

RESEARCH DOCTORAL STUDIES

PHD | DMA | EDD

Student Handbook

version 2021.2



Southwestern
BAPTIST THEOLOGICAL SEMINARY

RESEARCH
DOCTORAL STUDIES

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PURPOSE OF THE RESEARCH DOCTORAL STUDIES HANDBOOK

The *Research Doctoral Studies Handbook* serves only as a guide and in no way functions as a contract. The PhD/DMA/EdD student acknowledges that the requirements for the program and the evaluation of the student's work lie solely with Southwestern Baptist Theological Seminary and its personnel. Moreover, the *Research Doctoral Studies Handbook* is subject to periodic revision. PhD/DMA/EdD students must follow the guidelines of the current revision of the handbook.

The *Research Doctoral Studies Handbook* also provides faculty with information necessary to fulfill their teaching and supervisory responsibilities for PhD/DMA/EdD students.



PREFACE

PURPOSE OF THE PROGRAMS

The PhD program is a rigorous, focused course of study that prepare individuals of exceptional academic ability for careers in teaching, research, and writing and for various roles of leadership such as pastoral ministry, chaplaincy, or denominational leadership. Each PhD program helps students gain expertise in one of the disciplines taught by the Southwestern Baptist Theological Seminary. PhD study requires a high degree of originality, independence, analytical research in both biblical and non-biblical languages, judgment, and skill in articulating research findings, resulting in each student significantly contributing to a particular field.

The DMA program is a rigorous, terminal research degree that emphasizes the advanced development of both musical artistry and scholarly achievement in an applied area of specialization. Students in this area have demonstrated exceptional academic and musical abilities and are now preparing for careers in music teaching, performance, church music, and research.

The EdD program is designed to equip scholar-practitioners to solve educational or leadership problems through research, collaboration, and dissemination of new knowledge. Students in the EdD program will be prepared to set a high standard for transformational leadership in education, apply evidence-based practices to improve educational outcomes, and meet the vast challenges associated with improving learning outcomes in both theological and secular educational environments.

ACCREDITATION

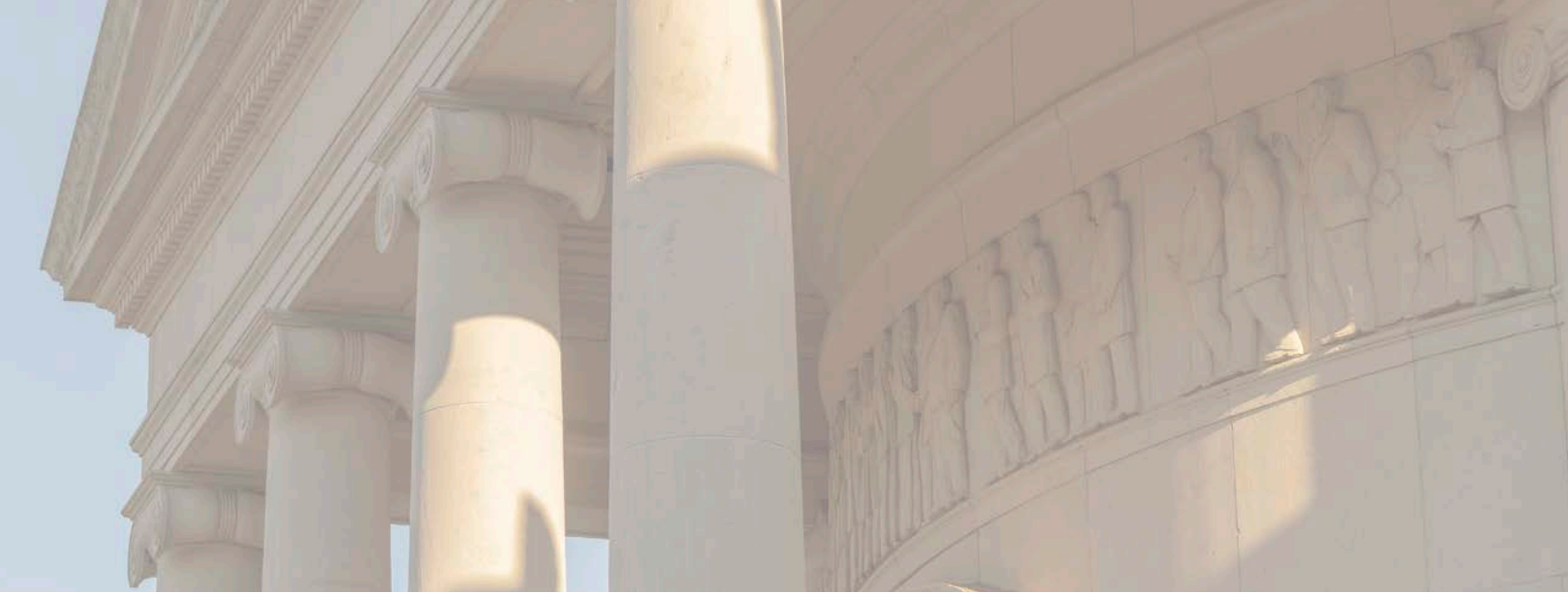
Southwestern Baptist Theological Seminary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the master's and doctoral levels. Additional accreditation for Southwestern Baptist Theological Seminary and the research doctoral degrees are accredited by the Association of Theological Schools in the United States and Canada and by the National Association of Schools of Music.

