

OMEGA GRADUATE SCHOOL

ONLINE CATALOG 2019-2020



President & CEO
Joshua Reichard, DPhil, PhD, EdS, CCS

500 Oxford Drive
Dayton, Tennessee 37321-6736

423-775-6596
800-933-6188
Fax: 423-775-6599
<http://www.ogs.edu>

Omega Graduate School is a member of the **Transnational Association of Christian Colleges and Schools (TRACS)** [PO Box 328, Forest, VA 24551; Telephone 434.525.9539; e-mail: info@tracs.org] having been awarded Accredited status as a Category IV institution by the TRACS Accreditation Commission. TRACS is recognized by the U. S. Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). According to the Omega Graduate School policy regarding Board of Regents' approval of all revisions to publications, revisions to the Omega Graduate School Catalog were approved by the Board of Regents.

Omega Graduate School is authorized by the **Tennessee Higher Education Commission (THEC)** to offer Master of Letters and Doctor of Philosophy degrees. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Omega Graduate School is also approved by THEC for training of veterans. Eligible veterans enrolled in either the master's or doctoral studies may receive veteran benefits.

Table of Contents

1. History and Purpose of Institution	4
2. Mission Statement and Objectives	5
3. Chancellor's Message	5
4. Solidarity of Faith.....	6
5. Christian Education Philosophy.....	6
6. Ethical Values Statement	7
7. Tennessee Higher Education Commission	8
8. Transnational Association of Christian Colleges and Schools.....	8
9. Nondiscrimination Statement.....	8
10. Philosophy and Policy for Faculty-Student Relationships and Upholding OGS Academic Values	9
11. Student Due Process Procedure.....	10
12. Admission Requirements and Procedures	11
13. College Credit Transfer Policy.....	14
14. Graduate Programs.....	16
15. Master of Letters (MLitt) Degree	20
Degree Day	20
16. Doctor of Philosophy Degree	26
Matriculation	29
Candidacy	29
Degree Validation.....	30
Degree Day	30
Continuous Enrollment	30
Course Descriptions	31
17. Omega Graduate School Library.....	37
18. Developmental Readings	38
19. Course Learning Journal.....	40
20. Web-Based Technology Support	41
21. Academic Advising.....	41
22. Placement Services.....	41
23. Grading Standards	41
24. Academic Warning and Probation.....	42

25. Student Change of Status.....	45
26. Faculty Senate.....	45
Academic Affairs Council.....	45
Graduate Research Council	46
27. Financial Information	47
Late Payments and Late Work	50
Reading and Research Seminars.....	51
28. Financial Aid.....	51
Title IV Federal Loans	51
29. Refund Policy	52
30. Student Conduct Rules	53
Code of Responsibility.....	53
Institutional Agreement on Conduct	53
Community Expectations and Behavior Standards	54
31. Right to Amend or Modify.....	56
32. Policy on Verification of Student Identity	56
33. Privacy Policy	57
34. Student Records	57
35. Honor Awards	57
36. Omega Society of Scholars.....	58
37. Board of Regents	58
38. Administration	59
39. Faculty	59
40. Facilities.....	60
41. Campus Safety and Security.....	61
42. Appendix 1: Academic Calendars	62
43. Appendix 2: Sample Core Schedule.....	63
44. Appendix 3: Dissertation Development and Progression	64
45. Appendix 4: Student Rights.....	71
46. Appendix 5: Notice of Grievance.....	72
47. Appendix 6: Campus Map	73

1. History and Purpose of Institution

Omega Graduate School is an institution committed to providing a quality educational experience for adults in the social professions who wish to integrate faith and learning in everyday life. Omega Graduate School provides studies leading to a Master of Letters (MLitt) degree focusing on Family Life Education or Organizational Leadership and a Doctor of Philosophy (DPhil/PhD) degree emphasizing research focused on the family, society, and the church. The goal of the doctoral program is the integration of religion into society and includes increasing morality and ethics in business and industry, and principles and values in family, community, and church.

The founders recognized the need for adults to advance in their fields by researching contemporary social problems and reporting findings to contribute to the body of literature related to their occupation. The curriculum of the school was designed to provide an educational experience that combined a European approach to academic research with distinctive elements drawn from American models. The goal of the program was to use qualitative and quantitative research methodology to investigate concerns and propose possible solutions.

Dayton, in Rhea County, Tennessee, was selected for the location of the school because of proximity to major cities in the southeast. A retreat-like, pastoral setting was purchased for the campus. For more than 30 years, students have found opportunities for academic, personal, and spiritual growth in programs at Omega Graduate School.

Omega Graduate School is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

For the purpose of the Oxford, England research trip, Omega Graduate School is registered in the United Kingdom as the American Centre for Religion/Society Studies (ACRSS), St. Michael's Centre, Cornmarket Street, Oxford OX1 3EY, United Kingdom.

2. Mission Statement and Objectives

Omega Graduate School exists to equip scholar-practitioners from a Christian perspective with research skills to integrate religion and society for positive social change.

The objectives of Omega Graduate School are to:

1. Recruit, educate, and graduate students suitable for the study of religion/society integration at the master's and doctoral level.
2. Provide appropriate campus facilities for limited residency study.
3. Secure economic resources for financial stability and advancement of the school mission.
4. Offer a sequential, research-based course of study that students contextualize to their field in order to address societal issues from a Christian worldview.
5. Include interdisciplinary and cross-cultural areas of study in the curriculum.
6. Provide tutoring and support in the dissertation process.
7. Develop scholarship skills and provide a support community for lifelong learning.

3. Chancellor's Message

Way to go! You have committed to embarking upon an educational journey that will stretch you academically and personally. When I was a student to receive my doctor of philosophy at OGS I was very excited to learn in a different way. The English-American blend of learning pushed me to think in broader domains that the traditional categories I was used to.

Omega Graduate School is a great academic institution for adult learners and working professionals who have an appetite to do graduate level research in a safe and supported environment.

As your chancellor, I am cheering you on and praying for your success as you journey toward your next degree and embrace a life of continued learning.

Sincerely,

Dr. David Anderson
Chancellor

4. Solidarity of Faith

The Board of Regents, administration, and faculty of Omega Graduate School stand in solidarity with the historic Christian faith as founded in Scripture and embodied in the Apostles' Creed and the Nicene Creed and popularly expressed by the following statements:

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.

We believe that God brought the world and the universe with all its systems and forms of created life into existence, including angels and Lucifer who became Satan, leader of fallen angels.

We believe in the full historicity of the Scriptural record of primeval history.

We believe in the full deity and humanity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His Ascension to the right hand of the Father, and in His personal return in power and glory.

We believe that for the salvation of lost and sinful man, regeneration by the Holy Spirit through faith in Christ's finished work is absolutely essential.

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation.

We believe in the spiritual unity of believers, the universal body of Christ.

5. Christian Education Philosophy

Omega Graduate School (OGS) operates on the premise that God is truth and that He reveals Himself to those who seek truth. Graduate study at OGS challenges students to discover His truth and to demonstrate the integration of professional activities with religious beliefs. OGS faculty members provide direct

instruction in the areas of orthopraxis and contextualization to encourage students to exhibit a biblical worldview.

A basic assumption of OGS is that learning should be a lifelong activity. The graduate program of limited campus residency followed by tutorial interaction with faculty is designed to accommodate the personal and professional responsibilities of serious adult students. Training in reading and research techniques supports the basic philosophy of lifelong educational activities.

Study at OGS builds on educational experiences and previous studies. Building on previous studies allows a student to continue in a chosen academic direction. The culminating graduate activity contextualizes learning in a primary research project that assists in investigating and proposing solutions to a critical social problem.

The graduate program is designed with two groups in mind, mature students who want to continue their education and certified professionals who want to develop additional competency in an occupation by engaging in scholarly work in an area of interest. The individuality of the program fosters development in a student's area of interest. Concentrated classroom sessions provide a foundation in specific content, but each student pursues individual needs and interests through academic assignments.

Students are viewed as mature adults seeking self-improvement. Faculty supervision and direction are regular and specific but not a substitute for student self-discipline in acquiring both content and competency in a specified curriculum.

The academic program is structured to balance content and application. Since the program is contextual, curricular content is a vehicle for social change. Students are sensitized to their contemporary social and professional context and are encouraged to apply what is learned to their profession or vocation. Integration of religious beliefs and values into individual societal roles is the ultimate expectation for students of OGS. The outcome of such integration benefits society.

6. Ethical Values Statement

Omega Graduate School fosters the inclusion of ethical standards in all aspects of personal and professional life. Regents, staff, faculty, students, and alumni are expected to demonstrate Christian values of truthfulness, honesty, integrity, honor, and respect in every area of life.

7. Tennessee Higher Education Commission

Omega Graduate School is authorized by the Tennessee Higher Education Commission (THEC) to offer Master of Letters and Doctor of Philosophy degrees. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Omega Graduate School is also approved by THEC for training of veterans. Eligible veterans enrolled in either the master's or doctoral studies may receive veteran benefits.

8. Transnational Association of Christian Colleges and Schools

Omega Graduate School is a member of the [Transnational Association of Christian Colleges and Schools \(TRACS\)](http://www.tracs.org) [15935 Forest Rd, Forest, VA 24551; Telephone 434.525.9539; e-mail: info@tracs.org] having been awarded accredited status as a Category IV institution by the TRACS Accreditation Commission. TRACS is recognized by the US Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Higher Education Directory

Omega Graduate School is listed in the Higher Education Directory of accredited, degree-granting postsecondary institutions in the United States.

9. Nondiscrimination Statement

Omega Graduate School (OGS) fully subscribes to the practices and policies of nondiscrimination in admission, enrollment, and educational opportunity. No applicant or enrolled student shall be discriminated against, nor will OGS otherwise discriminate in offering access to its educational programs based on race, color, sex, age, non-disqualifying handicap, religion or creed, or national or ethnic origin. The President or his/her designee is the policy coordinator to assure compliance with all federal, state, and local laws and regulations relating to nondiscrimination.

10. Philosophy and Policy for Faculty-Student Relationships and Upholding OGS Academic Values

Omega Graduate School affirms an atmosphere of academic safety (“a safe place to think”) which promotes respect for human dignity, synergistic relationships, and personalized learning. Omega Graduate School does not tolerate disrespect or mistreatment of its students, faculty, administration, or stakeholders. Omega Graduate School affirms the autonomy of adult learners within reasonable boundaries of an accredited graduate institution and seeks to consistently affirm the goals, objectives, and creativity of adult learners in its programs, courses, and classrooms. Faculty are expected to strive to foster the individual goals of adult learners within the boundaries of established program and course outcomes.

Omega Graduate School affirms andragogy as a learning methodology, which includes a focus primarily on the educational process rather than academic content. Andragogy (Knowles, 1984) encompasses the following principles: (1) Adult Learning must be relevant, (2) Adult Learning should be experiential, (3) Adult Learning should be driven toward problem-solving, and (4) Adult Learners thrive when learning has immediate value. Based upon these principles, Omega Graduate School rejects any educational practices that inhibit the academic and professional respect of the adult learners who have entrusted their graduate education into the care of our institution.

We recognize that adult learners choose our institution to serve their needs and our orientation toward students is motivated by a philosophy of Servant Leadership. While we understand that faculty may fall short of this ideal, we will use this philosophy and policy as a measure of faculty performance. In cases where experiences have interpreted as violations of this philosophy or policy, students may engage in due process as stated in the Catalog, and inasmuch as possible, Omega Graduate School commits to strive toward mutually beneficial reconciliation in the spirit of Christian love.

This Educational Philosophy informs the internal policies of Omega Graduate School with regards to faculty-student interactions, grading, and assignment design, delivery, and differentiation. These policies are documented in the Faculty Handbook. Student related policies, such as “Due Process” can be found in the Catalog.

11. Student Due Process Procedure

In an effort to improve the quality of the academic program and to insure that breaches of academic policy or decorum are promptly identified, a student grievance procedure is available. Before beginning the procedure, students are encouraged to speak directly to a faculty member or the Dean of the Faculty about a grievance or complaint. If the matter cannot be satisfactorily resolved through discussion, the student should file a formal grievance or complaint with the Academic Affairs Council. The grievance or complaint procedure is as follows:

1. The student will write a letter to the Dean of the Faculty describing the specific complaint or grievance. Supply any evidence, eyewitness accounts, or other materials that will support a grievance. Send the letter to: Dean of the Faculty, Omega Graduate School, 500 Oxford Drive, Dayton, TN 37321-6736. For additional information, call 423-775-6596.
2. The Dean of the Faculty will distribute the letter to the Academic Affairs Council members. If the grievance or complaint involves specific persons, copies of the letter will be forwarded to them by the Chairperson.
3. The Academic Affairs Council will appoint two representatives who will meet with the student to decide if the issue can be resolved without submitting the grievance to the Faculty Senate.
4. The Council representatives will report back to the Academic Affairs Council and recommend appropriate action. If the grievance can be resolved by action of the Council, a letter will be sent to the student which will describe the specific action to be taken to deal with the grievance.
5. If the situation cannot be resolved by the Academic Affairs Council or if the student is not satisfied with the Council's action, the complaint or grievance will be forwarded to the Faculty Senate for resolution.
6. The Faculty Senate will consider the specific complaint, identify the particular problem, and interview the Council representatives and all parties involved in the grievance or complaint. After a consideration of all the evidence, the Senate will take appropriate action. A letter will be sent to the student which will describe the findings of the Senate and the decisions that have been made concerning the grievance or complaint.
7. If the student is not satisfied by the action of the Faculty Senate, an appeal can be made to the Board of Regents. A letter will be sent to the Regents' Academic Affairs Committee Chairperson. The

letter will list specific reasons for the dissatisfaction and recommend what further action should be taken. The Regents will consider the student's letter and decide if further action is needed to resolve the issue or if the decision of the Faculty Senate was sufficient to handle the situation. All decisions of the Board of Regents will be the final action of OGS.

If the student is not satisfied by the action of the Regents, a grievance can be filed with the licensure staff of the Tennessee Higher Education Commission and/or Transnational Association of Christian Colleges and Schools (TRACS). The address of the Tennessee Higher Education Commission is Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37219-5380. The phone number is 615.741.5293. The TRACS address and phone number are 15935 Forest Rd, Forest, VA 24551; telephone number 434.525.9539. The e-mail address is info@tracs.org.

12. Admission Requirements and Procedures

Applicants for admission to Omega Graduate School will be considered based on academic record, personal and professional recommendations, personal information.

