.edu
Switchboard	336-714-7900	switchboard@PiedmontU.edu
Tech Help	336-714-7932	techhelp@piedmontU.edu
Ashburn, Dr. Beth, Provost	336-714-7997	ashburnb@PiedmontU.edu
Bontrager, Mr. Jeremy, Registrar	336-714-7994	bontragerj@PiedmontU.edu
Carrein, Mr. Andy, Online Learning	336-714-7992	carreina@PiedmontU.edu
Chatmon, Dr. Cathie, Director of Library	336-714-7953	chatmonc@PiedmontU.edu
Day, Mr. Matthew, Technology Support	336-714-7931	daymr@PiedmontU.edu
Granados, Dr. Alex, Associate Provost	336-714-7954	granadosa@PiedmontU.edu
McLain, Mrs. Mandy, Director of Financial Aid	336-714-7878	mclainm@PiedmontU.edu
Owens, Mrs. Trudy, Leadership Academic Advisor	336-714-7872	owenst1@PiedmontU.edu
Pattisall, Mr. Jeremy, Institutional Effectiveness	336-714-7962	pattisaj@PiedmontU.edu
Petitt, Dr. Charles, President	336-714-7993	petittc@PiedmontU.edu
Powell, Dr. D. Brent, Dean of School of Leadership	N/A	powelldb@PiedmontU.edu
Ronk, Mr. Chris, Chief Financial Officer	336-714-7987	ronkc@PiedmontU.edu
Seymour, Mr. Jason, Assistant to Library Director	336-714-7952	seymourj@PiedmontU.edu
Snider, Dr. Rick, Director of Technology	336-714-7932	sniderr@PiedmontU.edu
Wooters, Mrs. Suzanne, Student Accounts	336-714-7940	wooterss@PiedmontU.edu

Appendix I

Dissertation Template

Title

By

XXX

Dissertation submitted to the Faculty of the John Wesley School of Leadership

in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in Leadership

Piedmont International University

Month, Day, Year

Abstract

The abstract should be 200 to 350 words and should be no longer than one page in length. It will be left-justified with no citations or indents and should concisely introduce the research topic, the problem, the purpose for the study, and the research methodology. If space permits, the abstract may include a discussion of the research question(s), participants, research design, and analysis. As well, it will include the key results, conclusions, implications, and recommendations for future research.

Acknowledgments

The acknowledgments page recognizes those individuals that have aided the researcher

in the dissertation process. Acknowledgments may include those who have provided

emotional support, technical expertise, and exemplary leadership. It is wise to thank the

dissertation committee chair and members for their insights, direction, and

encouragement. Generally, acknowledgments are kept to one page in length.

Sample Table of Contents

List of Tables

This section will list all the tables in the document. The List of Tables entries should mirror the APA format of table titles within the body of the paper. All tables and table titles conform to proper APA format.

List of Tables

Chapter 1: Introduction

The introductory chapter of a PhD dissertation usually contains nine (9) key sections. The nine sections include background, problem statement, purpose statement, theoretical framework, research questions, the nature of the study, the significance of the study, definitions of salient terminology, and a summary. A general topic introduction precedes these nine sections.

The general topic introduction is usually about two pages in length (maximum) and presents the context and main ideas pertaining to the research study. It is designed to focus the reader on the importance of the research topic. The significance of the research topic is evidenced and supported by the presentation of carefully chosen, peer-reviewed sources (no older than five years). In short, the introduction captures the reader's interest and attention in a scholarly fashion. The general topic introduction then briefly introduces the key elements addressed in the succeeding sections of chapter one.

Background

This first of the nine sections of Chapter One demonstrates why this topic is of significant research interest and importance. This section presents recent scholarly sources which demonstrate the significance of the topic and any necessary areas that require further investigation (a gap in research data). This discussion is limited, as a more thorough discussion of the literature is provided in Chapter Two. However, this investigation of the background, the presentation of peer-reviewed sources, and the discussion of the importance of the topic should be sufficient to accentuate the statement of the problem that is to follow.