REQUIREMENTS

In order to earn the **PhD from SWBTS**, students must (1) complete required coursework for graduate studies and for their major and optional minor, (2) fulfill research language requirements, (3) pass a comprehensive examination in their major and optional minor, (4) submit and receive approval for the research prospectus, (5) submit and defend the dissertation with all final edits required by the student's committee.

In order to earn the **DMA from SWBTS**, students must (1) complete required coursework, (2) fulfill research language requirements, (3) pass qualifying examinations, (4) complete required recitals, (5) submit and defend the requisite research document.

In order to earn the **EdD from SWBTS**, students must (1) complete required coursework, (2) fulfill research language requirements, (3) pass the comprehensive examinations, (4) submit and receive approval for the research prospectus, (5) submit and defend the dissertation with all final edits required by the student's committee.



TIME ALLOWED FOR COMPLETION

PhD/DMA candidate must complete the degree within seven (7) years of entering the program. Extensions may be granted with the approval of the RDS Director to students who are serving on an international mission field or in cases of extenuating circumstances.

EdD candidates must complete all aspects of their program within four (4) years of matriculation.

APPEALS PROCESS

All formal appeals of academic decisions must be submitted in writing and should go in order, first to the supervisor, then to the RDS Director, the Dean of the appropriate School, the Provost, and finally the President.

COMMUNICATION

All official communication regarding SWBTS or program matters will **only** be sent to the student email account assigned by the institution. For this reason, RDS students are required to use and maintain their student email account. Additional announcements and pertinent information will be posted to the RDS Commons Canvas site. Students are responsible for the information posted to the Canvas site and should ensure they have access to that site throughout their tenure in the program.

MAJOR AREAS OF STUDY

At the time of application, students must choose a major area of study and may opt to choose a minor area. The program offers the following areas of study (majors) within the seminary's Schools:

DOCTOR OF PHILOSOPHY

SCHOOL OF THEOLOGY

Biblical Studies

New Testament

Old Testament

Theological Studies

Church History & Historical Theology*

Systematic Theology

Ethics and Philosophical Studies

Christian Ethics

Philosophy of Religion

Pastoral Studies

Pastoral Studies

Preaching

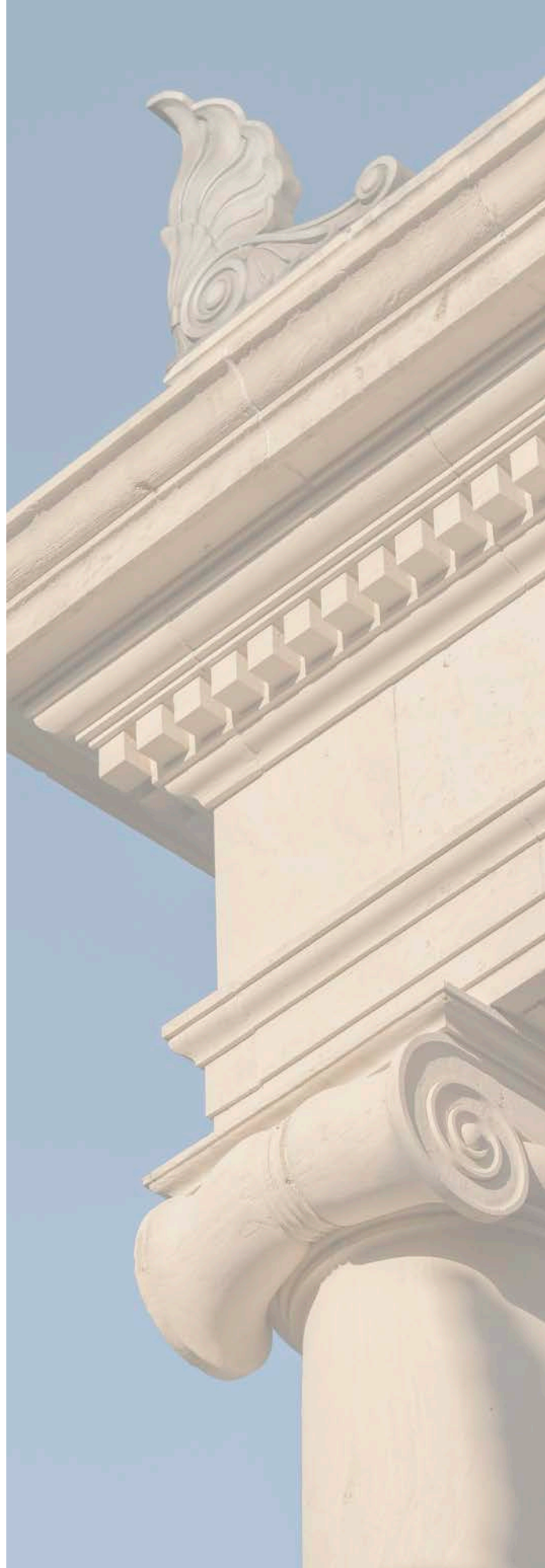
*All Church History & Historical Theology majors must choose one of the following specializations in lieu of a minor:

Early Church Studies

Reformation Studies

Baptist and Free Church Studies

Modern Church Studies



ROY FISH SCHOOL OF EVANGELISM & MISSIONS

Evangelism
Great Commission Apologetics
Missions
World Christian Studies

JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRIES

Biblical Counseling
Family and Generational Studies
Foundations of Christian Education

SCHOOL OF CHURCH MUSIC & WORSHIP

Church Music
Church Music and Worship

DOCTOR OF MUSICAL ARTS

Piano Performance and Pedagogy
Voice Performance and Pedagogy

DOCTOR OF EDUCATION

Higher Education Administration
Organizational Leadership
Teaching and Educational Ministry

For all programs, faculty availability and specializations determine seminar offerings and dissertation supervision.