Application Procedures

1. Complete the online application at: www.ogs.edu/apply or to request an application form call Admissions at 800.933.6188. Mail the completed printed application with the appropriate fee to:
Admissions Office
Omega Graduate School
500 Oxford Drive
Dayton, Tennessee 37321-6736
2. Have official transcripts from each school attended sent directly to Omega Graduate School.
3. Have three recommendation letters mailed to OGS. The letters should address the following areas concerning the applicant: (a) academic ability; (b) professional standing, (c) moral character and conduct; (d) personal stability; and (e) maturity.

Master of Letters Admission Criteria

1. Complete a Bachelor's Degree or its academic equivalent.

2. Present a grade average of at least “B” in undergraduate studies and/or satisfactory evidence of ability to produce at the graduate level. Satisfactory evidence will include:
 - a. Computer literacy
 - b. English fluency or proficiency as evidenced by an official TOEFL score, and
 - c. Evidence of prior academic work including papers, essays, authored books, conference presentations, etc.

Doctor of Philosophy Admission Criteria

1. Complete a master’s degree from an institution accredited by an agency recognized by the United States Department of Education and the Council for Higher Education Accreditation or course work that provides 30 cohesive graduate semester hours in support of the Dphil/PhD Course of Study.
2. Have a grade average of “B” or above in master’s-level studies and/or satisfactory evidence of ability to produce at the graduate level.
3. Have a minimum of two years of professional experience as evidenced by an official letter from employer(s) and a current resume.
4. Be at least 26 years of age.
5. Satisfactory evidence of the following:
 - a. Computer literacy
 - b. English fluency or proficiency as evidenced by an official TOEFL score, and
 - c. Evidence of prior academic work including papers, essays, authored books, conference presentations, etc.

Note: Omega Graduate School does not automatically transfer credits from another institution into doctoral studies. Based on master’s-level transcript evidence, the suitability of prior studies is judged by faculty. If deficiencies are determined, the applicant will be assigned appropriate master’s-level course work prior to matriculation into the doctoral program.

International Student Admission Criteria

Omega Graduate School has alumni and current student body from 30 countries. Non-immigrant students applying for admission must complete the application process and provide validation of academic preparation by means of a third-party foreign credentials evaluation service if deemed necessary by the Admissions Officer. An applicant who has not completed undergraduate study requirements at an American Institution must present the following: (a) an

accurate chronological outline of previous college and graduate-level education and (b) authorized school or university records, transcripts, certificates, or degrees showing all courses taken and all grades received with certified translation if the records are not in English.

The application is located on the OGS website at www.ogs.edu. The prospective student can follow the tabs on the website to submit an electronic application. Once the application is received, a file is created for the applicant.

English proficiency is required for all students. If a student's first language is other than English, the student may be required to demonstrate English proficiency by means of a TOEFL score. Although OGS does not require a Test of English as a Foreign Language (TOEFL) exam as part of the application, the school reserves the right to require a student to take the exam prior to matriculation into the doctoral program.

Three letters of reference are required for each student. Reference letter forms are sent electronically to the applicant who has the responsibility to have references completed. The prospective student may select former professors, current clergy, or local businessmen to complete the forms and send to OGS.

The program of study at Omega Graduate School begins with attendance at Core 1. Residency is required at the week-long intensive period of study. At the conclusion of the week, the student will return home to complete the assignments from Core 1. Application to attend a subsequent Core is made by registering for attendance through the student's DIAL account.

I-20 Policy

Omega Graduate School is regulated by and is in compliance with Immigration and Customs Enforcement and the U.S. Homeland Security Agency. Non-immigrant students (including both those students who reside outside the United States and students residing in the United States on non-student visas) applying for enrollment in Core 1 or any subsequent Core residency phase of the program must petition for and receive an I-20 form from Omega Graduate School. This form should be requested from the office of the Director of Admissions.

Issuance of the I-20 form requires the following information: full name, country of birth, date of birth, country of citizenship, gender, foreign address, U.S. address if residing in the United States, Core residency start date, end date of residency phase of study, passport number, passport issue date, passport expiration date, tuition fees for current phase of study (i.e. residency fee, lodging, Core fees, transportation expenses), and personal funds being brought to the U.S. Once the information is received by the office of the Director of Admissions, the U.S. Student and Exchange Visitor Information System (SEVIS) will be contacted. Information will be entered into the national database, and a SEVIS ID

number will be issued for the student. Omega Graduate School will print two copies of the SEVIS forms. One will be kept in the office of the Director of Admissions. The second copy will be forwarded to the prospective student for the purpose of applying for the necessary student visa. When available, Omega Graduate School will need the following: Visa number, Visa issue date, and Visa issue port.

After receiving the I-20 form and the SEVIS ID number, the prospective non-immigrant student must pay the SEVIS I-901 fee at www.fmifee.com. The current fee is \$200.00. NOTE: The I-20 form must be created each time the student wishes to enter the United States.

The F-1 Student Visa must be obtained at a U.S. embassy or consulate abroad. Applications for entry into the United States must be made not more than 30 days prior to the start date on the student's I-20 form.

Those prospective non-immigrant students residing in the United States should consult the US Customs and Immigration Service (USCIS) website concerning who may change status. Form I-539 is issued to apply for change of status. This can be downloaded from the USCIS website. The current fee for changing visa status is \$300.00. The I-20 form can be issued for students residing in the United States for the duration of the program at our school as long as the student makes satisfactory academic progress in his/her course work and attends subsequent residency Cores. The I-20 form would not have to be updated unless the student leaves the country. Approval from the USCIS is a prerequisite for attendance at Omega Graduate School.

SEVIS forms for the subsequent Core will be prepared and distributed to the student while on campus. Students requesting a replacement SEVIS, whether for a lost SEVIS or an expired SEVIS due to non-completion of academic work during a term, will be billed for the cost of mailing and an additional 10% processing fee. Payment must be received prior to mailing of the SEVIS.

International students who enroll with a spouse will be granted an account credit for 50% of the total SEVIS-related expenses. The credit will be applied equally to both spouses' account. Receipts must be submitted to the Chief Student Success Officer for final approval before submission to the Business Office.

13. College Credit Transfer Policy

The Dean of the Faculty is responsible for reviewing and assessing all transcript credits presented as part of the application process for an OGS degree program. Applicants are responsible for requesting official transcripts for all previous college work completed prior to an application. Applicants may transfer up to nine graduate semester hours from an institution accredited by an agency recognized by the United States Department of Education and the Council for Higher Education Accreditation into the OGS master's programs. Credits earned

in a doctoral program are not automatically transferable to another institution. Criteria for accepting graduate credits from another institution include accreditation status of the institution at which the credit was earned, compatibility of courses to the OGS curriculum, and grades attained in courses. Dphil/PhD applicants who have received doctoral credit at another institution may transfer up to 9 hours of credit for courses with a one-to-one correlation with courses in OGS course of study.

Omega Graduate School recognizes that there are students who have completed all course work in a doctoral program in another institution but did not complete a dissertation. Students who have completed *all but dissertation (ABD)* may request an evaluation of course work and completed research to determine requirements for a degree through OGS. Each situation will be evaluated on an individual basis. If there is a good fit between work at another institution and the OGS program, some credit earned at another institution may be accepted, thereby waiving one or more OGS course requirements.

It is the responsibility of the applicant to confirm that Omega Graduate School will accept credits earned at another institution if the applicant expects to use previous academic credit toward a degree from OGS. It should never be assumed that credits will transfer to or from any educational institution. Students are asked to sign the transferability of credit statement from Tennessee Code Annotated as stated below:

“Credits earned at Omega Graduate School may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Omega Graduate School. You should obtain confirmation that Omega Graduate School will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. You should also contact any educational institutions that you may want to transfer credits earned at Omega Graduate School to determine if such institutions will accept credits earned at Omega Graduate School prior to executing an enrollment contract or agreement. The ability to transfer credits from Omega Graduate School may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at Omega Graduate School if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of Omega Graduate School and of any other educational institutions you may in the future want to transfer the credits earned at Omega Graduate School before you execute an enrollment contract or agreement.”

Academic work may be transferable to another institution. The Omega Graduate School Registrar will provide an official transcript for students in good standing when the following are received: (a) a signed request for a transcript, (b) the name and address of the institution to which the transcript is to be mailed, and (c) \$15 for each requested transcript. Students desiring a copy of their

transcript can request one unofficial transcript at no cost; cost for the second and subsequent official transcripts will be \$15.00.

14. Graduate Programs

The awarding of a Master of Letters (Mlitt) and/or the Doctor of Philosophy (Dphil/PhD) by Omega Graduate School signifies that a candidate has gained an understanding of the integration of religion and society. Doctoral candidates must conduct primary research on a problem relevant to his/her life and career and demonstrate scholarship skills in research and critical thinking which can be used in a social profession. Omega Graduate School's academic program maintains similar requirements for graduate work as other doctoral programs with five areas of distinction: (a) all credit is classroom-based and tutorial sessions are concentrated periods of time scheduled to occur at significant points during the residency, (b) faculty guidance and direction are individualized to cope with the diverse needs of both entry-level students and certified professionals, (c) students are provided interactive guidance in the development of a research direction, (d) primary research in the field of study is generally applied to one's vocation, and (e) student work demonstrates an integration of religion and society.

The distinctive elements are based on four assumptions about graduate work in general and the Omega Graduate School program in particular. First, the Master of Letters program of study is designed for both career enhancement and entry into doctoral study at Omega Graduate School. The Mlitt adheres to the underlying Christian philosophy of education and learning methods of the Omega Graduate program. The master's program has two interdisciplinary tracks from which students can choose, Family Life Education and Organizational Leadership. The doctoral program builds upon the foundation of graduate work and is not a duplication of previous studies. Graduate study offers students an opportunity for concentrated original research on a subject of relevant concern to their lives and careers, using knowledge and skills acquired in graduate studies and experience.

Second, contact with faculty is structured to fit the academic needs of students. Faculty supervision and direction is regular and specific but is not a substitute for student self-discipline in acquiring both content and competency in a specified curriculum.

Third, campus courses taught by the Graduate Core Faculty are concentrated with transactional distance over time to promote in-depth learning of a subject and an adequate application of knowledge. Transactional distance insures a prolonged involvement with specific content areas and offers a way to advance interdisciplinary approaches to graduate research.

Fourth, the graduate course of study encourages faculty and students to interact with the problems of their professions. Through interaction, academic research assists in resolving critical problems. The outcome is a beneficial impact on society.

The doctoral program is structured on a student's previous graduate studies. Building on previous studies allows students to continue in the academic direction important to them. Through the guidance of the faculty, students develop competency, learn essential content and process from other disciplines, analyze personal and professional orientations, and individualize their developmental reading and primary research to a particular problem. Students prepare a research proposal on a specific problem that serves as the framework for dissertation research. The dissertation demonstrates a student's ability to contextualize concepts, techniques, and information from different disciplines that benefit the student's role in the work place, the religious community, and society.

Omega Graduate School is structured with a philosophical foundation appropriate to Christian scholars. Members of the OGS faculty are credentialed academically, have religion-related experience, and are expected to maintain an active relationship with church and community. OGS does not compete with existing programs that provide first professional degrees.

Instructional Philosophy

The academic program is an adult educational model based on the model of the "British universities in the tradition of Oxford" that uses an interactive learning design. Traditional methods are used to instruct, tutor, or communicate specific content essential to the course of study. The faculty creates an educational climate conducive to adult learning, one that promotes mutual respect and trust among faculty and students. Adult education principles establish a community of scholars united in efforts to find practical solutions to social problems in business, industry, the social professions, religion, para-church organizations, and society.

In the implementation of an adult educational model, OGS emphasizes tutorial instruction. Through seminars, colloquiums, forums, faculty supervision of developmental reading, and primary research projects, the program provides a plan for students to acquire both content and competency in the -integration of religion and society. The tutorial instruction enlarges the base of knowledge as preparation for graduate research. The faculty provides a method for content acquisition, and students exercise initiative in the learning process. Students use personal and educational skills acquired through professional training and vocational experience while participating in structured classroom activity, developmental reading, and primary research.

The academic program is designed to facilitate rather than intimidate. The educational process does not manipulate students through threat of elimination from the program. The program is diagnostic and prescriptive to facilitate a scholarly acquisition of knowledge and the completion of a course of study leading to the development of a dissertation based on acquired knowledge and primary research. The program is planned with the socially involved scholar in mind. The faculty mix, the student blend, and the nature of the adult/interactive model create a credible doctorate in the integration of religion and society that produces qualitative or quantitative research.

Curricular Philosophy

The OGS curriculum provides a balance of content and application. Since the program is contextual, the content is a vehicle for social change. Candidates are sensitized to their contemporary social and professional context and are encouraged to apply what is learned in their profession or vocation. The challenges of the present can best be analyzed with a mastery of academic and religious heritage.

A commitment to historical heritage should help a student understand the present society and seek solutions to current problems. A function of the OGS program is to synthesize foundational studies into a working philosophy for service and a functional application to society. Synthesizing foundational studies focuses on the humanities and social sciences and on areas of application.

Curriculum Codes

Omega Graduate School offers two degrees: Master of Letters (Mlitt) and Doctor of Philosophy (Dphil/PhD). All course work offered for credit is graduate work to satisfy the requirements of the course of study for the Mlitt or Dphil/PhD degree. The courses are numbered with the following system:

700	Master's Credit
800	Doctoral Credit
900	Advanced Doctoral Credit

Definition of a Credit Hour

Omega Graduate School defines a credit hour in terms of the traditional Carnegie Unit. One credit hour represents fifteen hours of classroom time and thirty hours of outside coursework for a total of forty-five hours. Therefore, a one-hour course at Omega Graduate School requires the same number of total hours 45, and a two-hour course requires a total of 90 hours.

Disability Services

For students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990), Omega Graduate School takes an individual, holistic approach in providing, as required by law, reasonable accommodations.

Eligible students must formally notify the graduate school of their disability, either at the time of admission or before accommodation is requested. The notification must be in writing, must include appropriate documentation, and must be submitted to the ADA Coordinator.

