OMEGA GRADUATE SCHOOL

ACADEMIC CATALOG 2021-2022

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

500 Oxford Drive
Dayton, Tennessee 37321-6736

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

Table of Contents

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 into 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 school's curriculum 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 its proximity to major cities in the southeast. A retreat-like, pastoral setting was purchased for the campus. For more than 40 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 and 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 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 supportive 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 than 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 substitutes 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, Doctor of Social Leadership, 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, and fiscal responsibility.

Omega Graduate School is also approved by THEC for the 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) [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 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).*

Higher Education Directory

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

9. Diversity and Inclusion Statement

Diversity and inclusion are highly valued and an integral part of the culture at Omega Graduate School. Further, the Omega Graduate School culture is a caring environments centered on providing education, support, and encouragement to students, faculty, and staff of diverse backgrounds. Diversity promotes opportunities for innovation and inclusion leading to positive social change.

Omega Graduate School is committed to:

1. Promote student recruiting efforts that proactively seek out applicants of diverse background.
2. See out and recruit qualified applicants for faculty and staff positions from underrepresented gender, ethnicity, and racial backgrounds.
3. Cultivate a culture that demonstrates dignity and respect for all students, faculty, staff, and alumni through words and actions. Harassment, bullying, or intimidation will not be tolerated.
4. Demonstrate a commitment to foster opportunities for training in diversity awareness and unconscious bias for students, faculty, and staff.

Students, faculty, or staff found to exhibit inappropriate or discriminatory conduct are subject to disciplinary action.

The President is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to diversity, inclusion, and nondiscrimination.

10. 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.

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

Omega Graduate School affirms an atmosphere of academic safety ("a safe place to think"), promoting 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. It 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 adult learners' individual goals 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 faculty may fall short of this ideal, we will use this philosophy and policy to measure faculty performance. In cases where experiences have been interpreted as violations of this philosophy or policy, students may engage in due process as stated in the Catalog. Inasmuch as possible, Omega Graduate School commits to strive toward mutually beneficial reconciliation in the spirit of Christian love.

This Educational Philosophy informs Omega Graduate School's internal policies with regards to faculty-student interactions, grading, 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.

12. Student Grievance Procedure

A student grievance procedure is available to improve the quality of the academic program and ensure breaches of academic policy or decorum are promptly identified. 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 the action of the Council, a letter will be sent to the student who 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 consideration of all the evidence, the Senate will take appropriate action. A letter will be sent to the student that will describe the Senate's findings and the decisions that have been made concerning the grievance or complaint.

7. If the student is not satisfied by the Faculty Senate's action, 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 (THEC) and/or Transnational Association of Christian Colleges and Schools (TRACS). Any person claiming damage or loss as a result of any act or practice by this institution that may in violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with the Tennessee Higher Education

Commission, Division of Postsecondary State Authorization. The THEC contact for complaint review is Julie Woodruff, email Julie.Woodruff@tn.gov or phone (615) 253-8857. The address of the Tennessee Higher Education Commission is 312 Rosa L. Parks Avenue, 9th Floor, Nashville, TN 37243-1102. 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.

13 Admission Requirements and Procedures

Applicants for Omega Graduate School admission will be considered based on academic records, personal and professional recommendations, and 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. Students will not be permitted to enroll in the next Core session until all original transcripts are received by the school.

3. Have three references. One former professor, one current clergy, and one personal references should attest to the following areas concerning the applicant: (a) academic ability; (b) professional standing, (c) moral character and conduct; (d) personal stability; and (e) maturity. Reference contact information (name, phone number, and email address) is requested on the online application.

4. Meet the Admission Criteria for the program of study desired, as noted below.

5. Students requesting Federal Student Loans must have complete admission files upon enrollment.

Graduate Certificate in Gracism Studies
Admission Criteria

13

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 producing 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, et al.

Master of Letters Admission Criteria

3. Complete a Bachelor's Degree or its academic equivalent.
4. Present a grade average of at least "B" in undergraduate studies and/or satisfactory evidence of producing 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, et al.

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/Ph.D. 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.

14

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 a current student body from 30 countries. Non-immigrant students applying for admission must complete the application process and validate academic preparation utilizing 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 a 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 through 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 students to take the exam before matriculation into the doctoral program.

Three references are required for each student. Reference contact information (name, phone, and email address) are requested on the online application. References should include former professors, current clergy, and a personal reference.

The program of study at Omega Graduate School begins with attendance at Core 1. On-site or virtual residency is required during a week-long intensive period of study. After the week, the student completes assignments from Core 1, working independently and through online discussion forums and scheduled Zoom sessions with peers and faculty. 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, the end date of residency phase of study, passport number, passport issue date, passport expiration date, tuition fees for the 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.fmjfee.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 U.S. 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 for the week they are on campus. Currently, the I.C.E. requirements dictate that the SEVIS can only be issued for the time students are on campus for study. They are allowed to enter the U.S. 30 days before the week of study, and they must return to their homeland no later than 30 days after the week is over.

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.

14. College Credit Transfer Policy

Credits Earned at Another Institution

The Dean of the Faculty is responsible for reviewing and assessing all transcript credits presented as part of the application process for an Omega Graduate School degree program. Applicants are responsible for requesting official transcripts for all previous college work completed before completing the application process. 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 program. It is the applicant's responsibility 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. 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. Credits accepted for transfer toward a degree at OGS are granted with a one-to-one correlation with courses in the OGS course of study.

Omega Graduate School recognizes there are students who 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.

Credits Earned at Omega Graduate School

Credits earned at Omega Graduate School are not automatically transferable to another institution. It is the applicant's responsibility to confirm that credits earned at OGS will be accepted at another institution. Students are asked to sign the transferability of credit statement from Tennessee Code Annotated as stated below:

17

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 credits will transfer to or from any educational institution. It is highly recommended, and you are advised to make certain you know the transfer of credit policy of Omega Graduate School before executing an enrollment contract or agreement. Additionally, should you wish to transfer credits to another institution in the future, you are advised to be familiar with other educational institutions' requirements regarding credit transfer.

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 are $15.00.

15. 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.

16. Disability Services and Service Animals

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 the 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, notetakers, interpreters, readers (for test-taking only), additional time for tests, and alternative assessment methods. 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. This person 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 she or 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 and approval by the ADA coordinator. Once the necessary provisions are deemed acceptable by both the faculty member and student, the original copy must be turned in to the ADA Coordinator. The student or his/her professor(s) may appeal the ADA coordinator's decision to the Academic Affairs Council, which will make a final determination on behalf of the graduate school. For more information, contact the ADA Coordinator: Dr. Curtis McClane at cmcclane@ogs.edu.

Service Animals

Only certified disability and specifically trained 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

17. Graduate Programs

OGS offers a Master of Letters (MLitt) program in Organizational Leadership and a Doctor of Philosophy in the Integration of Religion and Society with a major in Social Research and cognates in Communications, Leadership, and Philosophy. Although Omega Graduate School traditionally uses the DPhil nomenclature as a commitment to the European tutorial method, alumni of the Doctor of Philosophy degree program may use the nomenclature Ph.D. and DPhil interchangeably.

The awarding of a Master of Letters (MLitt) and/or the Doctor of Philosophy (DPhil/Ph.D.) by Omega Graduate School signifies that a candidate has gained an understanding of the sociological integration of religion and society. Doctoral candidates must conduct primary research on a problem relevant to his or 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 do 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 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 faculty 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 the application of the sociological integration of religion and society.

Distinctive elements of the programs 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 program adheres to the underlying Christian philosophy of education and learning methods of Omega Graduate program. The master's program features an interdisciplinary track in 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 are regular and specific but are not substitutes for student self-discipline in acquiring both content and competency in a specified curriculum.