PHD PROGRAM MINORS

PhD students may choose to apply to any minor offered by the seminary or may choose not to pursue a minor. PhD applicants who wish to declare a minor should do so at the time of application.

The PhD Program offers the following minors within its divisions:

SCHOOL OF THEOLOGY

Biblical Studies

New Testament
Old Testament

Theological Studies

Church History & Historical Theology
Early Church Studies
Baptist Studies
Reformation Studies
Modern Church Studies
Systematic Theology
Evangelical Theology

Pastoral Studies

Preaching
Pastoral Studies

Ethics and Philosophical Studies

Christian Ethics
Philosophy of Religion

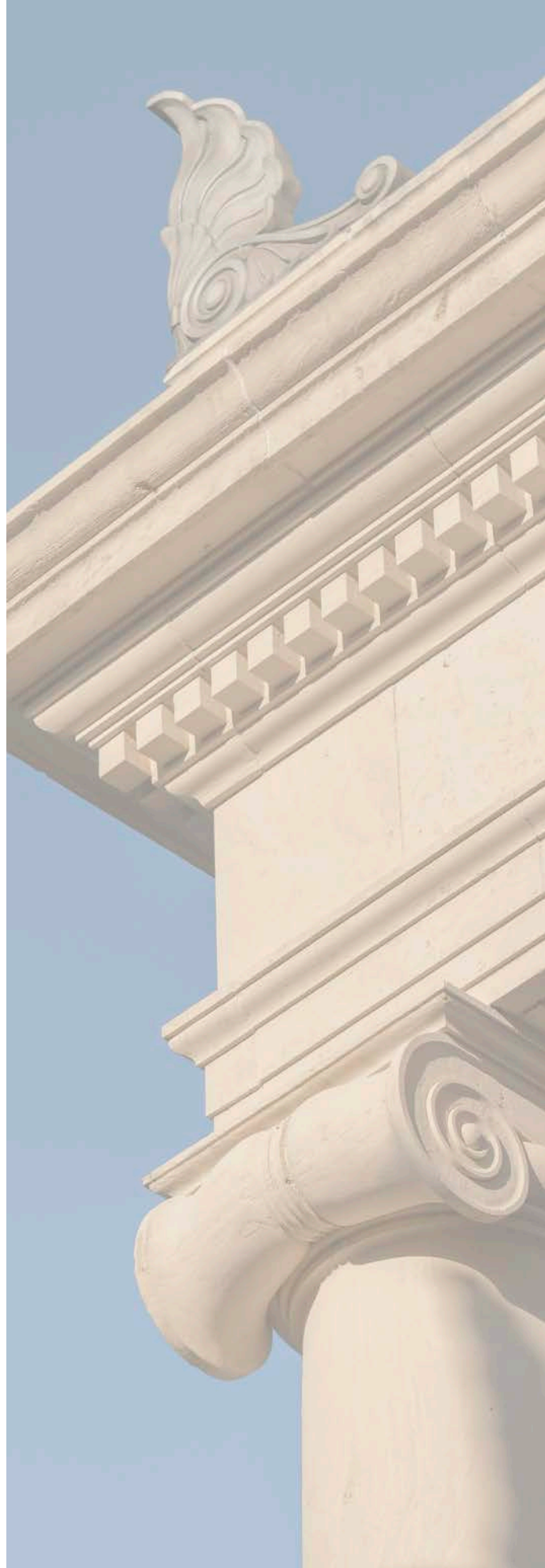
ROY FISH SCHOOL OF EVANGELISM & MISSIONS

Evangelism
Great Commission Apologetics
Missions

JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRIES

Biblical Counseling
Family and Generational Studies
Foundations of Education
Women's Ministry

Students must complete each of the following in their minor area: the comprehensive bibliography, three research seminars, and the comprehensive examination.





ADMISSION TO RESEARCH DOCTORAL STUDIES

ADMISSION TO THE SEMINARY

All applicants must be accepted into the seminary before they can be accepted into the RDS program. General admission application forms can be found online at the Admissions Office [website](#).

Current students or alumni of SWBTS who have graduated within the last two years may complete a Returning Student Enrollment Update form. These forms are available from the Office of the Registrar ([available here](#)).

PREREQUISITES FOR ADMISSION TO RESEARCH DOCTORAL STUDIES

Applicants for the PhD or DMA must hold a master's degree in their intended area of study from a regionally accredited college, university, or seminary. Acceptable degrees for entrance into the PhD program include the Master of Theology (ThM) and the Master of Divinity (MDiv). For programs in the School of Church Music and Worship, a Master of Music (MM) may be acceptable. The Master of Arts (MA) may be acceptable for some majors, depending on the overall content of the degree curriculum, but applicants with an MA will normally be required to obtain MDiv equivalency through additional master's-level study. The Master of Music (MM) is normally required for entrance into the DMA program.

Generally, applicants must have at least two transcribed semesters of biblical Greek and biblical Hebrew (though some departments may require more).

Applicants for the EdD should hold a regionally accredited Master of Arts degree in a related field (36 hours equivalency) with a minimum of 12 hours of biblical and theological studies consisting of 3 hours each of Old Testament, New Testament, Systematic Theology, and Hermeneutics.