Documentation required (to be obtained by the student at his/her expense) includes a formal medical evaluation by a physician or learning specialist (for learning disabilities), a description of what specific accommodations have been offered in the past, and what specific needs and services will be requested from Omega Graduate School. Examples of alternative aids that may be appropriate include taped texts, note takers, interpreters, readers (for test taking only), additional time for tests, and alternative methods of assessment. The graduate school is not required to supply students with attendants, individually prescribed devices such as hearing aids and wheelchairs, readers for personal use or study, other devices or services of a personal nature, or incompletes/extended semesters. The courts have also ruled that colleges are not required to lower the standards of any program, make fundamental alterations in the essential nature of a program, or assume undue financial or administrative burdens.

The campus ADA Coordinator works under the supervision of the Dean of the Faculty. S/he considers a student's request and documentation and subsequently determines what specific services will be offered by the graduate school. The Coordinator then provides the minimum expectations for accommodations. These accommodations are then provided to the student on a Syllabus Addendum form that s/he must take to the faculty of each course. A Syllabus Addendum must be completed and on file for each course within the first ten business days of the semester or within ten business days of a diagnosis/approval by the ADA coordinator. Once the basic provisions are deemed acceptable by both the faculty member and the student the original copy must be turned in to the ADA Coordinator. The student or his/her professor(s) may appeal the decision of the ADA Coordinator to the Academic Affairs Council, which will make a final determination on behalf of the graduate school. For more information, contact the ADA Coordinator: David Ward, D.Phil., dward@ogs.edu, 423 775-6596, Library Office.

Service Animals

Only certified disability and specifically trained for that disability service animals, are acceptable in publicly accessible buildings on campus. **“Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.** Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.”

https://www.ada.gov/service_animals_2010.htm

15. Master of Letters (MLitt) Degree

Omega Graduate School's Master of Letters (MLitt) program is designed for both career enhancement and entry into doctoral study. The MLitt program adheres to the underlying philosophy of education and learning methods of our doctoral program. Candidates for the MLitt degree choose a curriculum track in Family Life Education (FLE) or Organizational Leadership (OL).

Applicants may transfer up to nine semester hours with a one-to-one correlation with courses in OGS course of study from an acceptable master’s program.

Applicants who have nearly enough college credit to graduate college without having received a Bachelor’s degree may also request an “Assessment of Prior Learning” to determine which deficiencies must be addressed to enter the Master’s program.

Degree Day

Omega tradition and policy require that degrees are awarded only in *præsentia* (physically present to receive). All candidates are required to graduate in *præsentia*. Participation in commencement exercises requires the candidate to reach completion a minimum of 30 days prior to the date of graduation.

Family Life Education

The Family Life Education (FLE) curriculum provides skills and knowledge to enrich individual and family life. Students are given skills to develop and deliver family related services. For information on how Family Life Education coursework applies toward the Certified Family Life Educator credential, please contact the *National Council on Family Relations* (888-781-9331) or www.ncfr.org. Required courses of the FLE track are listed below in the sequence in which they are offered. In addition to the 10 required courses, students may complete an optional internship in FLE.

Course Descriptions

[] – Indicates number of credit hours associated with each course.

FL 701 [3] Family Life Education Methodology—A study of the philosophy and principles of family life education and methods for planning, implementing, and evaluating activities to fulfill its goals; how to establish educational goals, select materials and activities, evaluate outcomes, and implement programs that are sensitive to community concerns and values and bring benefits appropriate to the community being served.

FL 702 [3] Sociology of the Family—A study of the origin and development of the family as a social institution and its variations of structure, function, and culture; the relationship of the family to the economic, political, religious, and educational institutions in American society; dating, courtship, marital choice, and work-family relationships; present and future demographic trends, gender roles, and culture related influences affecting the nature of family living.

FL 703 (3) Family Dynamics, Marital Counseling & Enrichment--An exploration of research and theories of family strengths and weaknesses, and how family members relate to each other. Topics include: internal social processes, communication, conflict management, discussion-making and goal-setting, understanding normative and non-normative family stress and crisis, and special needs in families. Special needs may include: single-parent, blended, low-income, and those with differently-abled members. Discussion address family dynamics in marriage and other forms of coupling in gender roles, marital distress and divorce, and the effects of couple relationships on children.

FL 704 [3] Human Sexuality—An overview of the basics of sexual physiology, development, behavior, values, human sexual response, dysfunction, sexual abuse and violence, family planning, variations of sexual behavior, theories of sexual orientation, and the role of a family life educator in sex education.

FL 705 [3] Communication Skills--An examination of communication theories and skills, based on the premise that communication is the foundation of the family and the method through which the family creates a system of identity in relationships among members for the purpose of defining adaptability, boundaries, intimacy, rituals, rules, stories, and themes. Topics include: psycholinguistic principles, and theories and strategies of active in-depth dialogue and conflict training; interactive skills assessment and development; and includes goal setting, role playing, alternative behavior, evaluating consequences, and implementation of assertive behavior.

FL 706 [3] Human Development: Throughout the Life Span--An overview of all stages of development from birth, childhood, adolescence, adulthood, and later adulthood. The course defines each stage of development, and the how individuals change and grow during each stage. The course is a study of seminal theorists with alternate perspectives of physical, emotional, cognitive, social, moral/spiritual, and personality factors as they influence development through the life span. The course addresses the aging and elder care issue by defining the physical, emotional, cognitive, social, moral/spiritual, and personality factors that influence development over the course of adult years, through the aging process, and death. The course explores the changing role of parents in relationship with adult children and the complexity of factors confronting children when they provide care for aging parents.

FL 707 [3] Parenting--An inclusive look at the purpose of Family Life Education. The course offers instruction to parents and caregivers to understand parenting roles and parent-child relationships, and provides programs, resources and support necessary across the life span. The course is an examination of theoretical approaches to teaching, guiding, and influencing children and adolescents; the efficacy of major theories when put into practice by contemporary parents; beliefs and practices globally and historically; adjustments of parental style associated with individual differences and life-cycle stages. The course affords appropriate opportunity to apply learning to personally relevant situations.

FL 708 – Professional Ethics--An exploration of the issues, standards, and tensions that exist within professional ethics, personal morals, the social structure, and government. The course examines ethical issues which are unique and which are common among professions. The course investigates ethical issues within a student's own profession; and the relationships and tensions among personal morals, belief systems, professional ethics, and the structures, norms, and laws of one's own society. The course recognizes diversity in values, complexity of value choices, and the ethical implications of social and technological change in a pluralistic society.

FL 709 - Family Law and Public Policy

An overview of the historical development of law and public policies related to families. A study of how local, state, and federal law and public policy affect the family structure and way of life: family law relating to marriage, divorce, family support, child custody, child protection and rights, and family planning; and family policy relating to tax, civil rights, social security, economic support laws, and regulations.

FL710 - Family Resource Management

A study of decisions individuals and families make to develop and use human and material resources – people, time, money, material assets, energy, social acquaintances, and space – to meet their goals. Topics will include recognition of resources, methods for making decisions, and wise management for the good of the family.

FL 720 - Capstone: Internship in Family Life Education

A 120-hour internship in a supervised Family Life Education setting to meet the NCFR's requirement of a "minimum 120 hours in the field" for certification.

A student not seeking NCFR certification will do a forty-five clock hour internship delivering family life education; must be education orientated rather than therapy, counseling, social work, or early childhood education supervised by a Certified Family Life Educator, if possible, or by an experienced professional who is working in any capacity that fits within family life education as broadly defined by the National Council on Family Relations; aims, conditions, and activities of the internship must be approved by faculty prior to the starting date. The student must keep a daily log of activities and write an essay report of their experiences.

Organizational Leadership

The Organizational Leadership curriculum builds upon principles of human behavior found in organizations large and small, public and private, regimented and volunteer, and profit making and social service. The curriculum examines organizational systems and structures with emphasis upon interpersonal dynamics, ethics, and social costs and benefits.

The purpose is to equip graduates to implement qualities of effective leadership in an organization. The program is designed to improve the work of persons at every level of organizational participation, including entry-level employees, CEOs, board members, consultants, and educators. Required courses of the OL track are listed below in the sequence in which they are offered. In addition to the 11 required courses, students may complete an optional practicum.

Course Descriptions

[] – Indicates number of credit hours associated with each course.

OL 701 [3] Foundations of Human Behavior—A survey of major theories of human behavior; concepts and definitions held by several philosophical and psychological schools; history, research evidence, and implications for contemporary organizational life and issues within contemporary global society.

OL 702 [3] Theories of Organizational Behavior—An examination of leadership, power, authority, problem resolution, and the impact of organizational structure in relation to management style of educational, religious, business, and governmental institutions.

OL 703 [3] Transformational Leadership —A colloquium which considers the formal and informal aspects of administration and organization with emphasis on life-cycle leadership and application to the structure, processes, and behavior of organized groups.

OL 704 [3] Human Relation Skills in a Pluralistic Society- An understanding of human relations skills for effective interpersonal communication; examination of cultural and values differences among ethnic, racial, religious, and other social groups; generic application for professionals in educational, community, family, work, and leisure settings.

OL 705 [3] Communication Skills and Conflict—An examination of communication theories and skills, psycholinguistic principles, and theories and strategies of active in-depth dialogue and conflict training; interactive skills assessment and development; includes goal setting, role playing, alternative behavior, evaluating consequences, and implementation of assertive behavior.

OL 706 [3] Fundraising in Nonprofit Organizations – A focus on the crucial aspects (theological, philosophical, ethical, transformational, strategic, and pragmatic) for developing organizational leaders who are capable of leading others to mature stewardship and a giving lifestyle and equip these leaders with the knowledge, tools, and skills that will enable them to identify and secure predictable financial resources for their ministry/organizations.

OL 707 [3] Mentoring and Coaching—How management of volunteers differs from supervision of paid staff, motivations for volunteering, recruitment, common mistakes in recruitment and management, troublesome personality types, “normal” retention, how to increase retention, meaningful reward and recognition.

OL 708 [3] Professional Ethics—An exploration of the issues, standards, and tensions that exist within professional ethics, personal morals, the social structure, and government; the ethical issues unique to or faced in common among professions; investigation of ethical issues within student's own profession; the relationships and tensions among personal morals, belief systems, professional ethics, and the structures, norms, and laws of one's own society. (Concurrent with FL 709.)

OL 709 [3] Business Law—A study of case problems relating to the application of laws concerning contract, agency, property, and business and institutional organizations.

OL 710 [3] Principles of Sociological Research-- A study of past, present, and future changes in social structure and cultural patterns. Sociological theory will be introduced as a means for understanding and analyzing social movements and social change. Special emphasis will be given to global social problems such as social stratification, poverty, and social development. Principles of social movements in the context of the sociology of religion will also be explored.

OL 720 [2] Capstone Project—Preparation of a project of original research applicable to one's chosen vocational setting. This is an opportunity to apply learning from all previous courses to an actual need or dilemma encountered in the setting in which the student currently works or expects to work.
Prerequisites: Completion of all other requirements for the Master's degree.

	MLitt Curriculum	
	Family Life Education	Organizational Leadership
	ORIENTATION	ORIENTATION
Core A	FL 701 (3) Family Life Education & Methodology	OL 701 (3) Worldviews and Human Behavior: Foundations for Organizational Leadership
	FL 702 (3) Sociology of the Family	OL 702 (3) Theories – Organizational Behavior
	FL 703 (3) Family Dynamics: Marital Counseling & Enrichment	OL 703 (3) Transformational Leadership
Core B	FL 704 (3) Human Sexuality	OL 704 (3) Human Relationship Skills in a Pluralistic Society
	FL 705 (3) Communication Skills	OL 705 (3) Communication Skills and Conflict

	FL 706 (3) Human Development	OL 706 (3) Fundraising in Nonprofit Organization
	FL 707 (3) Parenting	OL 707 (3) Mentoring and Coaching
Core C	FL 708 (3) Professional Ethics	OL 708 (3) Professional Ethics
	FL 709 (3) Family Law & Public Policy	OL 709 (3) Business Law
	FL 710 (3) Family Resource Management	OL 710 (3) Principles of Sociological Research
	FL 720 (2) Capstone: Internship in Family Life Education	OL 720 (2) Capstone Project

16. Doctor of Philosophy Degree

The DPhil/PhD degree process is comprised of four levels: (a) admission to graduate studies, (b) matriculation for a degree program, (c) candidacy for a degree, and (d) degree validation. The Academic Affairs Council supervises the process from admission to candidacy; the Graduate Research Council supervises the process from candidacy to graduation.

The DPhil/PhD degree program is divided into two parts: the course of study and the dissertation process. The course of study has three stages: first third (Cores 1, 2); middle third (Cores 3, 4); and upper third (Cores 5, 6). The dissertation process has four stages under the Graduate Research Council: proposal development, proposal defense, the writing and defense of the dissertation, and the degree validation stage that verifies the error-free copy of the dissertation and authorizes the candidate's degree. The dissertation stage is divided into 42 steps (Appendix 3), with advisors, readers, and faculty supervision at each step.

The curriculum requires advance preparation for each stage in the course of study so the student can be an informed participant in class. Each stage has post-class assignments to be completed after Core sessions.

An extensive course syllabus with bibliography is provided for each course. Tutorial guidance includes an overview of the subject and an introduction to the sources of knowledge in the field and is presented by faculty with informed participation by the students. Tutorial guidance is followed by specific developmental and research assignments under the guidance of the faculty.

Faculty-directed research in prescribed sources and available resources constitutes an essential part of the course of study. The educational goal is to excite and direct the self-activity of learners who are engaged in personal research and study.