Third, campus and virtual 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 ensures 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 their professions' problems. Through interaction, academic research assists in resolving critical social 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 faculty's guidance, 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 social problem or issue of concern. 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 workplace, 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 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 sociological 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 activities, developmental reading, and primary research.

The academic program is designed to facilitate rather than intimidate. The educational process does not manipulate students through a 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 and 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. As 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/Ph.D.). All course work offered for credit is graduate work to satisfy the requirements of the course of study for the MLitt or DPhil/Ph.D. 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.

Tuition Credit

Tuition credit will only be given for credits completed, not credits attempted.

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 ensure completion of a good dissertation.

Students are given four years to complete the course of study, from admissions through candidacy. Candidates are given an additional two years to complete dissertation research from candidacy to graduation. Doctoral work must be completed within six years. Students are not penalized for reaching an earlier graduation timeframe 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 fees continue until degree validation.

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.)

Core Completion

If a student does not finish a course before the stated deadline for assignment completion, that course will have to be repeated in an onsite or virtual residency in a subsequent core. No student will be admitted to a future

core until all current core courses are completed. When all courses for a term are completed and graded, a student is to apply online for registration to attend the following Core. The Business Office will then clear the student financially to attend, and the Dean will provide academic clearance for the student to attend the next core. The contract does not change, but students must pay all usual core fees to attend a repeated course or core.

18. Special Circumstances

Academic Term Deadline Extension

Students may request an Academic term deadline extension. Assignment deadlines may be extended up to 6 months past the end of the current academic term. The student financial account must be current in order to request an extension.

A fee of $100 per month of extension will be assessed to the student's account and must be paid each month in addition to the monthly tuition/research extension billing in order for the extension to be granted. The maximum grade permitted for late assignment submissions is a B. Students who do not pay the monthly charge or who do not complete an assignment within the maximum 6-month extension window will receive a N/C for each assignment not completed.

Students who are granted a term assignment deadline extension are ineligible to register for cores in the subsequent term.

Virtual Course Attendance

Students must attend class sessions for one term per year and attempt the associated coursework for the term to maintain continuous enrollment. Students must attend all courses and sessions for each course. Students who have extenuating circumstances that preclude attendance in Zoom sessions may utilize the following option <u>one</u> time during the program. This option cannot be applied to Core 1 courses or Core 7 courses. Students must:

1. Submit a request in writing ten days in advance of the Core and the request must be approved by Academic Affairs Council.
2. Participate in the online discussion forums during and after Core week
3. Watch the recorded Zoom sessions.
4. Submit a 5-7 page synopsis of the Zoom sessions missed per course directly to the Dean. Submission is due within 30-days of the core week.

19. Gracism Studies

Graduate Certificate in Gracism Studies

Omega Graduate School offers a graduate-level micro-credential in Gracism Studies. The program is designed to offer adults professionals a graduate-level micro-credential in "Gracism Studies" based on Dr. David Anderson's book and teachings of *Gracism: The Art of Inclusion*. The program is designed to assist professionals with understanding multicultural diversity and inclusion from a theological and sociological perspective in order to lead social change in their own professional contexts. The micro-credential focuses on "dynamic social relations between and among majority and minority groups and different minority groups, and ways to promote mutual tolerance, inter-group cooperation, and the leadership and management of diverse groups and diversity issues" (CIP description). The micro-credential includes two existing courses from Omega Graduate School's Master of Letters in Organizational Leadership and one new course, Leading with Gracism: The Art of Multicultural Inclusion, all with the existing "OL" course prefix.

Program Outcomes

1. Articulate theories of multicultural diversity and inclusion from a theological and sociological perspective to lead social change in professional contexts.
2. Implement the seven sayings of Gracism in practical ways in organizations and communities to promote mutual tolerance and inter-group cooperation.
3. Utilize social research to improve dynamic social relations between and among majority and marginalized groups and cultivate ways to promote mutual acceptance and inclusion.

Course Number	Course Name	Credit Hours
Core A		
OL 780G	Leading with Gracism: The Art of Multicultural Inclusion	3
Core B		
OL 704G	Human Relations Skills in a Pluralistic Society	3
Core C		
OL 710G	Principles of Sociological Engagement	3

Course Descriptions

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

OL 780 [3] Leading with Gracism: The Art of Multicultrual Inclusion— presents the theory and practice of "gracism" as defined by David Anderson (Author of Gracism: The art of inclusion, 2007), and prepares professionals to implement gracism to transform organizations, churches, and communities toward racial, cultural, and socioeconomic inclusiveness. As a Christian alternative to secular models of affirmative action or colorblindness, gracism is an opportunity to extend God's grace to people of all backgrounds. Students will research the needs of a particular organization and develop a plan for implementing gracism accordingly.

OL 704 [3] Human Relation Skills in a Pluralistic Society— Examine cultural and value differences among ethnic, racial, religious, and other social groups to strengthen human relations skills in education, community, family, work, and leisure settings.

OL 710 [3] Principles of Sociological Engagement— Interpret studies of past, present, and future changes in social structure and cultural patterns. Sociological theory is introduced as a means for understanding and analyzing social movements and social change. Particular emphasis is 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 are explored.

20. 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 engage in the Organizational Leadership curriculum track.

 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.

Master of Letters in 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, emphasizing interpersonal dynamics, ethics, and social costs and benefits.

The purpose of the program 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 Organizational Leadership track are listed below in the sequence in which they are offered. In addition to the 10 required courses, students complete a capstone project.

Course #	Course Name	Hours
Core A		
OL 701	Worldviews and Human Behavior	3
OL 702	Theories of Organizational Behavior	3
OL 703	Transformational Leadership	3
	Total Core Credit Hours	**9**
Core B		
OL 704	Human Relations Skills in a Pluralistic Society	3
OL 705	Communication Skills and Conflict	3
OL 706	Fundraising in Nonprofit Organizations	3
OL 707	Mentoring and Coaching	3
	Total Core Credit Hours	**12**
Core C		
OL 708	Professional Ethics	3
OL 709	Business Law	3
OL 710	Principles of Sociological Engagement	3
	Total Core Credit Hours	**9**
Capstone	**Masters Research Council**	
OL 720	Capstone Project	**2**
	Total Program Credit Hours	**32**

The OL 720 Capstone Project consists of eight milestones:

Capstone Project Milestones	
Milestone #1	Submit a 1-page concept paper of the proposed research topic
Milestone #2	Submit a topic outline, annotated
Milestone #3	Capstone Topic Proposal Defense to MRC
Milestone #4	Submit Chapter 1, an Annotated Chapter 2 Lit Review, and works cited
Milestone #5	Submit Capstone first draft Chapters 1-4
Milestone #6	Capstone Defense to MRC
Milestone #7	Complete Chapter 5, submit a final draft
Milestone #8	Submit final, error-free Capstone

Course Descriptions

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

OL 701 [3] Worldviews and Human Behavior— Explore the history, research evidence, and implications for contemporary organizational life and issues within the contemporary global society. Analyze major theories of human behavior to include concepts and definitions held by several philosophical and psychological schools of thought.

OL 702 [3] Theories of Organizational Behavior— Examine organizational behavior theories, including groups and teams, group behavior, and group conflict in educational, religious, business, and governmental institutions. Assess and manage organizational culture, diagnose problems, and implement change.

OL 703 [3] Transformational Leadership— Lead organizational change through understanding and gaining insight into moral and theological-based leadership. Learn how to strengthen relationships, build a shared vision, and model Christian values through a global worldview rooted in personal integrity and best practices.

OL 704 [3] Human Relation Skills in a Pluralistic Society— Examine cultural and value differences among ethnic, racial, religious, and other social groups to strengthen human relations skills in education, community, family, work, and leisure settings.