When possible, the school will offer opportunities for otherwise-qualified applicants who do not have the required prerequisite degree to attain degree equivalency through additional studies. This option is available solely at the discretion of the RDS Director who will work in conjunction with the appropriate Dean and the Registrar to determine the necessary coursework.

Applicants should normally have a grade point average of 3.5 in graduate studies to be admitted into the PhD or DMA program or a 3.3 in graduate studies to be admitted into the EdD program. Applicants with a lower GPA may still be considered for the program, but may be required to take additional graduate courses to demonstrate academic ability before matriculating into the doctoral program.

PROGRAM APPLICATION PROCESS

Application for admission to the RDS program is made through the [Admissions Office](#).

Transcripts

Students should confirm that the Office of Admissions has official transcripts for all courses taken at the undergraduate or graduate level.

International applicants must submit their transcripts to SpanTran (www.spantran.com) for evaluation. SpanTran sends results directly to SWBTS.

Test Scores

Each applicant for all PhD programs must submit scores from the Graduate Record Exam Standard Examination (GRE). The GRE should be taken at least four months prior to the SWBTS PhD entrance examination and must have been taken no more than

five years prior to applying for admission to Southwestern's PhD program. Each applicant must take the Verbal, Quantitative, and Analytical Writing portions of the General Test.

If ten years have passed since an applicant finished his or her most recent coursework, he or she may contact the RDS for permission to submit the Miller Analogies Test (MAT) score in lieu of the GRE.

Applicants for the DMA **do not** need to submit GRE or MAT scores.

Applicants for the EdD may opt to take an entrance examination instead of the GRE/MAT.

International applicants must submit scores from either the TOEFL (Test of English as a Foreign Language) or the DuoLingo English Test (DET). For the TOEFL, a minimum score of 100 on the Internet-based test or 250 on the computer-based test is required. Students who complete the computer-based TOEFL must also complete the TSE (Test of Spoken English). For the DET, a score of 120 is required.

Writing Sample

PhD and EdD applicants must submit a research paper on a subject in the student's chosen major. The length varies depending on the specific department but, at a minimum, should be article-length and should demonstrate the ability to sustain an argument across a lengthy document. The form and style should follow the most recent edition of the Turabian *Manual for Writers*. In matters not addressed by Turabian, the paper should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*.

DMA applicants **do not** need to submit a writing sample.

Letters of Recommendation

In addition to the general admissions requirements, each applicant must provide two confidential academic references from former graduate-level professors. These forms must be submitted by the recommenders electronically to the Office of Admissions using the online applications portal.

EdD applicants should also submit a current academic curriculum vitae.

Entrance Interviews, Auditions, and Examinations

PhD applicants who submit their application (including all supporting materials) by the deadline may be invited to sit for an entrance examination and attend an interview. The entrance examination probes the applicant's knowledge in the chosen major field and tests the ability to organize and express thoughts logically and clearly. These examinations have a two-hour time allotment and are hand-written. Applicants invited to sit for the entrance examination will be notified by the RDS Office of relevant details. Study aids for these examinations are available from the RDS Office.

Likewise, the RDS Office will facilitate entrance interviews to be conducted by professors in the applicant's chosen major. On rare occasions, the faculty of the applicant's minor area of study may also wish to conduct an interview.

DMA Auditions

Well-qualified applicants for the DMA will perform an audition before the faculty of the proposed department of concentration, either in person on the Fort Worth campus or by submitting a digital audition. Please consult the [Auditions page](#) of the SCMW website for more details.

The DMA student who expects to concentrate in piano will be required to play a thirty- to forty-minute entrance audition. The repertoire should represent a contrast of styles and should reflect a level of achievement equivalent to a master's-degree recital.

The DMA student who expects to concentrate in voice should arrive on campus in time to confer with an accompanist before the audition. The audition material will consist of six songs from memory: four art songs (one each in German, Italian, French, and English), one opera aria in its original language, and one oratorio aria in English. The selections should represent the major periods of music history, including the modern era.

APPLICATION TIMELINES: PHD AND DMA

FALL MATRICULATION TIMELINE

Timeframe	Action
Preliminary Step Academic year prior to the intended beginning of studies	Applicant gathers application materials: Transcripts, Test Scores, Writing Sample, Letters of Recommendation
Application Deadline January 31	Applicants must submit to the Admissions Office: application, official transcripts, GRE scores, SpanTran (if applicable), TOEFL/DEL (if applicable), and writing sample.
Entrance Exams RSVP Deadline February 10	Applicants confirm intent to sit for examinations and interviews by RSVP to the RDS Office.
Entrance Exams, Auditions, & Interviews 3rd Monday in February	Applicants travel to campus to complete entrance exams and interviews with faculty in their chosen areas of study.
Decision Letters No later than April 15	RDS Office issues decision letters to applicants.

SPRING MATRICULATION TIMELINE

Timeframe	Action
Preliminary Step Academic year prior to the intended beginning of studies	Applicant gathers application materials: Transcripts, Test Scores, Writing Sample, Letters of Recommendation
Application Deadline August 31	Applicants must submit to the Admissions Office: application, official transcripts, GRE scores, SpanTran (if applicable), TOEFL/DEL (if applicable), and writing sample.
Entrance Exams RSVP Deadline September 10	Applicants travel to campus to complete entrance exams and interviews with faculty in their chosen areas of study.
Decision Letters No later than November 15	RDS Office issues decision letters to applicants.