Course #	Course Name	Hours
PHI 800-12	Transformative Learning and Adult Education	2
SR 805-12	Faith Learning Integration and Interdisciplinary Research	2
LDR 809-12	Transforming Self-Concept for Leadership Development	2
SR 953-12	Research for 21st Century Scholarship	2
	Total Core 1 Credit Hours	8
COM 822-22	Persuasive Communications	2
PHI 815-22	History of Integration of Religion and Society	2
COM 803-22	Hermeneutics and Communications	2
SR 968-22	Sociological Methodology: Interpreting Changing Cultures	2
	Total Core 2 Credit Hours	8
	MATRICULATION	
COM 968-32	Statistics for Social Research	2
PHI 923-32	Contextualization for Social Change	2
PHI 943-32	Orthodoxy and Orthopraxis	2
SR 958-32	Research Design and Methodology	2
	Total Core 3 Credit Hours	8
COM 968-42	Statistics for Social Research	2
LDR 810-42	Cross-Cultural Dynamics	2
LDR 813-42	Organizational Dynamics	2
SR 958-42	Research Design and Methodology	2
	Total Core 4 Credit Hours	8
COM 968-62	Statistics for Social Research	2
SR 952-62	Dissertation Foundations	2
SR 958-62	Research Design and Methodology	2
PHI 812-62	Morality, Law, and Ethics in a Global Society	2
	Total Core 5 (Last) Core Credit Hours	8
	Total Program Cores Credit Hours	40

	PRE-CANDIDACY REQUIREMENTS	
COM 822-42	Persuasive Communication – Forum Presentation	2
	NON-CORE REQUIREMENTS	
	Library of Congress Reading & Research Trip	4
	United Kingdom (U. K.) Reading & Research Trip	4
	CANDIDACY	
	GRADUATE COLLOQUY	
SR 812-76	Planning and Proposal Writing	6
SR 963-74	Research Proposal Preparation and Defense	4
SR 912-78	Dissertation Writing for Publication	8
SR 966-74	Dissertation Faculty Defense and Error-Free Dissertation	4
	Total Colloquy Credit Hours	22

Reading and Research Seminars

Reading and Research Seminars are offered annually in Oxford, United Kingdom. The educational experience in the UK includes academic seminars. The seminars provide information on contemporary issues facing society. The OGS course *Morality and Law in a Global Society* is sometimes taught during this seminar in the United Kingdom.

A student whose health or handicap or citizenship prevents travel to England may receive approval to complete alternative sessions on campus. The DPhil/PhD program requires a trip to the Library of Congress in Washington, DC. The Library of Congress experience and the Oxford and/or British Library trip serve as opportunities to develop research skills for lifelong scholarship. The UK, Library of Congress, and OGS Reading and Research are required for the DPhil/PhD program.

Matriculation

A student is matriculated to the Doctor of Philosophy program after foundational studies are assessed, and all deficiencies are removed. Students must matriculate for the DPhil/PhD to participate in Cores 3, 4, 5 and 6. The following requirements must be fulfilled for matriculation to doctoral studies: (a) a total of 19 cohesive graduate semester credit hours in support of the Omega Graduate School course of study, (b) attendance at Cores 1 and 2, (c) completion of assignments related to Cores 1 and 2, (d) possession of basic computer and academic writing skills, unless exempted by the American Disabilities Act, and (e) control of an E-mail address.

Once matriculation is attained in the DPhil/PhD program, a student remains at the matriculation level until the completion of all course and pre-candidacy requirements. When all requirements are completed, students are to request Candidacy and participate in an interview. Core sessions are offered during two academic terms. Normally, students will divide their participation into one Core session per term until all sessions are completed in sequence. Candidates for the DPhil/PhD must achieve degree validation to participate in Core 7, which is the Graduate Colloquy.

Candidacy

Candidacy is awarded when a student has completed all assignments including the Library of Congress Reading and Research Seminar, and meets the following criteria:

1. Demonstrates the ability to use the English language with clarity in both speech and writing.
2. Evidences specialized competence in general research methodology.
3. Manifests proficiency in statistics for completion of a dissertation.
4. Completes all Core requirements.
5. Successfully defended a pre-proposal during Core 6..
6. Demonstrates competency to gather data and synthesize findings that lead to new knowledge about a significant problem or issues in a field of knowledge.
7. Demonstrates subject matter mastery of literature related to a dissertation area.
8. Demonstrates competency in critical inquiry of unsolved or unresolved problems.

During candidacy the student is supervised by the Graduate Research Council for a major research project and dissertation. The Graduate Research Council guides a candidate in developing a research proposal. When the

proposal is satisfactorily defended, the student is authorized to proceed with gathering and analyzing data and writing a dissertation. The sequenced tasks that guide a research project and development of a dissertation are shown in the chart in Appendix 3. *All candidates are required to attend the fall Core 6 every year until they graduate to maintain satisfactory academic progress and candidacy.*

Degree Validation

Degree validation requires 72 semester credits in the course of study and completion of the degree validation process. Degree validation requires that a candidate: (a) develop and defend a research proposal, (b) gather and analyze data, and (c) write and defend a dissertation. Candidates are required to attend a Graduate Colloquy that includes a peer research defense, professional interface, postdoctoral research proposal, and a religion and society interface. All academic and financial obligations must be fulfilled for the program of study in order for a degree validation to be issued.

Degree Day

Omega tradition and policy require that degrees are awarded only in *præsentia* (physically present to receive). All candidates are required to graduate in *præsentia*, participate in Graduate Colloquy scheduled for degree candidates, and present a post-doctoral research proposal for induction into the Omega Society of Scholars. Participation in commencement exercises requires the candidate to reach completion a minimum of 30 days prior to the date of graduation.

Continuous Enrollment

Consecutive and continuous enrollment is required until graduation is achieved. Sustained involvement is expected of each student during the course of study to foster the quality of the academic work and during the research phase to assure the completion of an adequate dissertation.

Students are given four years to complete the course of study from admissions to candidacy. Candidates are given an additional two years to complete dissertation research from candidacy to graduation. Doctoral work must be completed within a six-year period. Students are not penalized for reaching graduation early provided the time represents a minimum of three years of post-baccalaureate studies. Early completion does not alter the financial contract as related to the original agreement. Research tuition is continued until degree validation.

Core Completion

If a student does not finish a course before the stated deadline for assignment completion, then that course will have to be repeated on campus at a subsequent core. No student will be admitted to a future core until all courses are completed on campus. When all courses for a term are completed and graded, a student must apply for registration to the following core. The Business Office will then clear the student financially to attend and the Senior Tutor will then clear the student academically to attend. The contract does not change, but the students must pay all usual core fees to attend a repeated core or course.

Course Descriptions

The Doctor of Philosophy degree includes a 72 credit-hour course of study, investigation of a research problem presented in a dissertation, participation in the research and reading seminars at the Library of Congress, in Washington, D.C., and a major research library, UK. Although the degree is in the integration of religion and society, a major in Social Research is required to facilitate integration. When the degree is completed, the transcript will demonstrate graduate credits in the following areas:

Major:	Social Research (SR) — 31 Credits
Cognate:	Communications (COM) —13 Credits
Cognate:	Philosophy (PHI) —18 Credits
Cognate:	Leadership (LDR) — 10 Credits

The course descriptions list the course cognate and number followed by two numbers, which indicate the Core in which the course is offered and the credit hours earned.

Communications [13]

COM 803 - 12 Hermeneutics and Communication— This foundational colloquium orients students to the history, major issues, and methodologies of hermeneutics, the science of interpretation. The scope distinguishes special hermeneutics (sacred texts), general hermeneutics (literary discourse), and cultural hermeneutics (any man-made productions designed with practical or aesthetic purposes). Focusing on general hermeneutics, the course equips students in scholarly reading and research principles for interpreting texts and written discourse and introduces formal writing for scholarly work.

COM 822 - 21 Persuasive Communication— A tutorial designed to develop source material and sound arguments that support valid conclusions. A student will prepare an essay from an approved list of topics that argues for a position. The essay is presented to the faculty for critical review at a campus forum. After the presentation and discussion, the student revises the paper for final evaluation by the faculty.

COM 912 - 41 Advanced Communication: Leadership, Culture, and Change— This seminar addresses communication theory as it relates to leadership, culture and change theory. In an increasingly spin-influenced era of marketing, special interests, and global social and technological change, communication sophistication and skill are increasingly necessary as a survival skill. For the sociological integration of religion and society to promote positive change, advanced communication theory must be applied to interpersonal relationships, leadership, and cultural interpretation. Conflict resolution is also addressed.

COM 968 - 32, 42, 52, 61 Statistics for Social Research—This seminar teaches statistics as a language to equip the student to communicate through the medium of statistics in social research. Students learn descriptive and inferential statistics and how to design and use statistical research instruments. This seminar includes statistics labs and training in the use of a statistical software package that frees students from laborious formulas so focus will be on learning to analyze and communicate the significance of statistical data. [COM 968 is presented in four parts over four Cores and is a companion course to SR 958 Research Design and Methodology.]

Philosophy [18]

PHI 800 - 12 Transformative Learning and Adult Education—This colloquium introduces the OGS philosophy of education. The course orients students to key themes in adult education: the role of adult development in learning, differences between andragogy and pedagogy, the importance of self-directedness in adult learning, and transformative learning theory's consistency with the OGS mission. OGS transformative learning promotes critical reflection for transcending barriers to personal growth and social impact.

PHI 801 - 52 Ethics in a Global Society— A colloquium to survey ethical theories and examine Christian approaches to ethical systems. The challenge to ethics posed by a postmodern global society is faced. The move from ethical theory to ethical practice is explored to promote ethical orthopraxis by the student to both personal and social ethical issues.

PHI 805 - 12 Faith-Learning Integration and Interdisciplinary Studies—This foundational colloquium builds the case for and surveys approaches to the integration of faith and learning for professional Christian scholarship. The relationship of religious perspectives as a form of disciplinary learning is then applied to the field interdisciplinary studies as a basis for research in the sociological integration of religion and society.

PHI 809 - 12 Transforming Self-Concept for Leadership Development — This colloquium examines the parameters and components of identity, self-concept and self-esteem of individuals and of persons in relation to their significant social group/s and vocation. The role of transforming inaccurate and dysfunctional self-concept is explored as it relates to adult learning/growth and to developing leadership influence. Content is foundational to program emphasis on lifelong learning, transformational leadership, and social change.

PHI 810 Spirituality and Moral Development—This elective course presents a general view of the relationships between spiritual, psychological, and moral development across the life cycle. The religious dimension of human experience is explored as it relates to future research, and opportunity is provided to examine the impact of spirituality on maturation in various dimensions and spheres of life.

PHI 812 – [UK] Morality and Law in a Global Society—A colloquium to explore the relationship between morals and law in an increasingly global society, to explore the nature of moral reasoning and its effect on legal thought, to examine the history of legal thought, and to encourage the development of an apologetic for the engagement of moral discourse in society.

PHI 815 - 22 History of Integration of Religion and Society— A course to provide historical perspective on and illustrate models/methods of the integration of religion and society. Modern secular historical revisionism is corrected by tracing the social impact of Jesus and Christianity in multiple ways: advancing human rights; abolishing slavery; improving morality; advancing education, art, science, and democracy, etc. The course challenges students to help change their world through integrating their faith with society.

PHI 834 - 21 Teaching Practicum—The student selects and a faculty advisor approves a bibliography for the development of a teaching practicum aimed at impacting some area of church or society. The student (a) gathers elements on a given course description, (b) assembles the elements into a teaching syllabus, and (c) teaches the subject in an academic setting as approved by a professor. Provided an approved field observer is not present, the student may submit the manuscript, teaching aids, and an audio or video recording of the presentation for evaluation and credit.

PHI 923 - 32 Contextualization for Social Change— A seminar to teach a conceptual framework and principles for contextualization. Contextualization adapts a transformational message to a cultural context so its message may be understood and received by a social group to change the world through spiritual and positive social change. The course relates missiological, anthropological, and sociological insights to various social contexts to prepare students to contextualize their Christian worldview, ethics and social vision to contribute to the betterment of organizations and society.

PHI 943 - 32 Orthodoxy and Orthopraxis— A seminar to examine the nature, function, and methodologies for understanding and developing orthodoxy (right belief), and orthopraxis (right practice). Orthopraxis applies a Christian worldview to all of life, culture, and vocation. Within the framework of historic ecumenical orthodoxy, the seminar closes the gap between professed and operational beliefs in the personal and professional life. Two comprehensive methods are provided to develop interdisciplinary Christian orthodoxy and to improve orthopraxis for transforming personal and vocational growth.

Social Research [31]

SR 812 - 67 Dissertation Planning/Proposal Writing - A tutorial designed to guide students in dissertation planning, including the initiation, development, and defense of a dissertation topic dealing with a problem in an area of academic concentration. The tutorial includes proposal components, developing the research topic, designing the study, and writing the proposal.

SR 812 - 66 Dissertation Writing/Publication—A tutorial designed to guide students in dissertation planning, including the initiation, development, and defense of a dissertation topic dealing with a problem in an area of student academic concentration. The tutorial includes dissertation components, developing a research topic, designing research, and writing a proposal and dissertation.

SR 822 - 61 Research Related to Dissertation –Students select and a faculty advisor approves a bibliography on a subject related to the proposed dissertation topic. To receive course credit, students submit a reading log and annotated bibliography that documents at least 2,000 pages of reading from the approved bibliography.

SR 823 - 51 Researching Alternate Fields—With the approval and guidance of a faculty advisor, students select an academic field outside the previous master's academic concentration as an alternative reading project. Students read in the field in order to compile a synoptic abstract that covers the pivotal thinkers, major concepts, and current issues in the field.

SR 851 - 21 Interdisciplinary Research –A tutorial to guide students in an independent study plan to achieve a dictionary reading knowledge of a language, present the study and practice techniques of language learning, and provide a procedure to achieve proficiency in a research technique.

SR 852 - 62 Dissertation Foundations— A tutorial that familiarizes students with computer database systems, general research reference guides, archival resources, special library collections, and the broad spectrum of informational and bibliographical services available to a doctoral student.

SR 953 - 11, 21, 41, 61 Research for 21st Century Scholarship—This seminar extends throughout the program to develop students' competence for excellence in 21st century scholarship. In Core 1 the seminar orients students to the OGS Library, to using information technology for Internet and database research, and to a bibliographic and note-taking software package used in the program. In Core 2 this seminar continues competency development in using information technology for excellence in 21st century research and scholarship with additional training for sound argumentation in scholarly writing. In Cores 3 and 4 this seminar continues competency development for excellence in 21st century research and scholarship through exposure to international research. The British Library Orientation is conducted in June in the UK. [The required UK trip may be taken at any point during the program and repeated if desired.] In Cores 5 and 6 students are oriented to and conduct research at the Library of Congress. Washington, D.C.

SR 958 - 32, 42, 52, 62 Research Design and Methodology— This seminar extends over several Cores to teach students scientific research design and methodology leading to the interdisciplinary social research they will undertake for their dissertation. Students learn systems thinking as part of a problem-solving research strategy which addresses an issue in their social profession. The seminar integrates concepts of measurement and statistical assessment with hypothesis testing methods into a decision-oriented approach to research design and data analysis. [SR958 is presented in four parts over four Cores and is a companion course to COM 968 Statistics for Social Research.]

SR 963 - 71 Research Proposal Defense - The defense of the research proposal by the candidate before the Graduate Research Council.

SR 966 - 71 Dissertation Faculty Defense - The defense of the dissertation by the candidate before the Graduate Research Council.