OL 705 [3] Communication Skills and Conflict— Discover effective communication and conflict skills for both personal and professional settings. Build upon key principles of interpersonal, intercultural, and small group

communications while evaluating problem-solving strategies for reducing misunderstandings and building trust.

OL 706 [3] Fundraising in Nonprofit Organizations— Develop critical skills in the principles of stewardship and fund development (biblical, philosophical, ethical, transformational, strategic, and pragmatic) to lead others to mature stewardship and a giving lifestyle. Analyze strategies to equip leaders with the knowledge, tools, and skills to identify and secure foreseeable financial resources for ministry and organizations.

OL 707 [3] Mentoring and Coaching— Research theory-based methods for guiding and facilitating personal, professional, and spiritual growth of individuals and teams. Strengthen leadership skills in the area of mentoring and coaching to empower, encourage, and motivate others.

OL 708 [3] Professional Ethics— Explore issues, standards, and tensions within professional ethics, personal morals, social structures, and government. Examine ethical issues unique to or held in common among professions and within the student's profession. Analyze the relationship and tensions among personal morals, belief systems, professional ethics, and the structures, norms, and laws of an individual's own society.

OL 709 [3] Business Law— Evaluate basic business law concepts to facilitate understanding of essential elements applicable to for-profit and not-for-profit organizations within various contexts in the United States. Utilize discussion forums and peer communications to stimulate an understanding of business laws applied within global contexts.

OL 710 [3] Principles of Sociological Engagement— Interpret studies of past, present, and future changes in social structure and cultural patterns. Sociological theory is introduced as a means for understanding and analyzing social movements and social change. Particular emphasis is 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 are explored.

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

Master of Letter in 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 complete an in FLE.

Course #	Course Name	Hours
Core A		
FL 701	Family Life Education & Methodology	3
FL 702	Sociology of the Family	3
FL 703	Family Dynamics: Marital Counseling & Enrichment	3
	Total Core Credit Hours	**9**
Core B		
FL 704	Human Sexuality	3
FL 705	Communication Skills	3
FL 706	Human Development	3
FL 707	Parenting	3
	Total Core Credit Hours	**12**
Core C		
FL 708	Professional Ethics	3
FL 709	Family Law & Public Policy	3
FL 710	Family Resource Management	3
	Total Core Credit Hours	**9**
Capstone	**Masters Research Council**	
FL 720	Capstone Project: Internship in Family Life Education	**2**
	Total Program Credit Hours	**32**

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 patents 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.

21. Doctor of Social Leadership (DSL) Degree

The Doctor of Social Leadership (DSL) degree is a practical doctorate designed to prepare professionals for service in religion and society to lead social change. The program contains coursework in sociology, leadership, and Christian worldview studies. The degree is similar in scope and purpose to a Doctor of Ministry degree but designed for leadership in the social professions.

The Doctor of Social Leadership (DSL) degree is a subset of the Doctor of Philosophy (PhD/DPhil) degree offered by Omega Graduate School. The DSL degree utilizes a subset of the same courses already offered by OGS to provide an optional pathway/track to a practical/professional doctorate as an alternative with the research doctorate. The PhD/DPhil program is 72 semester hours and the DSL is 36 semester hours. In place of advanced courses in research design, statistics, and dissertation writing (upper third of the PhD/DPhil), DSL students will diverge to complete a practicum project utilizing Action Research. DSL students will develop a solution to a practical problem in society by applying leadership, social science, and Christian worldview perspectives in creative and constructive ways. Program outcomes are the same for shared courses.

Program Outcomes

1. Apply Christian worldview, social science, and critical thinking skills to discern social trends, issues, and problems in their professional fields (whether in family, church, or community) that can potentially be transformed by the positive influence of religious truths, values, and principles.
2. Analyze trends, issues, and problems that need the transforming impact of Christianity applying a Christian worldview, social science, and/or critical thinking skills to clarify the nature and significance of questions at stake.
3. Identify historical precedents of Christianity's positive and negative social impacts for guidance in the sociologically integration of religion and society in order to advance constructive changes in a needy, contemporary world.
4. Apply information management skills to a variety of sources (eyewitness, textual, or electronic) in order to research inquiries.
5. Use advanced learning skills in reading and writing to accurately interpret and critically evaluate research sources.
6. Integrate biblical truths with knowledge from relevant disciplines to develop a Christian worldview of a subject, academic discipline, or societal issue.
7. Develop a transformed self-concept through identifying, healing, and replacing dysfunctional self-beliefs liberated by biblical truths and interdisciplinary insights.

8. Advance leadership ability through a transformed self-concept by linking awareness of Christian vocation with providential preparation to become a social change agent in an existing family, church, or community influence sphere.
9. Contextualize Christian interdisciplinary research insights with persuasive communication methods for positive impact on those in personal and professional spheres of influence.
10. Develop global awareness and cross-cultural skills through interdisciplinary insights and methods from Christian missiology related to analyzing and interacting with different cultures, religious traditions, and ideologies.
11. Assess a social trend, issue, or problem from a biblical moral perspective and identify appropriate ethical individual or social responses.
12. Analyze a legal trend, issue, or problem from a Christian worldview perspective in order to respond appropriately as a Christian citizen.
13. Produce constructive changes in family, church, or community through applying transformational biblical leadership principles to counteract non-Christian leadership principles that ruin the world.
14. Demonstrate understanding of organizational dynamics and personnel dynamics in organizations in order to contribute constructively to improving a professional sphere of influence.
15. Transform people problems in groups or organizations through applying personality assessment, conflict resolution, or coaching/mentoring skills.
16. Improve the orthopraxis of truth discovered through Christian interdisciplinary research to change the world in its ethical and social dimensions.
17. Assess applications of Christian interdisciplinary research in order to reveal obstacles to personal or social orthopraxis.
18. Develop a solution to a practical problem in society by applying leadership, social science, and Christian worldview perspectives in creative and constructive ways.

Courses

Course Number	Course Name	Credit Hours
TERM 1		
Core 1		
PHI 943-12	Orthodoxy and Orthopraxis	2
SR 953-12	Research For 21st Century Scholarship	2

Core 2		
COM 822-12	Persuasive Communication	2
PHI 815-12	History of Integration of Religion and Society	2
	Total Term 1 Credit Hours	**8**
	MATRICULATION	
TERM 2		
Core 3		
PHI 923-22	Contextualization for Social Change	2
LDR 807-22	Leader Development: Transforming Self-Concept	2
Core 4		
LDR 815-22	Transforming People Problems	2
SR 968-22	Sociological Methodology: Interpreting Changing Cultures	2
	Total Term 2 Credit Hours	**8**
TERM 3		
Core 5		
PHI 812-32	Morality, Law, and Ethics in a Global Society	2
SR 950-32	Clinical and Applied Sociology	2
LDR 810-32	Cross-Cultural Dynamics	2
LDR 813-32	Organizational Dynamics	2
	Total Term 3 Credit Hours	**8**
	PRE-CANDIDACY REQUIREMENTS	
TERM 4		
COM 822-42 DSL	Persuasive Communication--Forum Presentation	2
	NON-CORE PRE-CANDIDACY REQUIREMENTS (Open Term)	
SR 802-42 DSL	Library of Congress Reading & Research – DSL	2
	Total Term 4 Credit Hours	**4**
	CANDIDACY – GRADUATE RESEARCH COUNCIL	
TERM 5 – 6		
SR 890-52 DSL	DSL Research Project Prospectus	2
SR 920-56 DSL	Action Research Project (Theological or Practical)	6
	Total DSL Program Credit Hours	**36**

Course Descriptions

Note: All other course descriptions can be found in the next section, PhD/DPhil program.