APPLICATION TIMELINE: EDD

Time Frame	Action
<p>Preliminary Step Academic year prior to the anticipated beginning of studies</p>	<p>Applicant gathers application materials including: Test Scores, Writing Sample, Church Endorsement Form, Current Curriculum Vitae</p>
<p>Application Deadline April 1</p>	<p>Applicants must submit to the Admissions Office: application, official transcripts, church endorsement form, GRE or MAT scores or request an entrance exam, TOEFL or DET (if applicable), and writing sample</p>
<p>Faculty Interviews As needed</p>	<p>If necessary, applicants interview with EdD faculty either on campus or via video</p>
<p>Decision Letters Sent Upon completion of review but no later than April 15</p>	<p>RDS Office issues decision letters to applicants upon completion of review</p>

ADDITIONAL REQUIREMENTS

ACADEMIC REQUIREMENTS

PhD and DMA applicants must have completed elective work in their desired field of study beyond the introductory courses required in a standard MDiv or MM degree. For all programs, each applicant's portfolio will be evaluated by potential faculty supervisors. Admission decisions rest on the strength of the entire portfolio. Those deemed insufficiently prepared will be recommended for another degree program in the institution or denied admission altogether.

In some instances, an applicant may be accepted into the program on the condition that the applicant completes leveling course work. In those cases, the supervisor in the applicant's major field, in consultation with the RDS Director, will determine what leveling course work must be completed on the basis of the applicant's graduate transcripts. No more than two leveling courses (6 graduate-level hours) may be assigned to students accepted into the program. Students who require more courses in order to reach degree equivalency will be asked to register either as a non-degree-seeking student or in a master's program in order to fulfill the prerequisites.

ADDITIONAL MUSIC REQUIREMENTS (DMA)

Southwestern MMCM Graduates

A student who has earned a Master of Music in Church Music degree from Southwestern and will continue in the same concentration in the doctoral program will have satisfied all doctoral prerequisites.

A student who has earned a Master of Music in Church Music degree from Southwestern in a different concentration than he/she wishes to pursue in the doctoral program will be required to complete the differences between the two master's-level concentrations, including the written comprehensive concentration exam and recital.

Non-Southwestern Graduates

Based on the student's transcript from another accredited institution as well as auditions, the department of concentration may require any course work that must be completed before the student is fully admitted into the doctoral program. These requirements may include private study in applied areas, specific master's-level course work, the written comprehensive concentration exam and recital.

RESEARCH LANGUAGE REQUIREMENTS

Research languages are intended to equip students to be active members of the international academy. As such, these languages prove to be useful both for study toward mastery of the field as well as on-going interaction with current research.

Each PhD program requires students to demonstrate competency in at least two research languages. The required research languages are specific to each department, and, to some extent, to the focus of the student's research. Each student should choose their specific languages with the guidance of their supervisor and the RDS director. English may not serve as one of the two research languages, nor may any native language that does not directly pertain to the student's area of research.

The first research language should be completed by the end of the first year of seminars, and the second research language should be completed no later than the conclusion of the second year. Students are encouraged to prepare for the competency exams prior to matriculation and may take the language exams at any point after gaining admission to the program.

PhD students may demonstrate research language competency in one of two ways:

1) Students may pass (with a score of 85 or higher) a competency exam administered by the RDS Office in the chosen language. In general, these exams require the student to translate a text within an allotted amount of time. The student may use an unmarked dictionary (such as German-English) without grammatical aids during the timed exam.

Research language competency exams can be scheduled with the RDS office when school is in session during the fall and spring semesters. Please contact the RDS Office to schedule a proctored language exam. Students will be assessed a \$50 fee for each

research language competency exam administered.

2) Alternatively, students may submit transcripts indicating completion of at least 2 semesters of language study (undergraduate or graduate, passed with a grade of B or higher) at a regionally-accredited college, university, or seminary. Students must then enroll in a reading seminar in modern theological languages and pass the course with a grade of B or higher. These courses are not necessarily offered on a regular basis, so students wishing to demonstrate competency by this means should contact the registrar's office and/or the School of Theology regarding future course offerings.

Upon completing one of these two options for each required research language, the student's research language competencies are fulfilled.

SWBTS does not normally provide tuition-based elementary or intermediate language instruction in most research languages. However, SWBTS may provide graduate-level courses in Rhetoric, Intermediate Logic, and Arabic. For other research languages, students are encouraged to use external resources to learn the language. For a list of suggested language programs, contact the RDS Office.

RDS students also have access to Rosetta Stone instructional materials designed to aid students in the introductory levels of languages. These resources can be accessed through the Roberts Library.

Suggested Major Field Research Language Competencies:

All RDS students will choose their research language competencies in consultation with their supervisors. For example, students may be required to demonstrate competency in biblical languages, German, French, Latin, Logic,* or statistics.

*To meet this requirement, students must show proficiency in Modal, Symbolic, and Quantification Logic. Critical Thinking, or an equivalent introductory class in Logic, is a *prerequisite* for Intermediate Logic.

Incoming students who are missionaries may petition their supervisor and the RDS Director to use an appropriate language from their mission field as a research language, provided that the language will serve as a research tool during doctoral studies. Language substitution petitions require the approval of the supervisor and the RDS Director.

PhD program minors do not require additional language competencies; however students will be required to use research languages in any and all seminars. The lack of a required proficiency examination does not excuse the student from conducting excellent scholarly research in any and all seminars.

DMA students are required to demonstrate proficiency in the reading of German. Students who have not passed the German reading examination by the time they have completed eighteen hours of doctoral seminars may enroll only for Doctoral Continued Enrollment (MUDOC 8100) until the German language requirement has been satisfied.