Statement of the Problem

It is essential that the researcher clearly and concisely states the research problem. The success of a research study depends on a clearly defined and articulated problem in need of new research. The problem is established in the research literature and evidences the need for the present research study. Here the researcher is providing evidence from contemporary research studies, that the problem exists. It is important for the researcher to remember that simple general interest or a lack of research on a topic may not be sufficient to warrant a PhD research study. As has often been stated, there are many topics that simply do not warrant scholarly research. The researcher will carefully weigh the value of pursuing the research problem. Is the topic PhD worthy? Is there sufficient research in the field to demonstrate that this is a generally significant topic to pursue? What are the consequences if this topic is not studied? These questions may help the researcher identify a relevant problem for research.

The statement of the problem will identify those who are affected by this problem. Does the problem (issue) affect an individual, a group of individuals, an organization or industry, a community, or a region? As well, the problem statement will lead to and align with the next section, the purpose statement. The problem statement is generally no longer than one page (200 to 300 words).

Purpose of the Study

The researcher will begin the purpose statement with, "The purpose of this (qualitative or quantitative) study is to…..". This section of Chapter One identifies the goal of the research study and addresses the research problem identified in the previous section. It is essential that the researcher clearly and logically presents the purpose of the study. Just as the problem statement must be concise, so too must the purpose statement.

The purpose statement will further delineate the methodological design identifying the approach or process by which the study will be conducted. It should be clear enough that a later researcher can duplicate the method.

If the study is qualitative, the researcher will briefly identify the qualitative method to be used (case study, phenomenology, grounded theory, ethnography). If the study is quantitative, the researcher will identify the variables, instruments, and analysis employed. All study methods will identify the sample size, rationale for choosing the sample, and particulars pertaining to confidentiality and anonymity.

The purpose statement must align with the research questions that are presented later in Chapter One. This section will be one page in length (200 to 300 words).

Theoretical Framework

This section provides a frame and basis for the study. Using recent scholarly literature, it outlines the genesis of the problem and the theoretical concepts/principles that will guide the research. The theoretical frame examines how this research study augments the current field of study. It may include salient issues, contradictions, and nuances in the particular field.

The researcher must align the theoretical framework with the problem, purpose, and research questions. Once again, clarity is essential. The reader must understand what led to the research study (from the literature) and what theories, principles, and concepts are guiding the research.

This section should be two (2) pages in length. A more comprehensive discussion of the literature and theories will be found in Chapter Two.

Research Questions

The researcher will begin this section with a brief preamble that will introduce the research question(s). It is important that the research question(s) align with the stated problem, purpose, and parameters stated earlier in Chapter One. No new methods, approaches, variables, participants, or constructs may be introduced. The research question(s) should be clear, concise, and aligned with the purpose of the study.

For quantitative research studies, hypotheses will also be included and must align with the research question(s).

Nature of the Study

This section focuses on the research method employed in the study. While the discussion here is not as extensive as Chapter Three, it does have a specific intent.

First, this section discusses the choice of a particular method. While an extensive discussion of this choice over other methods will be found in Chapter Three, this brief introduction highlights the benefits of the chosen method and how it will address the study problem.

Second, it briefly describes the study design, including data collection procedures and data analysis techniques/instruments. A more detailed discussion is found in Chapter Three.

Third, this section discusses how the chosen method aligns with the problem, purpose, and research questions. To do this, the researcher may cite a few recent studies using the research method selected.

This section will be two pages in length.

Significance of the Study

This section discusses why this study is important. It highlights the benefits of studying the research topic and the value of addressing the research questions. It will reflect the possible contributions to the field of study.

This section is different from the problem statement. The problem statement presents a deficit or lack of data in a particular area. It highlights what happens if the problem is not addressed (or has not been addressed). The significance section, however, looks at the benefits or positive outcomes of answering the research question(s) and achieving the goal (purpose) of the study.

This section will be one page in length.