SR 802 – 42 DSL Library of Congress Reading & Research – Students attend a one-week on-site reading and research trip to the Library of Congress in Washington, DC to conduct a literature review for the DSL action research project. Students receive a renewable LOC Reader's Card, OGS faculty tutorial assistance related to students' research projects, no-cost full-text downloads for articles and dissertations when onsite, and access to LOC reference librarians whose expertise is closest to students' specific area of research interests [2].

SR 890 - 52 DSL Research Project Prospectus – Students develop a synoptic outline for a proposed action research project with either a sociological or practical theological emphasis [2].

SR 920 -56 Action Research Project - With the approval and guidance of the Research Project Prospectus a faculty advisor, students complete an action research project working with people within a local context to contribute to organizational development and sustainability, for the fulfillment of the DSL program [6].

SR 950 – 32 Clinical and Applied Sociology - Explore the subfields of clinical and applied sociology from a Christian perspective. Applied sociology uses sociological knowledge and research skills to gain empirically based knowledge to inform decision-makers, clients, and the general public about social problems, issues, processes, and conditions so they might make informed choices and improve the quality of life of groups of people. Clinical sociologists may be sociotherapists, group facilitators, teachers/trainers, organizational consultants, community consultants, or mediators. The key to clinical sociology is the concept of intervention, that is, the act of facilitating social change.

I. Milestone #1 Pre-proposal Development

1.1 Draft Action Project Plan Submission

1.2 Pre-proposal Draft Submission

1.3 Pre-proposal Final Submission

1.4 Pre-proposal Defense

II. Milestone #2 Proposal & Project Plan

2.1 Proposal Draft Submission

2.2 Final Proposal for Defense

2.3 IRB Approval Letter

2.4 Data Collection Plan

III. Milestone #3 Action Research Project Publication

3.1 Data Collection

3.2 Data Analysis

3.3 Interpretation

3.4 Findings & Conclusions

3.5 Finalize Front & Back Matters

IV. Milestone #4

4.1 Develop & Defend Presentation & Schedule Defense

4.2 Defend Action Research Project Dissertation

4.3 Incorporate Feedback & Produce Error-Free Dissertation

4.4 Submit Final Research Project Dissertation

4.5 Submit Final Dissertation Publication to OGS

22. Doctor of Philosophy Degree

The DPhil/Ph.D. 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/Ph.D. degree program is divided into two parts: the course of study and the dissertation process. The course of study has three stages: a first third (Cores 1, 2); a middle third (Cores 3, 4); and an 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 pre-core preparation for each stage in the course of study so each student can be an informed participant in the class during and following residency week. Each stage has post-class assignments to be completed after Core sessions.

An extensive course syllabus with a bibliography and supporting resources materials are provided for each course. Tutorial guidance includes an

overview of the subject, 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 advisement 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 Number	Course Name	Credit Hours
Core 1		
LDR 800-12	Transformative Learning and Adult Education	2
PHI 943-12	Orthodoxy and Orthopraxis	2
LDR 809-12	Transformative Leadership	2
SR 953-12	Research for 21st Century Scholarship	2
	Total Core 1 Credit Hours	**8**
Core 2		
COM 822-22	Persuasive Communication	2
PHI 815-22	History of Integration of Religion and Society	2
COM 803-22	Hermeneutics and Communication	2
SR 968-22	Sociological Methodology: Interpreting Changing Cultures	2
	Total Core 2 Credit Hours	**8**
	MATRICULATION	
Core 3		
COM 968-32	Statistics for Social Research I	2
PHI 923-32	Contextualization for Social Change	2
PHI 805-32	Faith Learning Integration and Interdisciplinary Research	2
SR 852-32	Dissertation Foundations I & II	2
	Total Core 3 Credit Hours	**8**
Core 4		
COM 968-42	Statistics for Social Research II	2
LDR 810-42	Cross-Cultural Dynamics	2
LDR 813-42	Organizational Dynamics	2
SR 958-42	Research Design and Methodology I	2
	Total Core 4 Credit Hours	**8**

Core 5		
COM 968-52 or COM 968-52-QDA	Statistics for Social Research III / or COM 968-52-QDA Qualitative Data Analysis for Social Research	2
SR 958-52	Research Design and Methodology II	2
SR 958-52	Research Design and Methodology III	2
PHI 812-63	Morality, Law, and Ethics in a Global Society	2
	Total Core 5 Credit Hours	**8**
Core 6	**PRE-CANDIDACY REQUIREMENTS**	
COM 822-62	Persuasive Communication--Forum Presentation	2
SR 848-64	Library of Congress Reading & Research	4
	Select from **one** from the following options:	4
SR 862-64	U.K. Research and Culture	
COMM 944	The Influence of Art on Culture and Society	
PHI 834-64	Teaching Practicum I & II	
SR 823-64	Research in an Alternative Field	
	Total Core 6 Credit Hours	**10**
Core 7	**CANDIDACY – GRADUATE RESEARCH COUNCIL**	
7A: SR 905-76	Planning/Proposal Writing	6
7B: SR 963-74	Research Proposal Defense	4
7C: SR 912-78	Dissertation Writing Publication	8
7D: SR 966-74	Dissertation Faculty Defense; Error-free Dissertation	4
	Total Core 7 Credit Hours	**22**
	Total Doctoral Program Credit Hours	**72**

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, U.K. 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 (S.R.) — 42 Credits

Cognate: Communications (COM) —12 Credits

Cognate: Philosophy (PHI) —10 Credits

Cognate: Leadership (LDR) — 8 Credits

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 [12]

COM 803 - 22 Hermeneutics and Communication— This foundational colloquium orients students to the history, major issues, and methodologies of hermeneutics, the science of interpretation. The scope of the course 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 822-12, -22, -42 DSL, -62 Persuasive Communication— A tutorial designed to develop source material and sound arguments that support valid conclusions. A student prepares an essay from an approved list of topics that argues for a position. The essay is presented to the Forum Paper DAIS, faculty, and students for critical review in a formal presentation setting.

COM 944 The Influence of Art on Culture and Society – The Influence of Art course is offered as part of a cultural excursion to a renowned museum, urban districts, or other cultural destination areas. Students will explore the impact and influence of the arts on the ideas, values, thinking, behavior, and practices of culture and society. The emphasis is on the fine arts (referred to in this course as high art), specifically painting, sculpture, ceramics, music, architecture, photography, and museums showcasing artifacts representing cultures across ages.

COM 968 - 32, 42, 52 Statistics for Social Research— COM 968 equips students to communicate through the language of statistics for the purpose of conducting both qualitative and quantitative social research. Students learn the use of both descriptive and inferential statistics and how to analyze populations through sampling and statistical analysis. The seminar methodology includes instructions in the use of the WINKS™ statistical software package, Microsoft Word™, and Microsoft Excel™ and for Atlas.ti or Dedoose for qualitative data analysis and research. COM 968 is presented over three cores and is a companion course to SR 958 Research Design and Methodology and Dissertation Foundations.

Philosophy [10]

PHI 805 - 32 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 of interdisciplinary studies as a basis for research in the sociological integration of religion and society.

PHI 812 -32, -52 Morality, Law, and Ethics 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 -12, -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 -64 Teaching Practicum I & II – The Teaching Practicum is a tutorial offered as a virtual and on-site residency and a teaching deliverable experience in the student's choice of locale. The content for the Teaching Practicum is presented as a part of faculty/student interfaces and peer interaction in preparation for the teaching experience. Quality instruction as professionals is promoted through reading/research and interface during the term. Competency is assessed through completion of the Teaching Practicum experience and the resulting reports are submitted to the professor.