SR 968 - 22 Sociological Methodology: Interpreting Changing Cultures— This course introduces students to sociological theory and methods to prepare students for interpreting culture in their social research later in the program. Significant concepts, terms, and procedures used in the critical analysis and interpretation of social contexts develop disciplinary perspectives for sociological thinking and research. An introduction to statistical analysis and research design initiates students to sociological methods to facilitate a preliminary projection of dissertation research.

Courses Offered During the Graduate Colloquy

SR 970 Professional Interface - DPhil/PhD candidates meet with a knowledgeable authority in a field to discuss future research projects.

SR 980 Research Peer Defense - DPhil/PhD candidates meet to report on individual research projects.

SR 990 Society of Scholars Proposal - DPhil/PhD candidates present a proposal for a postdoctoral research project for initiation into the Omega Society of Scholars.

Leadership [10]

LDR 807 - 22 Transformational Leadership – This colloquium challenges students to engage in the transforming journey of faith-guided leadership development, reviewing trends in leadership theory and the shift toward models consistent with biblical leadership principles. The course proposes that in the midst of an historical era of global cultural change only rethinking leadership guided by a biblically informed transformational leadership model can produce the change agents society needs.

LDR 810 - 52 Cross-Cultural Dynamics— A colloquium that analyzes the concept of mission as it relates to the Christian faith in cross-cultural contexts. In a global postmodern society cross-cultural skills prepare students to professionally analyze and cross barriers within their own and other cultures. Various cultures, religious traditions, cults, and ideologies are critiqued to develop a framework for understanding how to be psychologically prepared to enter another cultural system.

LDR 811 - 42 Personnel Dynamics in Organizations—This course emphasizes the organization as a unit of society that communicates, interacts, and experiences life as a social organism. How people function and act dysfunctionally within organizational culture is foundational to students becoming greater sources of positive influence within any organization.

LDR 813 - 32 Organizational Dynamics— This colloquium presents a philosophical and theological framework for understanding and influencing an organization's culture, operations, and societal impact through transformational leadership. Various models of organizational dynamics are analyzed in areas such as authority, power, structure, culture, ideology, communication, dysfunction, and change theory.

LDR 815 - 52 Transforming People Problems--This colloquium integrates counseling theories with transformational coaching to explore how the student as a social change agent can help address interpersonal and organizational people problems. The focus is upon performance enhancing and well-being interventions rather than professional counseling. Conflict resolution is also addressed.

LDR 820 Organizational Health—An elective course that provides an analysis of organizational growth as it relates to the methodological, sociological, and theological considerations affecting organizational growth in America.

LDR 821 Phenomenology of Emotional Disorders— An elective course that explores a general view of the phenomenology of emotional disorders and their treatment methods.

17. Omega Graduate School Library

The Omega Graduate School (OGS) Library assists faculty and students by providing access to developmental and collateral reading materials that support the course of study. The purpose of the library is to acquire and maintain materials for general collection needs of OGS programs.

The Faculty Library Oversight Committee determines priorities in the acquisition, classification, and shelving of resources based on the needs of the degree programs. The strategy for acquisitions includes consideration of (a) collection count related to the field of study, (b) course content related to the specific course subjects offered, (c) circulation related to user-friendly library operations, and (d) currency related to the best and most current volumes in the subject areas.

In addition to an orientation to the campus library and electronic resources, students receive on-site research training at the Library of Congress,

Washington, DC, and the UK. These additional library orientations increase awareness of the research expectations of the program and emphasize the application of scientific methodology to the research process.

Omega Graduate School structures the library and learning resources to foster leadership for the integration of religion and society. The research direction must reflect an integration of religion and society and student profession. Students and faculty have access to material needed for the course of study and for a comprehensive literature review in a dissertation topic. In addition to the holdings of the OGS Library, access to electronic resources on Internet databases is available.

Dissertation research is restricted to subjects related to the integration of religion and society. The 68,000-volume OGS library and on-line digital books and journals provide students with the resources to do a comprehensive literature review for dissertation research. The program, student interests, qualifications of faculty, and academic mission of OGS determine the focus of dissertation research.

Students learn through eclectic readings. Broad-based comprehensive search techniques locate material that integrates the course essential elements. Subject matter of an interdisciplinary nature is in digital books and full-text journal articles.

The OGS library houses course reserves for MLitt and DPhil/PhD courses that support the MLitt and DPhil/PhD curricula. In addition to the library, a reference room is housed in the Gathering Place. The Roaden Educational Library has reference books relating to education, especially higher education, which are available for students doing research related to education. The OGS library is a key-access facility with seven-day-a-week, twenty-four-hour-a-day availability to students when on campus.

The nature of the library, the policy of "goodness of fit" with the curriculum, and the no-lending-reading room model for a specialized curriculum, provide a user-friendly atmosphere in the OGS library.

18. Developmental Readings

Reading is an important part of the learning process at Omega Graduate School. Students complete developmental readings in each course. The objective of the readings is to increase content knowledge in each curriculum area. The student may proportion the reading according to individual needs. For example, those subjects in which the participant feels the most informed would require less reading while other subjects would require more.

Acquiring knowledge in the subject areas is a developmental, cumulative process. A student begins with foundational knowledge in a subject area and

completes eclectic reading to increase perceptions, reasoning, and understanding of a subject to expand effectiveness in a profession. Developmental readings are selectively chosen by the student and are guided by the essential elements from course syllabi.

Reading Sources

Readings are from books, journals, and other academic resources. Books are particularly useful for learning the philosophical and theological themes and assumptions within a field of study. Older books may be as useful as newer because generic, foundational principles do not change. Seminal authors will provide a grasp of historical events that lead to understanding current social phenomena or intellectual movements.

Journal articles present the most recent data and perspectives. Most journal articles are narrowly focused. Reading a combination of older and newer materials allows one to place the latest developments in the context of historical influences. Academic sites on the worldwide web and databases provide rich resources in most research areas.

Additive and Variant Reading

Both additive and variant materials are read. Students begin with foundational knowledge in a subject area. Additive reading provides new ideas, concepts, constructs, remote premises, assumptions, operational definitions, and subject jargon. Students should read in areas that add to current understanding.

Variant reading includes new, different, or opposing viewpoints. Scholars read differing viewpoints to understand them. Variant reading sharpens the perspective of one's preferred position and enables informed dialog with other points of view.

Both additive and variant reading should be eclectic. Readings should be from several sources. Readings should cover the scope of all courses in each Core and include the general topic of the integration of society and religion. Reading is accumulative from Core to Core.

Bibliographic Data

Concise Rules of APA Style is the style manual adopted by Omega Graduate School. The APA style will be used to document all OGS work; it is advisable to learn it well and early in the course of study.

All OGS students are required to load *Zotero*, a computer based program designed to assist students in documenting readings, linking all readings through keywords, and providing accurate bibliographic documentation. *Zotero* helps organize notes and compose bibliographic references. With *Zotero*, all

references and notes can be entered on note cards within a word processing program. Once research notes and bibliographic information are in *Zotero*, a research writer can group notes on similar topics, click to open original materials instantly, and generate properly formatted references.

Zotero helps avoid accidental plagiarism by keeping all notes and bibliographic information in an organized database. A researcher can pursue an issue through a series of courses and use information saved in the *Zotero* program to build on previous academic work.

19. Course Learning Journal

Course Learning Journal — The learning journal is a written reflection of the student. The journal is the learning journey while working in each course and integration of the essential elements of the course with the students' professional field. The objective of the *course* journal is to produce a degree of acculturation, integrating new ideas into the students existing knowledge of each course. The course learning journal should be concise but comprehensive and include the following sections:

1. Introduction – Describe the expectations of the graduate program and the campus residency component for that course. Summarize the intent of the course, how it fits into the graduate program, and the relevance of its position in the curricular sequence.
2. Personal Growth - Describe your personal growth—*how the course stretched or challenged you*— as well as your progress in mastery of course content and skills during the week and through subsequent readings – *what new insights or skills you gained*.
3. Reflective Entry - Add a reflective entry which describes the contextualization (or, *adaptation and relevant application*) of new learning into your professional field. What questions or concerns have surfaced about your professional field because of your study?
4. Future Expectations - Continue the journal by addressing questions and concerns you now have relating to the graduate program expectations.
5. Conclusion – Synthesize the three body sections of the assignment, evaluating the effectiveness of the course in meeting your professional, religious, and educational goals.

20. Web-Based Technology Support

The Internet facilitates delivery of curriculum materials to students and receipt of student work for individual professors. A website with student password access delivers the dialog-support system. The web-based program speeds the input/feedback for supervision and evaluation of the course of study assignments. Technology improves the process of faculty-student interface. The system is designed to provide an organized, step-by-step procedure for students to submit assignments and receive feedback from the faculty. The system is organized by Cores and individual courses.

21. Academic Advising

The OGS advising program is explained during Core 1. The faculty provides academic advising for students so that they are informed of degree requirements and advising procedure. Basic advising is provided during Core 1, during courses offered in all Cores, during the Faculty/Student Interface at the end of each Core, during the Matriculation interview, during the Candidacy interview, and during dissertation preparation. Additionally, students are encouraged to make appointments to meet with faculty during campus meals, to consult with faculty by telephone, e-mail, or fax, and/or to make office appointments for advising or inquiries about the OGS degree programs. OGS views academic advising as a necessary and critical interface with students in the educative process.

22. Placement Services

An admissions requirement for Omega Graduate School is that applicants are already established in a profession; no placement services are required. All students are employed and involved in careers; advising and networking are integral to the degree programs and occur naturally as part of adults collaborating and building relationships.

23. Grading Standards

All students must perform at a level of satisfactory academic progress in content areas. Students are required to attend a minimum of 75% of the sessions for each course. A student who misses more than 25% of class sessions for each course will be withdrawn from the courses and receive no credit. Students who withdraw during a term receive no academic credit for that term.

Students earn grades designated A, A-, B, B-, or F for class assignments, individual assignments, and program projects. Assignments received after the 40, 60, 80 deadlines for MLitt or 30, 60, 90 and 120-day deadlines for the DPhil/PhD are not eligible to be graded higher than B. The deadline for course work is the end of the term. All grades are posted in DIAL as soon as they are graded. All course work must be completed and submitted via DIAL by the end of term. A Grade Point Average (GPA) of 3.00 is required for graduation. The basis for determining student grades is as follows:

- A Exceptional Performance Level
Student synthesizes course material and integrates the constructs of the course into practical application.
- A- Expected Performance Level
Student gives strong evidence of grasping the essentials of the course.
- B Acceptable Performance Level
Student demonstrates an understanding and application of course objectives and gives evidence of an application of course content in life situations.
- B- Minimal Performance Level
Student demonstrates evidence of an internalization and application of course content.
- F (No Credit) Work was not completed on time. Student must repeat the course for credit.

24. Academic Warning and Probation

Students must perform at a level of satisfactory academic progress in all studies to remain in the OGS program. When the Academic Affairs Council is notified that a student is not performing at a level of satisfactory academic progress, the student may be placed on academic warning or probation by the Academic Affairs Council. Performing at a level of satisfactory academic progress includes completion of Core assignments in a timely manner, at the academic level to achieve a “B” or better, maintaining a regular schedule of faculty-student contact, and continuing to advance in the degree process.

If after one term on academic warning the student has shown little or no improvement in the performance of academic work, the Academic Affairs Council will place the student on academic probation. Academic probation means the student is not permitted to continue to advance to the next Core until academic

deficiencies are resolved in areas recommended by the Council and are not eligible to receive financial aid. The student may appeal to the Faculty Senate for a review. The decision of the Faculty Senate is final.

Omega Graduate School Satisfactory Academic Progress Policy

ACADEMIC PROGRESS POLICY

Satisfactory Academic Progress (SAP) includes GPA, completion, and time frame standards. Accumulative academic records are reviewed at the end of each term; letters will be sent to students who have insufficient academic progress and are being placed on Warning or Probation. Student Loan eligibility is directly affected by the Satisfactory Academic Progress of the student.

GPA Standard

Cumulative GPA is composed of all coursework at the current academic level and is calculated by the Registrar's Office. Students in the Master of Letters programs (Organizational Leadership or Family Life Education) must maintain a cumulative GPA of 3.0 on a 4.0 scale. Students in the Doctor of Philosophy degree program must maintain a cumulative GPA of 3.0 on a 4.0 scale.

Completion Standard

To meet the completion standard students must complete all coursework at the current level for the Master of Letters and Doctor of Philosophy degrees by the end of term. Failure to meet end-of-term completion dates results in a grade of "F" and the course must be repeated. Eligibility for student loans is based on completion of all class assignments per term. The student is given a warning for the first "F" and if the grade is not replaced by retaking the course, the student will be placed on probation. Please note that student is eligible for federal loan disbursements while on warning, but not on probation.

Doctoral students are required to attend a minimum of one term per calendar year to maintain their continuous student enrollment status. Federal loan students must attend a term to be eligible for a federal loan disbursement for that term. The research trips to the LOC and UK count as a term for attendance under this mandate. Exceptions may be granted (for example, teachers and students traveling from extremely long distances) upon written application to, and approved by, the Academic Affairs Council.

Enrollment Break

When a student takes a break from school and is readmitted, the Satisfactory Academic Progress for the prior terms will apply.

Should a student fall behind in coursework the student may petition for an end of term assignment deadline extension. The Academic Affairs Council approves or disapproves all requests for assignment extensions and will notify the student. Students are responsible for submitting supporting documentation with this request. Financial obligations still apply. The program completion deadlines still apply.

Unsatisfactory Academic Progress Stages

Warning

Students who fail to meet the GPA or attendance completion standards at the end of a term will be placed on academic warning status. Students on warning status must meet the GPA completion standards by the following term. Students will remain eligible for financial aid while on warning status.

Probation

Students on warning not meeting the requirements by end of the next term will be placed on academic probation. Academic probation means the student is not permitted to continue to advance to the next Core until academic deficiencies are resolved in areas recommended by the Academic Affairs Council. The student may appeal to the Faculty Senate for a review. Students on probation are ineligible for financial aid. Students may remain on academic probation for one term. Students will be considered ineligible for future financial aid until the deficiencies of academic progress are resolved. Reinstatement of aid eligibility is not retroactive. Reinstatement of eligibility affects current or future terms.

Reinstated Eligibility

Students may reinstate eligibility for Student Loans by bringing themselves into compliance with the standards. Reinstatement of aid eligibility is not retroactive. Reinstatement of eligibility affects current or future terms.