EdD students must demonstrate language proficiency by earning a grade of "B" or higher in the Empirical Research Methods Seminar. Passing that seminar will fulfill the language requirements in the EdD program.

ADMISSIONS DECISIONS

The applicant's admission to the program does not rest on a single factor but on the strength of the entire portfolio. Successful applicants will demonstrate a holistic readiness for research doctoral work as determined by the faculty in the applicant's major field of study and the RDS Director.

After all admissions materials have been received, faculty in the applicant's major area conduct an initial review of all documents in an applicant's portfolio and either invite the prospective student to sit for an interview and the entrance exam or that admission be denied. The RDS Office will notify applicants about their acceptance into the RDS program in April for Fall matriculation and in November for Spring matriculation. Any questions regarding admission decisions for the RDS programs should be directed to the RDS director.

All application materials are confidential. The RDS Director and faculty have no obligation to divulge information regarding admission decisions.

Applicants denied admission to the program may reapply only once.

Students admitted to the RDS program are expected to begin seminar studies in the immediately succeeding semester. Prior to beginning seminars, newly admitted students may opt to defer their doctoral studies for up to one academic year by giving written notice to the RDS Office. Students who fail to begin their coursework within one year of being accepted into the program will need to reapply.

POST-ADMISSION PROCEDURES

Upon admission to the program, the student will be assigned a major supervisor, a member of the SWBTS faculty with a specialty in the student's area of research. The student will schedule a meeting with the supervisor to determine the student's area of specialization within the major. PhD students are not assigned a minor advisor, but should, in coordination with their supervisor, seek a faculty member from the minor field of study who will be able to assist in choosing appropriate minor seminars and in preparation for the minor comprehensive examination.

The admitted student should review the course offerings for the following semester (available [here](#)) and confer with their supervisor in order to register for the appropriate seminars. Admitted students need to complete the new student registration form with their supervisor and return the form to the RDS office in order to be enrolled.

Admitted PhD students will receive comprehensive bibliographies for both the major and minor fields of study from the RDS Office. The student will be examined over the comprehensive bibliographies in the major and minor field during the comprehensive examinations.

A student may not enroll concurrently in other doctoral degrees at Southwestern while studying for the PhD, DMA, or EdD degree.

NEW STUDENT ORIENTATION

All first-through-third year PhD/DMA students must attend and complete an orientation program in three installments on campus during the first weeks of August of each year. Students will receive specific details about the annual event in May of each year.

Students in the School of Church Music and Worship will have auditions and placement exams administered during orientation. Specific information on those is available at the [SCMW website](#).

Students in the EdD program will be required to attend a new student orientation either in-person or remotely. Details will be provided by the director of the program.

Carrels in Roberts or Bowld Library

At the beginning of seminar studies, RDS students may request a carrel in the [Roberts or Bowld \(music\) Library](#). The Coordinator for Doctoral Carrels in each library makes carrel assignments annually, renewable upon student request. RDS students must follow all library regulations, including those pertaining to carrel use.

OFFICIAL COMMUNICATION

Once a student has matriculated, all official communication regarding SWBTS or program matters will **only** be sent to the student email account assigned by the institution. For this reason, RDS students are required to use and maintain their student email account. Additional announcements and pertinent information will be posted to the RDS Commons Canvas site (students are advised to enable the notifications feature for this site). Students are responsible for the information posted to the Canvas site and should ensure they have access to that site throughout their tenure in the program.



TERMINATION FROM THE PROGRAM

Termination from the program may occur for any of the following reasons:

- *Failure to meet research language competencies during the first two years of seminar work.*
- *Failure to complete the program in the allotted time.* Students in the PhD/DMA programs have a maximum of 7 years. Students in the EdD program have a maximum of 48 months to complete the program.
- *Failure to maintain continuous enrollment.* Each student must enroll in the Fall and Spring semesters each year and pay the required fees from the time seminars begin until graduation. No research seminars are offered during summer sessions; consequently, no continuous enrollment fee is required during those sessions. Failure to pay enrollment fees results in termination from the program.

Missionary Exemption. The seminary grants continuous enrollment exceptions to missionaries serving on foreign fields who must enroll and pay fees only when on stateside assignment. In addition, only stateside assignment time counts toward the seven years allowed to complete the program. However, if a missionary wants to work on a dissertation with faculty supervision while abroad, the student must pay the continuous enrollment fee while doing so, and the time will be counted toward the seven years allowed to complete the program.

Military Exemption. The seminary grants continuous enrollment exceptions to members of official armed services who are deployed during their programs. Time spent on active duty deployment will not count against the time limit.

Students wishing to take advantage of either the missionary or military exemption should inform the RDS office as soon as possible so that appropriate arrangements can be made.

- *Failure at any stage of the program.* Failure of seminar work, the oral comprehensive examination, or dissertation stage work results in termination from the program. (See information elsewhere in the *RDS Handbook* regarding grading at each stage: failure in seminars, oral comprehensive exams, dissertation stage).

For PhD students, in case of failure at the comprehensive examination or dissertation stage, upon the request of the student and the supervisor, the RDS Director may recommend to the faculty the awarding of a Master of Theology (ThM) degree after the student successfully completes a summative exam. If the student has passed comprehensive exams, the summative exam is waived, and a ThM may be awarded.