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 – 12 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 [42]

SR 812 - 76 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 823 - 64 Research in an Alternate Field – This course functions as a directed independent study research project undertaken by the student with the approval of the Chief Academic Office with the optional feature of review and guidance of an approved subject area expert. Students select a faculty advisor-approved academic field outside a previous or current graduate-level academic concentration as an alternative reading and research project. Students research the field to compile a synoptic abstract that covers pivotal thinkers, major concepts, and current issues in the approved field of study.

SR 848 - 64 Library of Congress Reading & Research –Students attend a one-week on-site reading and research trip to the Library of Congress in Washington, DC to conduct a literature review for the PhD/DPhil dissertation. Students receive a renewable LOC Reader's Card, OGS faculty tutorial assistance related to students' research projects, no-cost full-text downloads for articles and dissertations when onsite, and access to LOC reference librarians whose expertise is closest to students' specific area of research interests.

SR 852 - 32 Dissertation Foundations I & II — Explores fundamentals of research related to the dissertation process. Students are provided and introduction to the stages and steps of the dissertation process accompanied by supporting documentation, tools, and resources for effectively preparing and conduction dissertation research over the next several cores.

SR 912 - 78 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 862 -64 U.K. Research and Culture – A week-long immersive experience in Oxford, U.K. with an emphasis on scholarly research to support dissertation-level analysis. Conduct advanced on-site library reading and research at the Bodleian Libraries within the Oxford University library system of over 100 libraries, the largest in the U.K. Partnering with Wycliffe Hall College, students join others in teachings by renowned scholars, daily worship, and fellowship. Numerous Wycliffe Hall and OGS led excursions present opportunities to explore the city's rich cultural history. SR 862 is a pre-candidacy requirement for all doctoral students. Students must attend once and are required to complete course requirements.

SR 953 - 12 Research for 21ˢᵗ Century Scholarship—This seminar develops students' competence for excellence in 21st century scholarship. In Core 1 the seminar orients students to the Campus Library, to using information technology for Internet and database research, and to a bibliographic and note-taking software package used in the program.

SR 958 - 42, 52, 52 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 three parts over two Cores and is a companion course to COM 968 Statistics for Social Research.]

SR 963 - 74 Research Proposal Defense - The defense of the research proposal by the candidate before the Graduate Research Council.

SR 966 - 74 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.

Leadership [8]

LDR 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.

LDR 809 - 12 Transformative Leadership — 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.

LDR 810 - 42 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 813 - 42 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.

Matriculation

A student is matriculated to the Doctor of Philosophy program after foundational studies are assessed, and all deficiencies are removed. Students must matriculate to the DPhil/Ph.D. to participate in Cores 3, 4, 5, and 6. The following requirements must be fulfilled for matriculation to doctoral studies: (a) a total of 16 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.

When Cores 1 and 2 are successfully completed, students are to request Matriculation in writing to the Dean of Faculty and participate in an interview. Once matriculation is attained in the DPhil/Ph.D. 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 in writing to the Dean of Faculty 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/Ph.D. program must achieve degree validation to participate in the Graduate Colloquy, held the week of graduation. The Graduate Colloquy includes a peer research defense, professional interface, post-doctoral research proposal, and presentation of the religion and society described in the dissertation research conclusion.

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 or qualitative data analysis for completion of a dissertation.
4. Completes all Core requirements.
5. Enrolled in SR 905 and successfully defends a pre-proposal during Core 7 Dissertation Workshop.
6. Demonstrates competency to gather data and synthesize findings that lead to new knowledge about a significant problem or issue 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 to facilitate a student's development of a major research project and dissertation. The Graduate Research Council guides a candidate in developing a research proposal. When the dissertation proposal is successfully defended, the student is authorized to gather and analyze data and write a dissertation. The

sequenced tasks that guide a research project and the development of a dissertation are shown in the chart in Appendix 3. *All candidates are required to attend a Core 7 Dissertation Workshop every year until they graduate to maintain satisfactory academic progress and candidacy.*

Reading and Research Seminars

Reading and Research Seminars are offered bi-annually in Oxford, United Kingdom, and annually at the Library of Congress in Washington, D.C. The educational experience in the U.K. includes academic seminars, which provide information on contemporary issues facing society. The Library of Congress Reading and Research provides students access to the world's largest repository of items. Students register in person as a new researcher to obtain a free Reader Identification Card, which is valid for two years. Researchers have access to the Library's reading rooms, computer catalog centers, and research librarians.

 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

A student whose health or handicap or citizenship prevents travel to England may select an alternative pre-candidacy requirement from the options listed in the course catalog. The DPhil/Ph.D. 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 Library of Congress Reading and Research trip is required for the DPhil/Ph.D. program.

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. All academic and financial obligations must be fulfilled for the program of study in order for a degree validation letter to be issued. A student must request in writing a letter of degree validation from the OGS Dean of Faculty. The Validation Letter and Official Transcript can be provided upon request. Official transcripts must be requested from the Registrar (registrar@ogs.edu).

23. Degree Day

Omega tradition and policy require that degrees are awarded in præsentia (physically present to receive). An exception to this policy is granted upon student's written permission to be exempted based on constraints that make it impossible to attend in person, such as restricted travel or travel bans from a country of origin, a sudden illness, or other documented circumstances.

Participation in commencement exercises requires the master's or doctoral candidate to complete all program requirements a minimum of 30 days before the date of graduation. Any tuition and fees outstanding at the end of the tuition contract are due and payable prior to graduation

24. 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.

25. 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.

26. 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.

27. Course Learning Journal

Course Learning Journal — For the Doctoral student, 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.

28. 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.

29. 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 20, 60, 100-day deadlines for MLitt or 20, 60, 100 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 syntheses 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.

30. 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.

31. 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 "NC" (No Credit) 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 "NC" 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 be 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.

Title IV-Specific Satisfactory Academic Progress Policies

Full-time students may complete the Doctor of Philosophy within a 9-year timeframe, the Doctor of Social Leadership within a 4.5 year time-frame, the Master's degree within a 4.5 year time-frame, and the Graduate Certificate within a 2.5 year time frame. Generally, maximum timeframes for completion are calculated at 150% of the published expected timeframes for completion. Students who fail to complete the programs within these timeframes will be advanced through the probation and warning phases of Unsatisfactory Academic Progress and may be considered for unofficial withdrawal. Part-time students may extend the maximum timeframes for completion to 300% of the published expected timeframes for completion.

For full-time students, the number of hours that must be completed per term to ensure program completion within the maximum time frame are:
1. Doctor of Philosophy: 4 credit hours per term
2. Doctor of Social Leadership: 4 credit hours per term
3. Master of Letters: 4 credit hours per term
4. Graduate Certificate in Gracism Studies: 2 credit hours per term

Credit hours that are accepted from another institution toward the student's educational program will be counted as both attempted and completed hours.

If a student receives a grade of "NC" (No Credit) for a course, the student is put on SAP warning status and must repeat the course. If the student earns an "NC" on the second attempt at the course, they will be put on SAP probation and must repeat the course. Students on SAP probation are not eligible for federal loan disbursements until they meet SAP requirements. If the student earns an "NC" on the third attempt of a course, then the Academic Affairs Council will vote on SAP withdrawal.

A student on SAP probation may appeal the probation decision for reinstatement of financial aid eligibility. 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 they failed to make SAP and why they should not be placed on probation along with any supporting documents. The student must also explain what has changed in the student's situation that will allow them to meet SAP requirements at the next evaluation.