Appeals

A student on academic probation may appeal the probation decision. To appeal, a student must submit to the Chair of the Omega Graduate School Academic Affairs Council a signed and dated letter of appeal explaining why s/he should not be placed on probation along with any supporting documents. The Faculty Senate will serve as the board of appeal. The decision of the Faculty Senate is final.

25. Student Change of Status

A student may only change academic status, either from full-time to part-time status or part-time to full-time status, at the beginning of a term. Student will remain under the original tuition contract signed upon entry to Omega Graduate School. If changing from full-time to part-time status, student must complete the first two classes in the current term and will be enrolled in the remaining classes in the new term. Failure to complete the first two classes in the current term will result in the student being required to enroll in the classes in the subsequent term. Change of status requests must be directed to the Chief Student Success Officer.

26. Faculty Senate

The Graduate Faculty members are organized into a Faculty Senate to administer the degree programs and supervise student participation. The Faculty Senate reviews, develops, and establishes academic policy for approval by the Board of Regents. All exceptions to published academic policy must be referred to the Faculty Senate. The Senate is chaired by the Dean of the Faculty and is organized under the President and Board of Regents.

Academic Affairs Council

The Council is composed of three to five faculty members appointed by the President. The Academic Affairs Council supervises student participation during the course of study, monitors compliance with academic policy from admission to candidacy, maintains academic tracking of student work and Core participation, and processes student grievances.

The Academic Affairs Council approves candidacy for students when all course work has been completed and an interview is conducted by the Dean of the Faculty. The student is then transferred to the supervision of the Graduate Research Council for the dissertation research phase of the degree program.

Graduate Research Council

The Graduate Research Council is composed of three to five faculty members appointed by the President. The Graduate Research Council supervises and monitors candidate research participation until degree validation and approves research proposals and completed dissertations. The candidate, with the support of their research advisor, must defend her/his research before the Graduate Research Council. The Graduate Research Council issues the degree validation when the dissertation is successfully defended. The candidate may receive a degree at the next commencement following degree validation provided the date is a minimum of 30 days before graduation.

The Student's Doctoral Research Committee

Doctoral research at Omega Graduate School is an opportunity for a student to demonstrate his/her acquisition of skills and knowledge in gathering facts, wisdom in summarizing and interpreting them, and creative practical application toward the betterment of people by means and toward ends consistent with orthodox Christianity. This process is a personal effort of a student, planned and executed in consultation with a committee.

The Committee has three to four members approved by the Chair of the Graduate Research Council. Two of these are selected from the OGS Faculty or membership of the Omega Society of Scholars. One of these shall be designated by the Chair of the GRC as the student's Research Advisor. The third member and the optional fourth member (who is ad hoc and non-voting) and is selected by the Chair from three readers nominated by the student. These readers must have an earned doctorate and experience in the subject field of the research. The role of optional outside members is to bring further expertise in the subject matter, to offer critique and perspective beyond OGS, and to connect the student to the wider community of scholarship. An honorarium for this person's service is at the student's discretion; the School does not provide such.

The functions of the Committee are to guide the research (not to do it), to encourage the student, to help the student maintain steady progress, to facilitate logistics through networking (again, as an advisor), to see what is missing, to help identify weaknesses or limitations—in short, to call for and

guide toward integrity and excellence. The Committee members are teachers, not co-laborers. The research is the student's, not the Committee's; neither codependence nor micromanagement is needed nor appropriate.

27. Financial Information

The provisions set forth in the Omega Graduate School Memorandum of Agreement are not to be regarded as an irrevocable contract between the student and OGS. Regulations and requirements, including tuition and fees, are subject to change at the discretion of the Board of Regents.

Steady progress during study has nothing to do with the financial contract. Students must remain current with financial arrangements.

Tuition Payments

Omega Graduate School allows a student to pay tuition at monthly, bi-monthly, on annual intervals. Fees must be paid per the User-Pay Fees schedule. Omega Graduate School expects consecutive and continuous enrollment in each term until degree validation is achieved.

The Doctor of Philosophy program tuition is \$500.00 per credit hour for 72 credits (\$36,000) for the full-time program. The full-time DPhil/PhD tuition is spread equally over the 72 months of the program. Students electing to enroll as a part-time DPhil/PhD student pay tuition over 72 months for the first 36 credit hours of the program (\$18,000) and a new contract is prepared for the remaining credit hours of the program at the current credit hour rate. The remaining 36 credit hours is paid over the next 72 months. Upon completion of the original contract students pay research extension tuition of \$220 per month until degree validation. Students who do not finish the program of studies within the 6-year timeframe, may be required to retake any course that is over 6 years old at the discretion of the Academic Affairs Council and sign a new contract.

The Master of Letters programs tuition is \$412.50 per credit hour for 32 credits (\$13,200). The MLitt tuition is spread over a 24-month period. Students electing to enroll as a part-time MLitt student pay tuition over 24 months for the first half of the program tuition (\$6,600) and a new contract is prepared for the remaining program tuition at the current credit hour rate. The remaining tuition is paid over the next 24 months. Upon completion of the original contract students pay research extension tuition of \$110 per month until degree validation.

All tuition and fees incurred must be paid before a student will be awarded a degree. If degree completion occurs prior to completion of the financial contract, all fees and tuition balances are due and must be paid by the first of the

month prior to the month of graduation. A transcript of a student's academic record cannot be released until all accounts, academic and non-academic, are current.

Signing the financial contract demonstrates the student's intent to make monthly payments of tuition to complete an entire degree program. The monthly payment structure is based on the cost of the total program, not individual courses or terms. Educational services including classroom instruction, mentoring, and academic materials are available to students on a consistent basis. As stated in the contract, if a decision is made to withdraw from the degree program, the student is required to write a letter informing the school with 30 days' notice. After proper notification, the student incurs no additional financial obligation to the school.

Tuition Reductions and Student Financial Awards

- Students are eligible for ONLY one tuition reduction award, not a combination.
- Students who elect to pay in annual installments qualify for a 12% discount.
- MLitt graduates who enroll in DPhil/PhD program within one year of program completion qualify for a \$7,000.00 reduction on the DPhil/PhD program; within two years of program completion, a \$5,000 discount is available.
- Work Study Student Positions: full or half-time tuition positions are available.

Tuition Reduction Grants

Omega Graduate School offers to our students the opportunity to qualify for a reduction in the amount of their monthly tuition. This need-based grant is set on a sliding scale with Income Tuition Reduction up to 50%. Student must recertify annually in August with a current tax transcript to continue receiving the tuition reduction grant. The tuition reduction may be forfeited for any month where payment is not made on time.

Student Financial Awards

Presidential Financial Award: Given annually to a maximum of three (3) students as funds are available. Award amount is a 20% tuition reduction.

Presidential Financial Award Qualifications:

- Requires an exceptional graduate who demonstrates the attitude of a scholar and who demonstrates excellence in their discipline of study.
- Requires continued leadership participation during student status at Omega Graduate School.
- Only open to United States Citizens.
- Granted based on the application, volunteer history, and essay.
- Reviewed annually for satisfactory academic progress and current student financial status with the school.

Chancellor Financial Award: Given annually to a maximum of three (3) students as funds are available. Award amount is a 15% tuition reduction.

Chancellor Financial Award Qualifications:

- Requires high academic achievement (GPA) from previous college.
- Requires documented current leadership activities in community and/or student organizations.
- Granted based on the application, volunteer history, and academic record.
- Only open to United States Citizens.
- Reviewed annually for satisfactory academic progress and current student financial status with the school.

Janice Humphrey Financial Award: Given annually as funds are available. Award amount varies.

Janice Humphrey Financial Award Qualifications:

- The Janice Scholarship is awarded to actively enrolled, qualified applicants based on an application, an essay, previous experience and an interview. Top applicants will be contacted for an interview with the Janice scholarship panel, comprised of Omega Graduate School faculty and board members. The Panel is looking for future leaders.
- Reviewed annually for satisfactory academic progress and current student financial status with the school.

Late Payments and Late Work

Tuition is due the first day of each month. All fees are due and payable when invoiced to a student's account. If a past-due balance exists on the first day of the following month, the student's DIAL account will be locked and the student must pay a \$50.00 reinstatement fee. In order to reinstate an account from hold, the student must pay all other current billed fees, one month's past due balance, and 75% of all other past due tuition invoices. The remaining 25% will be deferred to the last contracted tuition payment and must be paid in full prior to graduation. Students receiving a tuition reduction grant may forfeit their reduction for any month where payment is not made on time.

Any tuition and fees outstanding at the end of the tuition contract are due and payable. Example: if a student account is in arrears 6 payments, those payments will be added to the final contract payment. Any time a contract is renegotiated, the contract will be reduced by tuition paid for credit hours completed, not attempted, under the prior contract. The new tuition and fee structures will be applied to the credit hours remaining to complete the program.

Students may request an Academic term deadline extension. Assignment deadlines may be extended by one month past the end of the current academic term. A fee of \$100 will be assessed to the student's account and must be paid in order for the extension to be granted. The maximum grade permitted for late assignment submissions is a B.

Room and Board

While at Omega Graduate School to participate in Core sessions, reading and research, or individual tutorials, students may elect to stay in the lodge on campus or stay off campus. During Core sessions, students must attend all meals provided at the Gathering Place. (Fees are subject to change without notice.)

User-Pay Fees

Program Entry Fee (prior to program entry)	\$195
SEVIS Re-Issuance and Mailing	Mailing cost + 10%
Core Residency Fee (Per Week—Meals)	\$100
Faculty Interface Fee	\$100
Core Residency Fee (Per Night)	\$50
(Additional: Service animal cleaning fee)	\$100
Technology Fee per year (billed in two installments)	\$300

Transcript (Each Copy Requested)	\$15
Program Re-Entry Fee	\$100
Contract Re-Negotiation Fee	\$50
Class Audit Fee for Classes Audited in a Core Session	\$50 per credit hour
Academic Term Deadline Extension	\$100
Bachelor Degree Equivalency Analysis (Per Credit Hour)	\$50
Advanced Standing Per Credit Hour Assessment	\$50
DPhil/PhD Academic Vestments (Approximately) (Deposit of \$250 due the 1 st of the third month prior to the month of graduation; balance due when delivered.)	\$725

Reading and Research Seminars

Students will be contacted with information on the Library of Congress orientation in Washington, DC, or/and the UK trip. Students planning to participate must submit a registration form in the time required and receive approval to attend. Rates vary depending on currency exchange rates and housing costs.

28. Financial Aid

Omega Graduate School understands that a graduate degree is an investment in your future and desires to support the student in completing their educational goals by assisting them in obtaining financial resources. The primary type of available aid is in the form of the Federal Title IV student loans program. Veterans Administration payments are also possible for qualified individuals.

Title IV Federal Loans

Those interested in student loans can visit Omega Graduate School's Virtual Financial Aid Office at www.ogs.edu under the tab "Enroll", "Federal Student Loans". To receive federal aid, a student must be fully accepted into a graduate program. Due to the limited residency structure of OGS programs, proof of residency (an unexpired picture ID listing the student's current address) will be verified by the Admissions department. The Admissions department will review all undergraduate transcripts to verify completion of a two-year program that is acceptable for full-credit toward a bachelor's degree prior to acceptance into an OGS program of study. Provisional acceptance does not meet the requirements to qualify for federal aid.

Title IV Regulations for Institutions Participating In Federal Student Aid Programs 2013-2014 Specifically: Satisfactory Academic Progress Policy 34 CFR 668.34 Satisfactory Academic Progress Policy required elements

- The policy is at least as strict as the policy the institution applies to a student who is not receiving assistance under the title IV, HEA programs
- The policy provides for consistent application of standards to all students within categories of students, e.g., fulltime, part-time, undergraduate, and graduate students, and educational programs established by the institution
- GPA or other comparable assessment measured against a norm
- The pace at which a student must progress to complete the program within the maximum timeframe
- Process for Incompletes, Withdrawals, Repetitions, and transfer of credit from other schools
- Frequency of SAP evaluation
- SAP Warning (applicable only if school's policy places student on Financial Aid Warning)
- SAP Probation (applicable only if school's policy places student on Financial Aid Probation)
- SAP Appeal (applicable only if school's policy places student on Financial Aid Probation. Student must appeal before probation granted.)
- Process for Schools that evaluate SAP at the end of each payment period
- Process for Schools that evaluate SAP annually or less frequently than the end of each payment period
- SAP Notifications

29. Refund Policy

Each student signs a Memorandum of Agreement (Contract) detailing financial obligations to attend Core 1. Signing the Memorandum of Agreement demonstrates the student's intent to make payments of tuition and any fees required to complete the entire degree program. The monthly payment structure is based on the cost of the total program, not individual courses. Title IV funds received will be distributed evenly for each term attended.

A decision, by the student, to withdraw from the degree program requires a written letter (signed letter transmitted in PDF format as email attachment is acceptable), which must be sent to the business office and the Academic Dean informing the school of said decision. The student's request will be reviewed and acknowledged by the Academic Affairs Council upon receipt of dated and signed correspondence. Official withdrawal means the student has no further financial obligation to the school. A student is considered withdrawn in good standing when all current financial obligations have been met. Students with a credit balance on their account will receive a refund per their contract.

30. Student Conduct Rules

Code of Responsibility

The Omega Graduate School Code of Responsibility represents high standards of personal conduct and academic integrity. Students must sign the following Integrity Promise:

“I do solemnly commit myself, from this day forward (a) to abide by all pertinent rules of academic scholarship as I engage the program of Omega Graduate School and (b) to conduct myself in conformity to the school’s social policies and administrative regulations. This commitment affirms the integrity of all my academic work submitted for graduate credit.”

As a community of scholars, Omega Graduate School is committed to advancing scholarship, academic pursuits, and service to society. Certain rights and obligations flow from membership in an academic community: (a) the right to personal and intellectual freedom, (b) respect of the equal rights and dignity of others, and (c) dedication to the scholarship pursuits that assure academic quality and credibility of the institution.

Students must comply with the legal, ethical, and moral standards of the institution as well as those of their profession. All members of the community are expected to inform the Vice President of Administration of a violation of conduct or academic regulations.

Students must understand and abstain from plagiarism. Omega Graduate School expects students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Assignments, exams, projects, papers, practice, and all research must be the original work of the student. Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from another source unless such copying is acknowledged at the time the work is submitted for credit. Original work may include the thoughts and words of another author if indicated in a manner consistent with a recognized form and style manual. Violations of the requirements for original work constitute plagiarism which may result in disciplinary action up to and including termination from the institution.