Definition of Terms

In many dissertations, terminology will be employed that is essential for the discussion of the problem, purpose, and findings. These terms may be variously used in general literature, or they may be relatively unfamiliar to the reader. In these instances, the key terms are defined for the reader in this section.

The terms are bolded, listed alphabetically, and defined with full sentences. The researcher avoids using sentence fragments and always provides a citation for each definition. As well, the researcher avoids defining methodological terms as these are defined and explained in depth in Chapter Three.

Summary

The chapter summary briefly reiterates/rehearses the key points (sections) discussed in Chapter One. No new information is introduced in this summary.

As well, the summary briefly introduces the reader to the next chapter and its focus in the study.

Chapter 2: Literature Review

The Literature Review surveys current and seminal works in particular areas of study that pertain to the researcher's research topic and method. It fulfills several purposes for the researcher. First, it surfaces the aspects of the topic that have already been explored and to what extent they have been researched. Second, it surveys the breadth of research on the topic in current literature. Third, it provides a significant knowledge basis and intellectual context from which the researcher formulates a research protocol. Fourth, it provides the researcher with contradictory research and data that may pertain to the researcher's topic. Fifth, it identifies research studies and the various methods that were employed or could be employed in the researcher's study. In essence, the Literature Review informs the researcher, and the readers, of the present status of research in the topic field.

The researcher begins the Literature Review with a rehearsal of the problem and purpose of the research study. The researcher then delineates the organization and development of the Literature Review. This includes a description of the search engines and terms utilized in the literature search strategy.

The researcher searches recent scholarship (last five years) and presents salient sources, in-depth, relating the analysis to the researcher's study. All sources are presented in a logical and organized fashion and includes APA 6th edition in-text citation.

The Literature Review contains several headings corresponding to the key elements, themes, and theories under investigation. Literature material is organized under these headings. Headings are formatted in accordance with the APA 6th edition style manual, section 3.03.

The researcher cannot examine and list all extant scholarly material on the topic but evaluates, synthesizes, and identifies salient sources which pertain to the study. The Literature Review presents supporting and contradictory source material. In order to remain current to all published materials in the field, the researcher continues to add to the Literature Review throughout the dissertation process.

The researcher includes a summary at the end of the Literature Review. The summary highlights the key concepts and themes (headings) discussed throughout the chapter. As well, the summary briefly introduces the next chapter and its key themes.

The Literature review is between 35-75 pages in length.

Chapter 3: Research Method

The purpose of this chapter is to introduce the research methodology for the (qualitative or quantitative) study regarding (insert topic). The researcher will begin the introduction for Chapter 3 by restating the problem statement, purpose statement, and research questions(s)/hypotheses verbatim from Chapter 1. They will then briefly describe the specific methodology and how it connects to the research question(s). The research questions should be clearly aligned with the problem statement and purpose statement. The introduction is concluded by providing a concise overview of what will be covered in the chapter.

Research Methods and Design(s)

The researcher will describe in detail the research methodology and design(s). They should demonstrate the appropriateness of the method and design(s) for the study; include justification about why the method/design(s) was/were chosen over others and is the most suitable for this study based on relevant research material. Alternative methodologies and designs will be identified, and an explanation provided for why they were determined to be less fitting than the selected design.

The researcher will discuss in detail the chosen research design (e.g., case study, phenomenology, grounded theory, comparative, correlational, quasi-experimental, experimental, etc.) and how the research design will effectively respond to the study purpose. Ample research sources should be included to demonstrate a clear understanding of the chosen method and why it is the best choice to accomplish the goals of the study. The research design steps should be clearly described in enough detail that the study could be replicated.

Population

A detailed description of the population, estimated size, and relevant characteristics of the population with suitable support is provided. The researcher should elaborate on why the population is appropriate to address the study problem and purpose.

Sample

The chosen sampling method and the relevant sample should be identified. The researcher should elaborate on the recruitment strategy and the appropriateness of it for the study. They should describe in detail and justify the sampling method and minimum sample size. Quantitative studies should include a power analysis to determine the appropriate size, confidence level, margin of error, number of variables, and proposed statistical tests. The topic of sampling error should also be addressed. A qualitative study should include scholarly support and justification for the number of participants chosen (saturation level, etc.).