The Faculty Senate will serve as the board of appeal. The decision of the Faculty Senate is final. Mitigating circumstances eligible for an appeal include:
1. Death of immediate family members: a parent, child, spouse, brother or sister.
2. Illness or injury: You, your spouse, your dependent children were injured or ill for an extended period of time.
3. Military obligations
4. Other extenuating circumstances: You experienced an unusual situation in which you had no control. Automobile accident, significant automobile breakdown, family emergencies, change in living situation, separation/divorce are examples of extenuating circumstances.

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.

32. 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. Change to/from part-time/full-time does not change the total amount due on the contract, only the monthly payment and/or the length of time it will take to complete the program.

33. Student Seeking External Grant Support

Omega Graduate School may write letters of support or provide needed documentation, when appropriate, for enrolled students independently seeking public and private grants to fund their research. The faculty of Omega Graduate School will not, however, serve as a signing officer, program director, or principal investigator for any student research. In addition, Omega Graduate School will not accept grant awards for independent student research and students should not list Omega Graduate School as a co-investigator on any application for public or private grant support.

34. Faculty Senate and Academic Councils
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.

Masters Research Council

Once all course requirements are completed, a student requests permission in writing to begin the Capstone Project. Upon recommendation from the Master's Program Senior Tutor and written approval provided by the Dean of Faculty, the student is transferred to the supervision of the Master's Research Council (MRC) for the capstone research phase of the degree program. The MRC consists of three committee members approved by the Dean of Faculty. An optional fourth member (who is ad hoc and non-voting) with expertise in the

student's research area can be nominated by the student. The role of the optional outside member 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.

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 as an adviser, to identify weaknesses or limitations, and to call for and guide the student toward integrity and excellence.

35. 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.

Doctoral Program Full-Time Tuition

The Doctor of Philosophy program tuition is $500.00 per credit hour for 72 credits ($36,000) for the full-time program, with payments of $500 per month. The full-time DPhil/PhD tuition is spread equally over the 72 months of the program.

Doctoral Program Part-Time Tuition

Students enrolling as a part-time DPhil/PhD student pay tuition over 72 months for the first 36 credit hours of the program ($18,000) or $250 per month. After the first half tuition contract is completed, a new contract is prepared for the remaining 36 credit hours of the program at the current credit hour rate. The remaining 36 credit hours is paid over the next 72 months. Part-time students are ineligible for additional tuition discounts.

DSL - Doctoral Program Full-Time Tuition

The Doctor of Philosophy program tuition is $500.00 per credit hour for 36 credits ($18,000) for the full-time program, with payments of $500 per month. The full-time DPhil/PhD tuition is spread equally over the 36 months of the program.

DSL - Doctoral Program Part-Time Tuition

Students enrolling as a part-time DPhil/PhD student pay tuition over 36 months for the first 18 credit hours of the program ($9,000) or $250 per month. After the first half tuition contract is completed, a new contract is prepared for the remaining 18 credit hours of the program at the current credit hour rate. The remaining 18 credit hours is paid over the next 36 months. Part-time students are ineligible for additional tuition discounts.

Doctoral and DSL Program Over-Contract Fee
(Research Extension Tuition)

Upon payment of the full tuition cost of either doctoral program, any student still working toward completion of the program 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.

Master's Program Full-Time Tuition

The Master of Letters programs tuition is $412.50 per credit hour for 32 credits ($13,200) for the full-time program, with payments of $550.00 per month. The MLitt tuition is spread over a 24-month period.

Master's Program Part-Time Tuition

Students enrolling as a part-time Master's student pay tuition over 24 months for the first 18 credit hours of the program ($6,600) or $275 per month. After the first half tuition contract is completed, a new contract is prepared for the remaining 24 credit hours of the program at the current credit hour rate. The remaining 18 credit hours is paid over the next 24 months. Part-time students are ineligible for additional tuition discounts.

Master's Program Over-Contract Fee

(Research Extension Tuition)

Upon payment of the full tuition cost of the master's program, any student still working toward completion of the program pay research extension tuition of $110 per month until degree validation.

Master's Level Micro-Credential
Certificate - Gracism Studies

The Gracism Certificate program tuition is $412.50 per credit hour for 9 credits ($3,712.50). The Gracism program is billed incrementally upon registration for each 3-hour class of the program. Students choosing to enroll in the full certificate program may elect to pay the program tuition cost over a 12-month period with equal payments of approximately $310.00 per month.

Both Masters and Doctoral graduates of Omega Graduate School may receive advanced standing toward completion of the Gracism Certificate. The cost of program will be based upon the credit hours remaining for the graduate to complete the Gracism Certificate program.

Gracism Studies Over-Contract Fee
(Research Extension Tuition)

Upon payment of the full tuition cost of the Gracism Certificate, any student still working toward completion of the program 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 or certificate. If degree or certificate program 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

- Tuition Reductions and Awards are applied to full and part-time programs only.
- Students are eligible for ONLY one tuition reduction award, not a combination.
- Part-Time students are ineligible for Tuition Reduction Grants or additional tuition discounts.
- 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 $8,000.00 reduction on the DPhil/PhD program.
- Work Study Student Positions: full or half-time 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, composed 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.

Penalty for Late Payments and Account Status

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 student with arrears older than 6 months will be withdrawn for failure to pay. Student may reapply to Omega Graduate School to renegotiate their contract in order to continue with their studies.

Contract Renegotiations

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.

Program Re-Enrollment After Academic or Financial Withdrawal

Students may withdraw and re-enroll for financial or academic cause or renegotiate a financial contract no more than three times before a financial payment arrangement contract will no longer be extended. Students who wish to re-enroll after three financial contracts have already been negotiated will be required to pay for future academic terms in advance of Core attendance.

User-Pay Fees

Academic Term Deadline Extension (fee per month up to 6 months' extension)	$100 per month
Advanced Standing Assessment (Per Credit Hour)	$50
Bachelor's degree Equivalency Analysis (Per Credit Hour)	$50
Class Audit Fee for Classes Audited in a Core Session	$50 per credit hour
Contract Re-Negotiation Fee	$50
Core Late Payment Fee (assessed for Core registration fees paid up to one week after registration deadline)	$100
Core Late Registration Fee (assessed for registrations received up to one week after registration deadline)	$100
Core Residency Fee (Per Night) (Additional: Service animal cleaning fee)	$50 $100
Core Residency Fee (Per Week—Meals)	$100
Doctoral Level Course Tuition	$500.00 per credit hour
DPhil/PhD Academic Vestments (Approximately) (Deposit of $250 due the 1st of the third month prior to the month of graduation; balance due when delivered.)	$850
Faculty Interface Fee (Per Core Week)	$100
Library of Congress Research Seminar	$600
Master's Level Course Tuition	$412.50 per credit hour
Portfolio Assessment Fee	$500

Program Entry Fee (prior to program entry)	$195
Program Re-Entry Fee	$100
SEVIS Re-Issuance and Mailing	Mailing cost + 10%
Technology Fee (billed at the start of each term)	$150 per term
Transcript (Each Copy Requested)	$15
UK Research Seminar at Wycliffe Hall	$2,500

36. 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.

Loans must be offered to the student within 30 days, allowing the student at least 14 days to respond to accept or decline the funds.

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 <u>at least as strict</u> 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

Return of Title IV Policy

The amount of funds due from the institution is calculated by adding all the institutional charges incurred by the withdrawal date, then multiplying that total by the percentage of the period the student did not complete. Prorated refunds will be issued according to the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS Loans, and cash payments. A post-withdrawal disbursement statement will be issued to document Title IV funds that the student has earned but have not yet been disbursed.

Veteran's Administration Benefits

Omega Graduate Schools is an eligible institution for certification for and acceptance of Veteran's benefits. Prospective students should contact the Veterans Administration directly to determine their eligibility and funding available for their interested program of study.