Institutional Agreement on Conduct

Omega Graduate School encourages an atmosphere conducive to spiritual and academic excellence and recognizes the freedom of graduate

students to develop in response to the Holy Spirit and the Word of God. The faculty and staff acknowledge mature students as leaders in the church and community and anticipate that they will exemplify a Christian lifestyle of morality and integrity without administrative attention or regulation.

Minor misconduct is recognized as an opportunity for mentoring and spiritual growth. The institution anticipates that students will respond to correction graciously in the spirit it is given. Those who through attitude or conduct show an unwillingness to maintain moral and spiritual standards of conduct are subject to dismissal from the institution. Admission to graduate study is a privilege that can be withdrawn by action of the administration or faculty should the good of the institution, faculty, or students make it necessary.

Community Expectations and Behavior Standards

When groups of people are living and working together rules and a system for orderly compliance are necessary. The policies, procedures and rules adopted reflect moral and social beliefs of both the group and individuals.

As part of the OGS registration process, students are asked to sign for a copy of the student handbook which is an acknowledgment that the student agrees to abide by the Omega Graduate School standards or conduct regarding policies, procedures, rules and the use of alcohol, illegal drugs, smoking and other requirements. Students who fail to abide by the terms of the Catalog and Student Handbook will face possible suspension or expulsion from the school. Any student who refuses to sign an acknowledgement of receiving a copy of the Student Handbook will not be allowed to enroll as a student.

The Drug-Free Schools and Communities Acts Amendments of 1987, Public Law 101-226, requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession and use or distribution of illicit drugs and alcohol by students and employees.

Drugs

Students involved in any illegal activity related to drugs or alcohol may be referred to the appropriate law enforcement agency. Possession of drugs or any drug paraphernalia will result in severe disciplinary measures, including the possibility of suspension. Possession of any illicit drugs for personal use or for resale will result in immediate suspension from the university. The misuse of

prescription drugs or over-the-counter drugs will result in severe disciplinary measures including the possibility of suspension or expulsion.

Alcohol

Students are not permitted to possess or consume alcoholic beverages and/or possess any type of alcohol containers on school premises, which includes the grounds, student lodge, library, scholars porch, chapel, gathering place, administrative building or classrooms (with the exception of at special permitted events in designated areas for those who are of legal age).

Tobacco

The use of tobacco products is not permitted in any campus building.

Open flames

The use of any open flame (candles, matches, etc.) is not permitted in any campus building unless prior authorization is received in writing from the VP of Operations.

Possession of Weapons

Students are prohibited from possessing guns, ammunition, making of bullets for any kind of weapon or weapons including but not limited to: paint, air-soft, pellet guns, darts, squirt guns, bows and arrows, toy guns, Taser guns, large knives and swords on campus unless permitted by State Laws.

Pets

Students are not allowed to bring pets into any campus facility. Service animals are allowed with proper documentation. Owners are responsible for any damage caused by their animal.

Noise

The lodge quiet hours are from 11 PM to 6 AM Sunday through Thursday during Core weeks.

31. Right to Amend or Modify

OGS reserves the right to amend or modify these rules, policies and/or procedures from time to time without notice to students, although OGS will provide notice of such changes through appropriate media.

32. Policy on Verification of Student Identity

All students are required to attend an on-campus residency prior to proceeding to online learning courses. Therefore, all students must be present to verify their identity, meet faculty and administrators, and interact with other students.

All students are provided a secure user name and password for access to the DIAL systems. This unique user name and password combination is in compliance with the August 2010 US Department of Education Guidelines. The user name and password verify the student's identity before any assignments are submitted or access is provided to course-related resources.

Distance Learning ethics are integrated into the DIAL training for faculty and presented in the respective tutorials. Issues of student identity and plagiarism are of less concern to Omega Graduate School because of required residencies that precede any faculty-student interactivity via distance learning methods. Students meet faculty face-to-face, interact with them, and receive instruction before assignments are submitted online via DIAL. However, faculty members are trained to identify issues of plagiarism, fraud, and misrepresentation of student work.

Should an ethical issue arise concerning work submitted by a student to a faculty member via DIAL, faculty are encouraged to use one of the following industry standard online engines for evaluating student work:

1. www.plagiarismdetect.com
2. www.turnitin.com

Faculty members are also instructed to consult Dean of the Faculty should ethical issues arise, in which case the Dean of Faculty may suggest that a peer review of the student's work be conducted internally by the faculty. Should an ethical issue be identified, the faculty member is required to follow due procedure as documented in the *Faculty Handbook*.

33. Privacy Policy

Student user names and passwords are securely protected in the DIAL learning system and identity is protected via secure login during use of the DIAL site. Omega Graduate School does not distribute user names and passwords to anyone other than the student. The DIAL system uses session management rather than cookies to maintain the user's state.

34. Student Records

OGS complies with FERPA (Family Educational Rights and Privacy Act) with respect to requests for access to covered student records.

35. Honor Awards

Candidates for Academic Awards are nominated by the Graduate Research Council and approved by the Faculty Senate.

Chalice Award—Given in recognition of distinction in academic research and on the basis of research with greatest potential for Christianity.

Grail Award—Given in recognition of distinction in academic research and on the basis of research quality.

Chancellor's Honor Award—Given in recognition of the documentation of a faithful ministry and the resolve to teach others and in recognition of quality research with a potential for advancing the Christian Faith.

President's Award—Given in recognition of research with the greatest potential for societal change. a three-to-five year systematic documentation of participation in scholarly activity, public and professional services that include pure and/or applied research, pedagogical development, artistic creativity or performance, and formal and informal academic development activities that enhance research, scholarship, or creative development.

Candidates for the following honor awards are determined by the Board of Regents:

Order of the Lion & the Eagle —Academic support for American and English educational cooperation.

Order of Cornelius—Distinguished military service.

Order of the Round Table —Contribution to current American issues.

Silver Cup Award—Unselfish community service.

Golden Apple Award—Outstanding teaching.

Globe Award—International/cross-cultural achievements.

Silver Quill Award—Academic research and publication.

36. Omega Society of Scholars

The Omega Society of Scholars is an integral part of Omega Graduate School and was established to promote lifelong learning and scholarly research. Society members invite scholars who hold earned doctoral degrees and who are interested in research to become members. The Society provides a means through which members may share their work with each other, collaborate and encourage one another to continue a life of research, and impact contemporary society through investigation and implementation of strategies that relieve societal distress. The Society does not advocate research for its own sake; it shares the global mission of Omega Graduate School to change the world.

Graduates from Omega Graduate School who hold the DPhil/PhD degree enter the Society as Initiates. By presenting substantial research papers through the Omega Society of Scholars Panel of Referees, Initiates may advance through the Fellow, Diplomat, and Scholar levels. Detailed information about the Society is given during the Graduate Colloquy.

37. Board of Regents

Chairman—Gary Nicholds (Business).....	Dillon, CO
Secretary—Steve Maltempi (Retired Pastor)	Alexandria, LA
Treasurer—Shane Merritt (Accountant)	Murfreesboro, TN
Vice President/Immediate Past Chairperson	
—William Robert Page (Business)	Gainesville, GA
Chancellor—David Anderson (Pastor)	Ellicott City, MD
Margaret (Peggy) Bauman White (Counselor)	Midlothian, VA
Joseph Charles (Attorney)	Glendale, AZ
Alfred Cockfield (Pastor)	Arverne, NY
Patsy Huffaker (Retired Nurse)	Dayton, TN
Richard Humphrey (Retired Pastor)	Chattanooga, TN
Joseph Olachea, Jr. (Pastor)	New Bern, NC
Joshua Reichard (President/CEO)	Youngstown, OH

38. Administration

President/Chief Academic Officer/Director of Institutional Assessment – Joshua Reichard, DPhil, Oxford Graduate School, PhD, University of the Western Cape, EdS, Liberty University, CCS
Chancellor– David Anderson, DPhil, Oxford Graduate School
CFOO/Business Office – Sharlene Daniel, MLitt, Omega Graduate School
Dean of Faculty/GRC Tutor – Cathie Hughes, DPhil, Omega Graduate School
Chief Student Success Officer – Curtis McClane, DPhil, Oxford Graduate School
Registrar/Senior Tutor (MLitt) — Richard Gamble, MA, Lee University
Librarian – Sarah Lambert, MSLS, University of Southern California
Senior Tutor (DPhil) – David Ward, DPhil, Oxford Graduate School
Executive Director of the Omega Society of Scholars – Vacant

39. Faculty

Distinguished Professors Emeritus

Hollis L. Green, Founder, ThD, PhD, Luther Rice Seminary, Walden University
Richard A. Humphrey, PhD, Drew University, CFLE

Distinguished Professors

E. Basil Jackson, DPM, MD, JD, ThM, University of Dublin, Queen's Belfast,

Members

Brent Brantley, DPhil, Oxford Graduate School
Cathie Hughes, DPhil, Omega Graduate School
Curtis McClane, DPhil, Oxford Graduate School; DMin, Drew University Theological School
David C. Ward, DPhil, Oxford Graduate School
Helen G. Morgan, PhD, Colorado State University
Joshua Reichard, DPhil, Oxford Graduate School, PhD, University of the Western Cape, EdS, Liberty University, CCS
Kenneth Schmidt, DPhil, Oxford Graduate School
Kevin Riggs, DPhil, Oxford Graduate School
Kimberly Alexander, DPhil, Oxford Graduate School
Rebecca Tucker, EdD, University of Tennessee
Richard D. Allen, EdD, Michigan State University

Robbie Johnson, DPhil, Oxford Graduate School
Rollin A. Van Broekhoven, JD, Baylor University, DPhil, Oxford Graduate
Sandy Zensen, DPhil, Oxford Graduate School
Sarah Lambert, MSLS, University of Southern California
Sharon Perry, DPhil, Oxford Graduate School
Shelly Murray, DTL, Bakke Graduate University
William R. Boyd, Sr., DMA, Louisiana State University

Visiting Faculty

Matthew Vos, PhD, University of Tennessee at Knoxville
Virginia Foley, EdD, University of Alabama
Sharlene Buszka, DPhil, Oxford Graduate School
C. Lynn Gibson, DPhil, Oxford Graduate School
Priscilla F. Leavitt, PhD, Ohio University
Shane Merritt, DPhil, Oxford Graduate School
Glen Moody, PhD, Temple University
Charles M. Mould, DPhil, University of Oxford G. Robert Ona, DPhil, Oxford
Graduate School
W. Robert Page, DPhil, Oxford Graduate School
Stephen Pix, DLitt, DTh, Oxford University
Sara Reichard, MLitt, Oxford Graduate School, RN, St. Francis School of
Nursing
Caroline Rudy, DPhil, Oxford Graduate School
Andrew F. Tucker, JD, Nashville School of Law
Glenn E. Wagner, DLitt, Oxford Graduate School; DMin, Northwest Graduate
School; DPhil, Oxford Graduate School
Diana L. Walters, DPhil, Oxford Graduate School

40. Facilities

Omega Graduate School operates from a 25-acre campus. The school consists of six buildings located west of State Highway 27 in Dayton, Tennessee. The European-style architecture of the buildings makes the school unique.

The administration building houses offices, work areas, a conference room, and classrooms. A library/study center provides ample space for the 55,000-volume collection, computers for student use, and The Scholars Porch, a kitchen/snack area. Books are shelved according to course number in the reading rooms. The non-lending library provides easy 24-hour access to all holdings while students are on campus.

A lodge with employee apartments and research student bedrooms is located on campus. The Gathering Place, a multi-purpose building with a

screened porch, is the center for meal service, group activities during Core weeks, and the Roaden Educational Library.

The chapel is a focal point for religious activities, forum presentations, and group assemblies. The institute center in the chapel is used as a classroom.

The campus provides adequate space for meeting personal and academic needs of students while on campus and for permanent residents and employees.

41. Campus Safety and Security

Campus Safety and Security policies are available for inspection on campus. These policies are communicated in writing and verbally at the orientation session of each Core week. The policies specifically address a campus 'lock-down' and the violence against women (VAWA).

42. Appendix 1: Academic Calendars

OGS Academic Calendar (Full Calendar ONLINE at www.ogs.edu) 2019-2020

Fall Term (September 2019 – February 2020)

September 1	Beginning of Fall Term
September 9	Core 1/A - Entry Date
September 28	Graduation
October 14 – 18	Library of Congress Research Trip
February 14	Fall Term Assignment Deadline
February 29	End of Fall Term

Spring Term (March 2020 – August 2020)

March 1	Start of Spring Term
March 2	Core 1/A – Entry Date
April 6 - 10	Library of Congress Research Trip
April 24 - 25	Congregation Weekend
June 1	Core 1/A – Pre-fall Entry Date
June 14 - 19	Library of Congress Research Trip
August 14	Spring Term Assignment Deadline
August 23 – 29	UK Research Trip
August 31	End of Spring Term

43. Appendix 2: Sample Core Schedule

TIME	MONDAY 11	TUESDAY 12	WEDNESDAY 13	THURSDAY 14	FRIDAY 15
7:00- 7:45		BREAKFAST			
8:00 9:45		PHI 805 Faith-Learning Integration Ward Chapel	SR 953 Research for 21st Century Scholarship Ward Parks Hall	SR 953 Research for 21 st Century Scholarship Ward Parks Hall	PHI 809 Transforming Self- Concept for Leadership Development McClane Room 112
9:55 11:45	Registration Business Office	SR 953 Research for 21 st Century Scholarship Lambert Parks Hall	COM803 Hermeneutics and Communication (Writing Lab) Walters Room 112	COM803 Hermeneutics and Communication Sharp Room 112	PHI 809 Transforming Self- Concept for Leadership Development McClane Room 112
			CHAPEL		
12:15	12:50-1:20 All Students, Faculty, Staff, Orientation Chapel	LUNCH – Faculty Advising at Meals (SCHEDULED IN ADVANCE)			
1:30 3:15	Program Orientation Ward Chapel	PHI 805 Faith-Learning Integration Ward Chapel	PHI 805 Faith-Learning Integration Ward Room 112	COM803 Hermeneutics and Communication Sharp Room 112	PHI 809 Transforming Self- Concept for Leadership Development McClane Room 112
3:30 5:15	COM803 Hermeneutics and Communication Sharp Room 112	PHI 800 Transformative Learning and Adult Education Tucker Room 112	SR 953 Research; 21 st Century Scholarship Lambert Parks Hall	PHI 805 Faith-Learning Integration Ward Chapel	Faculty/Student Interface All Faculty Room 112
5:30	DINNER – Faculty Advising at Meals (SCHEDULED IN ADVANCE)				Core Faculty S. Lambert C. McClane R. Sharp R. Tucker R. Walters D. Ward
6:45 8:30	PHI 800 Transformative Learning & Adult Education Tucker Room 112	PHI 800 Transformative Learning and Adult Education Tucker Room 112	OGS Forum Faculty/Student Roundtable All Faculty The Gathering Place	PHI 809 Transforming Self- Concept for Leadership Development McClane Room 112	

44. Appendix 3: Dissertation Development and Progression

Embarking on doctoral research is a life-changing journey, a quest. Before you can change your world, you must be changed by the quest of preparation. The journey will require your growth in the virtues of a Christian scholar: humility, wonder/curiosity, teachability, discretion, teamwork, courage, and perseverance. Humility is the spiritual protection against the deadly vice of pride, because knowledge puffs up. Wonder and curiosity is a virtue that fuels learning and it must be fanned into flame even when the research road is long and weary. Teachability is needed to receive guidance from research advisors even when you do not fully understand their reasons for requiring some adjustments to your plans. Discretion is the scholarly virtue for learning when to assert your ideas and preferences and when to gratefully receive guidance; wisdom is needed to know when to stand for your ideas and when to submit to the yoke of mentors. The ability to work in a team and to build teamwork and cooperation will be needed to get other's help to collect your data and do your research. Courage is called for to stand up for your sense of calling about your research even when advisors may not fully grasp your research vision; courage is also needed to win allies where you will do your data collection. Finally, without perseverance you will never finish!