LEAVE OF ABSENCE

Students in good standing may petition the RDS Director (rds@swbts.edu) for a leave of absence from their program. The RDS Director, in consultation with appropriate faculty, has the sole discretion to grant or deny the leave of absence. If granted, a leave of absence will last for one semester, during which the student will pay a continuation fee in order to remain in the doctoral program. Students will not usually receive more than a single, one-semester leave of absence during the course of their studies. If a student faces extreme circumstances, he/she may petition the Director for a second, one-semester leave of absence. A second leave of absence will not normally be granted. No student may receive more than two leaves of absence. Should a student need additional time away from the program than the leave of absence will allow, the student should consider withdrawing from the program and reapplying at a later time.

WITHDRAWAL FROM THE PROGRAM

RDS students in good standing may withdraw from their program by submitting written notification of their intent to the RDS Director. Students who withdraw from the RDS program may subsequently apply for readmission. However, readmission cannot be guaranteed. Students who have withdrawn from the RDS program must first gain readmission to SWBTS. Decisions about re-admittance to the RDS program will be made by the RDS Director and the applicant's former supervisor. If readmitted, the student's deadline remains the same as if no withdrawal occurred. The current *RDS Handbook* governs all RDS students, including those returning to the program after hiatus.



TUITION

Each RDS student is required to pay the general matriculation fee and all student fees of the institution as well as the RDS studies fee each semester until the degree has been completed. Fees are established by the seminary administration, not by the RDS Office, and are subject to change.

PhD/DMA

Tuition* - Southern Baptist (4-year Program Fee, Cooperative Program Scholarship)	\$29,600.00
Continuation Fee (beyond 4-year Program Fee, CP Scholarship)	\$3,700.00 (per semester)
Tuition* - Non-Southern Baptist (4-year Program Fee)	\$44,400.00
Continuation Fee (beyond 4-year Program Fee)	\$5,550.00 (per semester)

**Research language courses are not included in this amount. These courses will be billed at the hourly rate if taken at SWBTS.*

EdD

Tuition - Southern Baptist (Cooperative Program Scholarship)	\$19,900 (for entire program)
Tuition - Non-Southern Baptist	\$29,850 (for entire program)

The EdD student will make a \$1000 non-refundable deposit when accepting admission, and the balance will be paid interest free over the 30-month program. Students will have the ability to set up a payment plan. Students will be billed each semester for five semesters. Students must pay any remaining balance on their account prior to graduation.

Financial assistance is not available through the RDS Office. All inquiries regarding financial assistance or payment plans should be directed to the [Student Financial Services](#) of the seminary.



HEALTH AND SAFETY CONCERNS FOR MUSICIANS

INTRODUCTION

As musicians, we use our bodies in very specific ways as we hone our craft as students and perform for a lifetime as professionals. It is crucial, therefore, that we be aware of the physical hazards that musicians face on a daily basis and that we make appropriate and well-informed decisions to protect our bodies. The School of Church Music pledges to support you in this endeavor through providing education, guidance, and a safe environment for music studies.

HEARING LOSS

Perhaps the most important physical damage that we all potentially face is the loss of hearing. Hearing loss is devastating to anyone, but even more so to those who depend on making and hearing sound as their livelihood. An information pamphlet concerning hearing loss is available from the SCMW, and we encourage all students to read it carefully and follow its suggestions. Many of you may already suffer hearing loss and may not even be aware of it. By the time hearing loss has become noticeable, much irreparable damage has been done. It is important to limit your exposure to loud sound on a regular basis. If you believe any environment on campus is aurally unhealthy, please discuss this with your ensemble director, private teacher, or music administrator for a possible remedy.

PHYSICAL STRAIN AND INJURY

Each performing discipline has its potential hazards, whether it's vocal nodules for singers or tendinitis for pianists. We encourage you to be aware of any pain you experience as you practice or perform. Your private teacher can help guide you to appropriate solutions. It is important not to delay seeking help before permanent damage takes place.

RESOURCES

Additional online resources can be found on the SCMW website. They will help you in your journey of becoming a safe and healthy musician. The resources include a bibliography of materials available in Bowld Music Library and links to websites of organizations concerned with medical issues of performing musicians and websites with specialized information on these issues. It is important that you become well informed of risks and solutions and that you assume an active role in staying healthy for a lifetime of music making.



SEMINARS

FACULTY SUPERVISORS

The entire doctoral program is conducted by an individual supervisor who guides the student's study in the major area. Supervisors give counsel concerning study programs, advise in seminar selection (where appropriate), as well as participate in the preparation and evaluation of the comprehensive examination. They also provide specialized guidance in the development of the dissertation prospectus, the research and writing of the dissertation, and the final defense. Therefore, specific areas of research for the student must fit within the research expertise of the supervisor. Should beginning students desire to pursue a different area within their major, they may petition the RDS Director to change supervisors.

CHANGING MAJORS AND MINORS

Once accepted into the program, a student may only change majors in exceptional circumstances and with the approval of the student's current supervisor, the faculty in the intended major, the dean of the school, and the RDS Director. The student must pass the entrance exam of the proposed major before changing majors. Students who change majors must complete all requirements of their new major irrespective of work completed in the old major and retain the original deadline for completion of studies.

Students desiring to change minors must obtain the approval of the supervisor, the department chair of the new minor field, and the RDS Director.

REGISTRATION AND DROPPING SEMINARS

The registrar's office schedules seminar registration approximately four months prior to the beginning of the academic year. Students should familiarize themselves with the course offerings for the following semester (available [here](#)) With the exceptions of World Christian Studies courses, independent studies, and courses requiring manual registration, all students complete their own registration online.

For all seminars, registration priority is given to students whose major requires the seminar. Entrance into any seminar outside the student's major or minor discipline is at the discretion of the seminar professor.