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Omega Graduate School will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

37. 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 or semester course loads. 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 <u>written letter</u> (signed letter transmitted in PDF format as email attachment is acceptable), which must be sent to the business office <u>and</u> 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 and Unofficial Withdrawal

Official withdrawal occurs when a student notifies the institution in writing of an intent to withdraw. A student is considered withdrawn in good standing when all current financial obligations have been met. Students with a credit balance on their account at the time of withdrawal will receive a refund per their contract (p. 66 of current catalog). All post-withdrawal disbursements are applied to the student's account first; any resulting credit balance will be issued as a refund within 14 days of the student's effective withdrawal date. The effective withdrawal date will be the date the submitted the written request to the institution.

Unofficial withdrawal occurs when a student who receives federal financial aid either does not attend or does not successfully complete all classes during a registered semester. A student who receives a combined "NC" (No Credit) grade for a term is advanced through the warning and probation phases of Unsatisfactory Academic Progress, which may lead to unofficial withdrawal after. All post-withdrawal disbursements are applied to the student's account

first; any resulting credit balance will be issued as a refund within 14 days of the student's effective withdrawal date. The effective withdrawal date will be the date the Academic Affairs Council considers the student's case and officially votes for the student's withdrawal in documented minutes.

38. 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, scholar's 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.

39. 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.

40. 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 username and password for access to the DIAL systems. This unique username and password combination is in compliance with the August 2010 US Department of Education Guidelines. The username 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 fa

culty-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 identity 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*.

41. Privacy Policy

Student usernames 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 usernames and passwords to

anyone other than the student. The DIAL system uses session management rather than cookies to maintain the user's state.

42. Student Records

OGS complies with FERPA (Family Educational Rights and Privacy Act) with respect to requests for access to covered student records. Personally identifiable information from educational records may not be disclosed to third parties without prior consent from the student. Consent shall be granted electronically via email correspondence to the Registrar and must specify records or information to be disclosed, the reason of the disclosure, and the party or class of parties to whom disclosure may be made.

43. 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.

44. 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.

45. 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
Alumni Representative
   — Richard Humphrey (Retired Pastor) .... …Chattanooga, TN
Joseph Olachea, Jr. (Pastor) .... New Bern, NC
Joshua Reichard (President/CEO)...Youngstown, OH

46. Administration

President/Chief Academic Officer/Director of Institutional Assessment – Joshua Reichard, DPhil, Omega Graduate School, PhD, University of the Western Cape, EdS, Liberty University, CCS

Chancellor– David Anderson, DPhil, Omega Graduate School

Chief Finance and Operations Officer – Michael Pecchia, CPA, Youngstown State University

Chief Academic Officer/Dean of Faculty– Cathie Hughes, DPhil, Omega Graduate School

Chief Student Success Officer – Curtis McClane, DPhil, Omega Graduate School, DMin, Drew University Theological School

Chief Enrollment and Admissions Officer – Brenda Davis, PhD, Omega Graduate School

Registrar/Assistant to the Academic Dean — Richard Gamble, MA, Lee University

MLitt Senior Tutor – Anique Elmes-Matthew, DPhil, MBA, Omega Graduate School, American Intercontinental University

Librarian – Caroline Geer, MLIS, University of Texas – Austin

Distinguished Faculty – David Ward, DPhil, Omega Graduate School, ThM, Dallas Theological Seminary

Executive Director of the Omega Society of Scholars – Vacant

47. Faculty

Distinguished Professors Emeritus

Hollis L. Green, Founder, PhD, Walden University, ThD, Luther Rice Seminary
Richard A. Humphrey, PhD, Drew University, CFLE
E. Basil Jackson, DPM, MD, JD, ThM, University of Dublin, Queen's Belfast
David Ward, DPhil, Omega Graduate School, ThM, Dallas Theological Seminary

Members

Andrew Alexson, EdD, Liberty University
Brenda Davis, DPhil, Omega Graduate School
Stanley DeKoven, PhD, Professional School of Psychological Studies, MFT, State of California
Anique Elmes-Matthews, DPhil, Omega Graduate School
Bernard Grenway, PhD, Walden University
Cathie Hughes, DPhil, Omega Graduate School
Robbie Johnson, DPhil, Omega Graduate School
Curtis McClane, DPhil, Omega Graduate School; DMin, Drew University Theological School
Elsworth Neale, DPhil, Omega Graduate School

Joshua Reichard, PhD, University of the Western Cape, DPhil, Omega Graduate
      School, EdS, Liberty University, Certified Clinical Sociologist
Kenneth Schmidt, DPhil, Omega Graduate School
Rebecca Tucker, EdD, University of Tennessee
David C. Ward, DPhil, Omega Graduate School
Danielle Womack, JD, University of the Pacific, McGeorge School of Law

Visiting Faculty

Sharlene Buszka, DPhil, Omega Graduate School
Caroline Geer, MLIS, University of Texas - Austin
C. Lynn Gibson, DPhil, Omega Graduate School
J. Nico Horn, DJuris, University of Bremen, DTh, University of the Western Cape
Charles M. Mould, DPhil, University of Oxford
Robert Ona, DPhil, Omega Graduate School
Sara Reichard, EdS, Liberty University, MSN, American College of Education
Andrew F. Tucker, JD, Nashville School of Law
Matthew Vos, PhD, University of Tennessee at Knoxville

Note: Faculty who earned a Doctor of Philosophy degree from Omega Graduate School are listed with the DPhil nomenclature as a matter of institutional tradition, however the DPhil/PhD nomenclature are interchangeable.

48. 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 68,000-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.

49. 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).

50. Appendix 1: Academic Calendars

OGS Academic Calendar
(Full Calendar ONLINE at www.ogs.edu)
2020-2021

Fall Term (September 2021 – February 2022)

September 1	Beginning of Fall Term
September 6	Labor Day
September 13	Core 1/A - Entry Date
September 25	Graduation
October 11	Columbus Day
November 11	Veterans Day
November 25	Thanksgiving Day
December 24	Christmas Day (observed)
December 25	Christmas Day
December 31	New Year's Day (observed)
January 1	New Year's Day
January 17	Martin Luther King, Jr. Birthday
February 14	Fall Term Assignment Deadline
February 21	Washington's Birthday
February 28	End of Fall Term

Spring Term (March 2022 – August 2022)

March 1	Start of Spring Term

March 7	Core 1/A – Entry Date
April 17	Easter
April 24 - 25	Congregation Weekend
May 30	Memorial Day
July 4	Independence Day
August 17	Spring Term Assignment Deadline
August 22 – 26	UK Research Trip
August 31	End of Spring Term

51. 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 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 21st Century Scholarship** Lambert **Parks Hall**	COM 803 **Hermeneutics and Communication** (Writing Lab) Walters **Room 112**	COM 803 **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**	COM 803 **Hermeneutics and Communication** Sharp **Room 112**	PHI 809 **Transforming Self-Concept for Leadership Development** McClane **Room 112**
3:30 5:15	COM 803 **Hermeneutics and Communication** Sharp **Room 112**	PHI 800 **Transformative Learning and Adult Education** Tucker **Room 112**	SR 953 **Research; 21st Century Scholarship** Lambert **Parks Hall**	PHI 805 **Faith-Learning Integration** Ward **Chapel**	**Faculty/Student Interface** All Faculty **Room 112**