Your research journey moves through 8 distinct Stages. Each Stage has its own practical tasks to complete in order to progress to the next Stage. This list also includes most of the tasks involved in the OGS dissertation research process under typical conditions. While it is meant to include all tasks, some research projects may require variation. You are advised to be familiar with requirements stated in the *OGS Catalog*, and the principles and requirements found in *Empirical Research in the Social Sciences* (Walters, 2013), *Statistics as a Language for Sociological Research* (Andrews, Standridge, and Walters, 2012), *Research Writing for 21st Century* (Walters, 2012), and *Publication Manual of the American Psychological Association* (APA, 6th ed.).

An overview (in brief) of the Stages of the doctoral research process at OGS are as follows:

CORES I-II: PERSONAL DEVELOPMENT AND LAYING FOUNDATIONS

STAGE I (CORES 1-3): Identify Research Ideas Consistent with Your Calling

CORES III-IV: DEVELOPING DISSERTATION KNOWLEDGE BASE FOUNDATIONS

STAGE II (CORE 4-5): Develop a Research Prospectus for GRC Approval

CORES V-VI: FOCUSING ON DISSERTATION LITERATURE REVIEW MASTERY

STAGE III (CORE 6): Pre-Proposal Preparation & Defense

CANDIDACY- CORE VII: DOING ORIGINAL RESEARCH & REPORTING RESULTS

STAGE IV (CANDIDACY): Ch. 1-3 Proposal Defense, GRC Input, & Corrections

STAGE V (DATA COLLECTION): Collect Data, Analyze Results, Write Ch. 4-5

STAGE VI (PERFECTING DISSERTATION): Complete Error Free Dissertation

STAGE VII (FINAL DEFENSE): Successfully Defend Dissertation

STAGE VIII (CORE 7): Attend Graduate Colloquy and Degree Day Graduation

A detailed description of the Stages of the doctoral research process at OGS follows:

STAGE I (CORES 1-3): Identify Research Ideas Consistent with Your Calling

- 1_____ **Assess Degree of Research Focus with Information Literacy Assessment.** Take a program entry pretest during Core 1 in SR953 Research for 21st Century Scholarship. Whether you have any idea what you want to do research on is irrelevant at this point. Realize that even specific research ideas coming into the program may change as a result of the growth process of the education. The key is to use a pretest to identify where you are starting at in the graduate research process.
- 2_____ **Assess your readiness for interdisciplinary research to integrate religion and society.** In Core 1 during PHI 805 Faith-Learning Integration and Interdisciplinary Studies complete the Knowledge Bridge Self-Assessment. Use the exercise to identify and make a plan for where you need to use your developmental reading assignments to lay an adequate foundation in theological education, social research competence, and professional field expertise to do doctoral level faith-learning integrated interdisciplinary research by the dissertation stage of the OGS program. *Developmental Reading in Core 1 & 2 should focus on laying general knowledge foundations where they are lacking, prior to dissertation related Developmental Readings which should begin in Core 3.*
- 3_____ **Identify research ideas consistent with your sense of professional calling.** In Core 2 classes SR 851 Interdisciplinary Research, PHI 834 Teaching Practicum, and COM 822 Persuasive Communication brainstorm and discuss various potential research ideas consistent with your interest and burdens to change your world (in your profession or in church or society). *You do not have to pursue all of them or even be fully clear and focused about your sense of life calling, but the attempt to connect research ideas and focus your sense of calling is developmentally important for your growth.*
- 4_____ **Focus on one research idea consistent with your calling that is realistic.** In SR 958 Research Design Methodology of Core 3 you will narrow your research focus to one realistic topic that can be written in a concise research question or problem. *Developmental readings should focus now on developing your dissertation knowledge base in methodology and topic focus.*

STAGE II: (CORE 4 & 5): Develop a Research Prospectus for Approval by the GRC

- 5_____ **Determine appropriate Research Methodology.** In SR 958 Research Design Methodology of Core 4 based on your research target you will determine the appropriateness of quantitative vs. qualitative research using the *Creswell/Ward Research Methodology Heuristic*. This will determine the direction of your research methodology reading for the rest of the dissertation process. You will also need to

focus what type of quantitative or qualitative research is the best fit for your data. To do qualitative research you must be prepared for more work and must find a qualified methodology advisor.

- 6_____ **Write a research prospectus.** In SR 958 Research Design Methodology of Core 5 you will develop a 5-7 page research prospectus for submission to the Graduate Research Council (GRC).
- 7_____ **Receive assignment of Dissertation Advisor by the Graduate Research Council.** With a review of the student's research prospectus after Core V, the dissertation title is determined, the student selects a Dissertation Advisor, and the GRC affirms the selection of the Dissertation Advisor.

STAGE III (CORE 6): Pre-Proposal Preparation & Defense

- 8_____ **Write draft of Pre-Proposal.** After Core 5 using course materials, OGS Research Design and Research Writing Manuals, as well as dissertation related developmental readings, develop a 3 chapter pre-proposal and submit to your dissertation Advisor in order to receive approval to attend Core 6.
- 9_____ **Attend Core VI.**
The course content and activities, and the presentation to the Core Faculty, will help you further refine and polish your pre-proposal.
- 10_____ **Submit two copies of the final draft of the Pre-proposal.**
Using what is learned during peer and faculty review, revise and submit a final copy of the pre-proposal. (One copy is for your advisor.)
- 11_____ **Apply for and Achieve Candidacy (Attain ABD Status).**
(See the *Student Handbook* for information about the meaning and process of Candidacy.) At Candidacy the student is transferred to the Graduate Research Council for guidance and supervision.

STAGE IV (CANDIDACY): Proposal Defense of Ch. 1-3, GRC Input, & Corrections

- 12_____ **Develop and submit Proposal chapter 2.**
The preliminary proposal is the basis for the final dissertation proposal. Its development is modified by the assistance of the Dissertation Advisor and incorporating your continued learning. The chapters are best developed in this sequence: 2 (with works cited), 3, 1. As you develop one, submit it promptly to your Advisor and begin work on the next. Incorporate suggestions as they are received. Maintain frequent contact with your Advisor. **Note:** Change of the research topic must be approved in consultation with the Graduate Research Council and may require submission of a new pre-proposal.

- 13_____ **Receive review of draft of chapter 2 from the Dissertation Advisor and incorporate changes.**

The Dissertation Advisor guides the Candidate in converting the elements of the pre-proposal into the formal research proposal for defense before the Graduate Research Council. Specific research topics may determine a certain presentation order, but normally the order of presentation of the proposal elements follows the format established by the Graduate School.

- 14_____ **Submit chapter 3 to the Dissertation Advisor.** A dissertation is never written in the order in which it is read. Design is the beginning. Design is the first thing. Design must be correct before anything else is done.

- 15_____ **Receive review of draft of chapter 3 from the Dissertation Advisor and incorporate changes.**

- 16_____ **Submit chapter 1 to the Dissertation Advisor.**

- 17_____ **Receive review of draft of chapter 1 from the Dissertation Advisor and incorporate changes.**

- 18_____ **Submit three-chapter Proposal to the Dissertation Advisor.**
Add the Title Page and all other required materials.

- 19_____ **Incorporate changes and submit three-chapter Proposal to two Readers.**
The GRC selects two Readers to review the Proposal prior to a defense before the Graduate Research Council.

- 20_____ **Receive review of Proposal by the two Readers and incorporate their feedback.**

- 21_____ **Submit one copy to the Advisor; gain approval for Proposal defense.**

- 22_____ **Schedule the defense of the Proposal**
Either the Proposal Defense or the Dissertation Defense may be done by telephone. Because the Proposal Defense typically involves more give and take discussion, it may be the better of the two to schedule on campus.

- 23_____ **Submit three copies of the Proposal to the Dissertation Advisor.**

- 24_____ **Successfully defend the Proposal**

- 25_____ **Incorporate requirements from the Proposal Defense Contract.**

Following an adequate defense of the approved proposal, make changes in the three chapters as specified in the Proposal Defense Contract and submit a corrected copy to the Dissertation Advisor.

(25 A, B, and C are only for those creating their own research instrument)

- 25A_____Draft an instrument using the operational definitions in chapter three.
- 25B_____Have the instrument approved by the dissertation advisor.
- 25C_____Test the instrument for reliability and validity by establishing a panel of content experts, asking them for content validity and construct validity, having the panel do a Chronbach's survey of the survey instrument, checking Chronbach's Alpha on the results of that data, and doing a split-half analysis for reliability on a pilot population.
- 25D_____Revise the instrument.
- 25E_____ **ALL STUDENTS:** Obtain approval from the Institutional Review Board (IRB) of OGS

STAGE V (DATA COLLECTION): Collect Data, Analyze Results, Write Chapters 4-5

- 26_____ **Receive authorization from GRC by e-mail or letter to proceed with research.**
- 27_____ **Implement research design; gather data.** This may take a short of a longer period of time, depending on the kind of data and research collection you require for a reliable and valid data sample for your type of research methodology.
- 28_____ **Implement research design; analyze data.** Seek help from committee if needed.
- 29_____ **Draft the remaining chapters.**
These must be approved chapter by chapter by the Dissertation Advisor.
- 30_____ **Supply copies for the Readers to the Dissertation Advisor.**
- 31_____ **Incorporate changes recommended by Advisor and Readers into a polished draft.**
- 32_____ **Submit one copy of the full Dissertation to the Advisor.** This copy should be complete (Title Page, Table of Contents, Appendix, etc.) and of "defense ready" quality.

STAGE VI (PERFECTING DISSERTATION): Complete Error Free Dissertation

- 33_____ **Receive approval from Advisor to schedule defense.**
- 34_____ **Submit four copies of the draft of the entire dissertation for reading by your Graduate Research Committee.**
- 35_____ **Schedule defense before your Graduate Research Committee.**

STAGE VII (FINAL DEFENSE): Successfully Defend Dissertation

- 36_____ **Successfully defend the research and dissertation.**
- 37_____ **Incorporate contract issues into final draft.**
If the Graduate Research Council accepts the dissertation it executes a Dissertation Defense Contract. The Candidate must resubmit an error free copy for publication to the Council prior to Degree Validation, within thirty (30) days.
- 38_____ **Present four error free copies to the Office of the GRC Chairman.**
Candidates failing to present a corrected error free copy for publication within the allotted time are required to select one of the following options:
a) Apply for a research extension, pay an additional Term of tuition, and resubmit the dissertation for defense and a change of Degree Date.
b) Pay two additional Terms of tuition, audit the upper third of the program (Cores V - VI) and repeat the dissertation process.
c) Accept a positive termination (MLitt with the same Degree Date).
d) Be discontinued from the program.

STAGE VIII (CORE 7): Attend Graduate Colloquy and Degree Day Graduation

- 39_____ **Receive Degree Validation Letter. Relax and enjoy.**
- 40_____ **Write first draft of proposal for post-doctoral research, for use during Graduate Colloquy.**
Part of the mission of Omega Graduate School is to equip its graduate for life-long learning and with the skills and commitment to continue, after graduation, to contribute to the body of knowledge and wisdom within the social sciences. One mechanism to support this mission is the requirement to draft a proposal for further research.
- 41_____ **Attend Graduate Colloquy.**
Bring with you a first draft proposal for further research. It is likely that you will select a research topic that builds upon and advances your dissertation research, but it may be upon a different topic if you wish. You will refine this draft during the colloquy and

develop it so that you can present the proposal to the Panel of Referees of the Omega Society of Scholars. This is a requirement for graduation.

42_____ **Attend Degree Day. Help change your world.**

45. Appendix 4: Student Rights

OGS seeks to maintain an environment where students have the following rights:

- *Freedom from Discrimination* – Students can expect to participate fully in the OGS community without discrimination, as defined by federal and state law and the Catalog;
- *Safe Environment* – Students can function in their daily activities without unreasonable concerns for personal safety or hazing;
- *Discipline* – Students can expect discipline to be implemented through established procedures containing all elements of due process for the adjudication of charges;
- *Privacy* – Students are free of unreasonable intrusions into personal records and/or matters relevant to identity, living space and wellbeing;
- *High Quality Resources* – Students have access to high quality resources which support intellectual and social development;
- *Grievance Process* – Students have access to established procedures for respectfully presenting and addressing their concerns/complaints to the OGS; and
- *Academic and Administrative Policies* – Students can expect academic and administrative policies that support intellectual inquiry, learning and growth.

46. Appendix 5: Notice of Grievance

Date: _____ Date of Complaint Event: _____

Name of Student: _____

Address: _____

Phone: _____

Email: _____

Event or Action of Complaint: _____

_____:

Student Right(s) Violated:_____

Relief Requested:_____

Student Signature

47. Appendix 6: Campus Map