Specific criteria used to select participants should be described. A clear description of how participants will be solicited is explained and how access to potential participants will be obtained, such as email lists from associations/memberships/professional organizations, etc. Specific sampling procedures (e.g., "random," "systematic," "convenience," "cluster," "stratified") is described in enough detail that the process could ideally be replicated.

Materials/Instruments

This section will include a description of data sources such as (a) published instruments (quantitative studies) clearly describing the constructs measured, coding schemes, and psychometric properties that have been determined to be valid and reliable;

(b) self-developed instrument (quantitative studies) (after an exhaustive search is completed and a suitable instrument is not available) clearly identifying the development process, final product, and measures established to demonstrate validity and reliability (include in an appendix); (c) interview protocol (qualitative studies), including a detailed description of how the interview questions were developed with suitable qualitative research method support (include interview questions in an appendix).

Operational Definition of Variables (Quantitative Only)

The nature of each variable/primary construct and how it will be measured and collected is described. All primary constructs should be associated with the proposed topic, problem, research question(s), and hypotheses. A description on how each variable will be operationally defined, the type of each variable (e.g., ordinal, nominal, interval, ratio), and how it will be measured (e.g., Likert scale ranging from 1 – 7) and collected is defined. The researcher will ensure that the data is consistent with and appropriate to the purpose, research design, and proposed statistical analyses.

Data Collection, Processing, and Analysis

The steps taken to carry out the study in enough detail that it could be replicated exactly as originally performed is described. A step-by-step guide on how the data is generated, collected, coded, and what statistical analysis and software will be used is provided. The researcher will make sure to align the analysis with the research design. Quantitative studies should begin by restating each hypothesis and then provide justification for statistical tests with sufficient detail that the appropriateness of the test is evident in relation to the purpose of the study. Further, the researcher will describe in-depth how each hypothesis will be tested and how the variable constructs meet the

assumptions of the statistical test. Qualitative studies should address how the data will be

processed and analyzed (discuss triangulation). A rationale for why the proposed

analytical strategy is most appropriate for the study is specified. Details about the coding

procedures and how themes were developed are further explained.

The researcher will further discuss the credibility, transferability, dependability,

and confirmability. Evidence is provided on how the accuracy of data will be/was

assured. The role of the researcher is described in the data collection procedures within

the study. Potential bias and how it will be/was minimized (if applicable) is discussed.

Assumptions

Assumptions about the research design and population are discussed. Support and

a rationale for each assumption are provided.

Limitations

Limitations are potential weaknesses in the study. The limitations within the

study, and specific steps taken to mitigate the limitations is described. All possible threats

to internal and external validity and how they will be addressed to the extent possible is

explained.

Delimitations

Delimitations are particular choices made to narrow the scope of the study. The

study delimitations are addressed.

Ethical Assurances

All compliance measures taken with the standards for conducting research as

appropriate to the proposed research design is outlined. The researcher will describe how

Institutional Review Board (IRB) approval of the study will be obtained before data

collection. They will further discuss in detail the informed consent procedures. Details on how the researcher will collect and secure the confidentiality of the participants are demonstrated. A copy of the original informed consent is provided in the appendix.

Summary

The researcher will discuss all the key points presented in chapter three with supporting citations.

Chapter 4: Findings

Chapter 4 will begin with a brief overview of the purpose of the research study and a brief overview of the chapter. The researcher will organize the chapter around the research question(s)/hypotheses and adhere to proper APA guidelines.

Validity and Reliability (use this subheading for a quantitative study)

The researcher will identify assumptions of statistical tests and make a note of any variance or violation of assumptions and present sufficient validity and reliability of the instrument(s) supported by scholarly literature as well as this study.

Trustworthiness of the Data (use this subheading for a qualitative study)

This section will clearly explain how the trustworthiness of the data has been established: (i.e., triangulation, member checks), transferability (i.e., extent to which the findings may be transferable to similar situations), dependability (i.e., a thorough description of the methodology and design in enough detail the study could be repeated), and confirmability (i.e., the steps taken to ensure the data and findings are not a result of participant and/or researcher bias).