77

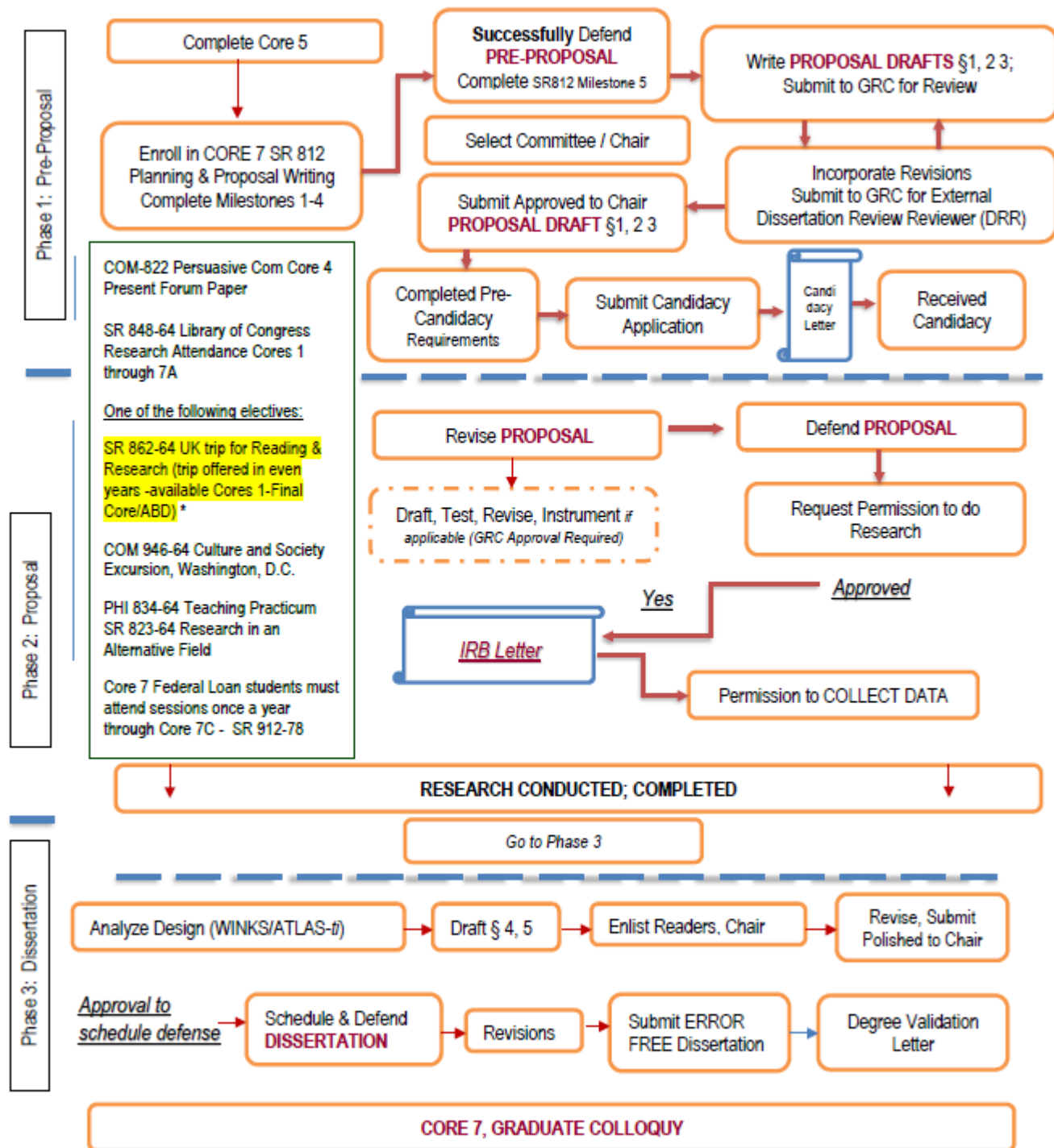| 5:30	**DINNER – Faculty Advising at Meals (SCHEDULED IN ADVANCE)**				**Core Faculty** S. Lambert C. McClane R. Sharp R. Tucker R. Walters D. Ward
6:45 8:30	PHI 800 **Transformative Learning & Adult Education** Tucker **Room 112**	PHI 800 **Transformative Learning and Adult Education** Tucker **Room 112**	**OGS Forum Faculty/Student Roundtable** All Faculty **The Gathering** **Place**	PHI 809 **Transforming Self-Concept for Leadership** **Development** McClane **Room 112**	

52. 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 and 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 are virtues that fuel learning and must be fanned into a 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 receive guidance gratefully; 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 so as to stand up for your sense of calling about your research even when advisors may not fully grasp your vision. Courage is needed to win allies to provide access to a population where you will do your data collection. Finally, without perseverance, you will never finish!

Your research journey moves through three distinct phases, with several stages per phase. Each stage has practical tasks to complete in order to progress to the next stage. The following diagram provides a high-level, step-by-step representation of the dissertation process. You are advised to be familiar with program requirements stated in the *OGS Catalog* and the principles and requirements found in the Social Research courses, including *Dissertation Foundations, Stats I, II, and III, Research Design I, II, and III, and the Core 7 Dissertation Workshop week and SR 905 Planning and Proposal Writing*.

STAGES AND STEPS OF THE DISSERTATION - PROCESS WORKFLOW

Phase 1: Pre-Proposal

Complete Core 5

Enroll in CORE 7 SR 812 Planning & Proposal Writing Complete Milestones 1-4

Successfully Defend PRE-PROPOSAL Complete SR812 Milestone 5

Select Committee / Chair

Submit Approved to Chair **PROPOSAL DRAFT** §1, 2 3

Write **PROPOSAL DRAFTS** §1, 2 3; Submit to GRC for Review

Incorporate Revisions Submit to GRC for External Dissertation Review Reviewer (DRR)

Completed Pre-Candidacy Requirements

Submit Candidacy Application

Candidacy Letter

Received Candidacy

COM-822 Persuasive Com Core 4 Present Forum Paper

SR 848-64 Library of Congress Research Attendance Cores 1 through 7A

One of the following electives:

SR 862-64 UK trip for Reading & Research (trip offered in even years -available Cores 1-Final Core/ABD) *

COM 946-64 Culture and Society Excursion, Washington, D.C.

PHI 834-64 Teaching Practicum SR 823-64 Research in an Alternative Field

Core 7 Federal Loan students must attend sessions once a year through Core 7C - SR 912-78

Phase 2: Proposal

Revise **PROPOSAL**

Draft, Test, Revise, Instrument *if applicable (GRC Approval Required)*

Defend **PROPOSAL**

Request Permission to do Research

Yes *Approved*

IRB Letter

Permission to COLLECT DATA

RESEARCH CONDUCTED; COMPLETED

Go to Phase 3

Phase 3: Dissertation

Analyze Design (WINKS/ATLAS-*ti*) → Draft § 4, 5 → Enlist Readers, Chair → Revise, Submit Polished to Chair

Approval to schedule defense → Schedule & Defend **DISSERTATION** → Revisions → Submit ERROR FREE Dissertation → Degree Validation Letter

CORE 7, GRADUATE COLLOQUY

80

53. 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.

54. 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

55. Appendix 6: Campus Map

Restricted Road

Small Park/Picnic Area

Parking

Gathering Place

Alpha House

Residential Parking

Parking Lot

Residential Parking

Beta House

Restricted Access Road

Parking

Chapel and Institute Centre with Gift Shoppe

Student Parking

Library & Study Centre

Handicap Parking

Chapel Alcove

Entrance to Dorm Rooms and Handicapped Parking

Dorm rooms top two floors

Operations Centre

Room 112

Faculty Parking

Dorm

Private apts. ground level

Flag Poles

Student Parking

Dangerous Intersection (high speed traffic)

Old Graysville Road

Stop Sign

Dayco Drive to Highway 27

OXFORD GRADUATE SCHOOL
500 Oxford Drive
Dayton TN 37321
423-775-6596/800-933-6188
WebSite: www.oxnet.com
CAMPUS MAP

OMEGA GRADUATE SCHOOL

83