Results

The researcher will begin this section with a brief discussion of the overall study. The results of the study will be reported objectively without discussion, interpretation, or assumption. Demographic information collected may be included in a table with no identifying information.

Quantitative analyses will begin by giving appropriate descriptive information. The researcher will identify and label all tables, charts, figures, or graphs per APA guidelines. The results will be presented in a logical method, answering the research

question(s)/hypotheses, as stated in the study per the type of data collected. Results of the

statistical analysis are to be pinpointed and include relevant test statistics such as *p*

values. Whether or not significance was established will be identified. The researcher will

present enough information in the analysis so the reader can make a self-determining

judgment regarding interpretation.

Qualitative analyses will begin by describing the steps taken to analyze the data

to explain how the themes and categories were generated. Thick descriptions of the

participants' experiences will be identified. Direct quotes from participants, which are

significant, will be included. The researcher will present a complete and logical

reconstruction of the information acquired from all the participants.

Evaluation of Findings

The researcher will begin this section by briefly reporting what the findings

discovered in the study mean. A detailed and thorough discussion will occur in Chapter 5.

Results in light of the theory (or theories) and/or the conceptual framework(s) established

earlier in the study will be interpreted and discussed. This discussion will be organized

by the research question/hypothesis and explain whether or not the results obtained were

expected given the literature and provide possible explanations for unexpected or

conflicting results. The researcher must be careful to avoid drawing conclusions beyond

what can be interpreted directly from the study results. This section will be one to two

pages in length.

 Summary

A thorough and detailed summary of all the key points presented in Chapter 4 will

be provided.

Chapter Five: Conclusions, Discussion, and Recommendations

The fifth chapter of the research study summarizes the findings discussed in Chapter Four. However, the researcher logically presents the findings under key headings. Several components (headings) to Chapter Five are necessary. These include the introduction, conclusion, discussion, recommendations, and summary.

First, the researcher begins with an introduction/rehearsal of the study's background, problem, purpose, research questions, and research methodology. This brief discussion frames the results and conclusions within the broader context of the study and the field of research. The researcher then presents an overview of the Chapter Five format.

Second, the researcher discusses each research question and subsequent hypotheses and addresses them in terms of the results from Chapter Four. The researcher examines each research question and identifies salient supportive and contradictory results. If the study is quantitative, the null hypotheses are accepted or rejected based on the Chapter Four results. The researcher proceeds to the following research questions in a similar fashion. If factors are influencing the results of the study, they are also discussed here. The researcher addresses each research question with individual findings from Chapter Four that support, elucidate, and augment the results.

The researcher also presents the results in the context of the overarching research problem and purpose. The findings are seen within this broader context and serve to address the researcher's overall research intent.

Then the researcher addresses the degree to which the results are consistent or inconsistent with current literature in the field (as discussed in Chapter Two). Potential

reasons for the variance of the study results and the existing literature in the field are also discussed.

Third, the researcher presents recommendations for future research. As the present study has a certain time, geographic, size, and methodological limitations, future researchers can take the results and design studies that may answer further gaps in the research. Suggestions for future research are provided here.

Finally, the researcher designs a conclusion summarizing the Chapter Four results, discussed in Chapter Five, relating them to the entire dissertation (problem, purpose, research questions, literature review, methodology, findings, and future steps).

References

Reference 1

Reference 2

Reference n…

All resources cited in the dissertation must be included in the list of references per proper APA format. Each reference listed in the reference section should have at least one corresponding citation within the body of the text, and vice-versa.

Appendices

Each Appendix referenced in the body of the paper should appear in this section at the end of the manuscript. Appendices should be listed in the order in which they are referenced in the document.

Appendix A: Title

Insert Appendix A content here.

Appendix B: Title

Insert Appendix B content here.

Appendix C:…: Title

Insert Appendix C… content here so on and so forth.