Students are normally not allowed to drop or add seminars after the conclusion of the registration period. Exceptions to this policy require the approval of the seminar professor(s), supervisor, and the RDS Director. Students who do not complete the drop process and do not participate in a seminar in which they are enrolled will receive a failing grade for the seminar and will be placed on probation.

RESIDENTIAL AND FLEX ACCESS TO SEMINARS

PhD and DMA students may access seminar sessions in person or remotely via synchronous online delivery. In order to access seminar sessions remotely, students must be granted permission by their supervisor and have completed the required technology training during the orientation process. Flex access students will participate in real-time seminars, including the same opportunities for interaction as residential students.

EdD seminars are offered in a hybrid (residential and remote) format with students working off campus during the academic semesters and gathering on campus for four 1-week meetings during the course of the program.

GRADING

Each professor determines the requirements and method of evaluating students in the seminar. Any grade lower than "B" is a failing grade (i.e. "B-" and below). Any student who fails a seminar may be dismissed from the program or placed on academic probation and closely monitored until such time as the RDS Director removes the probation. Failure of any seminar requires that the student retake the seminar, or an equivalent, as soon as possible. Failure of any two seminars results in immediate dismissal from the PhD program. Students may be terminated from the program if their work does not merit their continuing in the PhD program.

ACADEMIC PROBATION

PhD students who receive a grade lower than B, or who demonstrate any tendency or activity that would fail to fulfill the high standards of the PhD program, may be placed on academic probation by RDS Director. Also, any student who does not maintain a 3.3 GPA throughout their tenure in the program will be placed on academic probation. Individuals who are placed on probation will be reviewed by the RDS Director and the major department faculty. Individuals may be removed from probation only by action of the RDS Director. Failure to remedy the conditions led to probation will be grounds for termination from the program.

SEMINAR REQUIREMENTS BY SCHOOL & PROGRAM

The seminar sequence varies both by School and by program. Students must complete all seminars prior to taking comprehensive exams (with the possible exception of the Teaching in Higher Education Seminar). Students must successfully complete their comprehensive exams before submitting a dissertation prospectus.

See the relevant subsections below for lists of seminar requirements, and then refer also to the recommended seminar sequence forms for each School in the Appendices.

PHD—SCHOOL OF THEOLOGY, ROY FISH SCHOOL OF EVANGELISM & MISSIONS

PhD students in the School of Theology or Roy Fish School of Evangelism & Missions must complete the following courses:

• 3 Orientation Seminars*	3 hours
• 6 Major Seminars	24 hours
• 3 Minor Seminars**	12 hours
• Teaching in Higher Education	2 hours
• 2 Research Languages	4 hours
• Prospectus Writing and Defense	2 hours
• Comprehensive Examinations	2 hours
• Dissertation Writing and Defense	16 hours
	65 hours

* All PhD students must attend three years of the PhD Orientation at the beginning of the Fall semester.

** Students without a minor should take 3 elective seminars.

PHD—JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRIES

Students in the School of Educational Ministries must complete the following courses:

• 3 Orientation Seminars	3 hours
• Teaching in Higher Education	2 hours
• Scholarly Research and Writing	4 hours
• 6 Major Seminars	24 hours
• 3 Minor Seminars**	12 hours
• 2 Research Languages	4 hours
• Guided Mentorship & Writing	6 hours
• Comprehensive Exam	2 hours
• Prospectus Approval	2 hours
• Dissertation Writing and Defense	10 hours
	69 hours

** Students without a minor should take 3 elective seminars.

PHD—WORLD CHRISTIAN STUDIES

Students in World Christian Studies must complete the following courses:

- 4 Thesis-Defined Research Seminars
 - Research Techniques for World Christian Studies
 - Christian Historical Fusions
 - Christian Theology in a Non-Western World
 - Syncretism and Global Christianity
- 4 Library Intensives
- 6 Mentored Tutorial Sessions
- 4 Student Colloquia
- 4 Annual Comprehensive Exams
- Teaching in Global Higher Education

Students complete the four (4) Thesis-Defined Research Seminars during the Summer, which includes online seminars and an annual Fort Worth campus visit.

Students must complete four Library Intensives to assist them in the research and composition of their prospectus/dissertation. These weeks of library residency must take place at either the Roberts Library on the campus of Southwestern or at a significant research library approved by the supervisor. The one week of dedicated library use during each of the four Summer Session on-campus (Fort Worth) visits count toward the library residency requirement.

In the Mentor-Tutorial Sessions, each student works closely with his supervisory developing and deepening his/her working prospectus throughout the program into a terminal research product that makes a contribution to the student's field. During the first year, the sessions will take place no less than every other week. In subsequent years, the sessions take place no less than once a month. The mentor has three responsibilities in each session: (1) broadening the student's depth of understanding in his field of research interest by developing a readings program, (2) preparation for the Annual Oral Comprehensive Examinations at the end of each year's cycle of the doctoral program, and (3) refinement and further development of the student's doctoral prospectus or dissertation.

Students must participate in Student Colloquia to complement each year's research seminar. These colloquia require students to reflect, critique, and interact with one another regarding issues that arise from a given year's research seminar's focus, as well as prospectus or dissertation development.

Students are required to complete the seminar entitled "Teaching in Global Higher Education," where they study cross-cultural pedagogy, teaching, and learning dynamics in global settings.

PHD—SCHOOL OF CHURCH MUSIC AND WORSHIP

Students in the School of Church Music and Worship PhD program must complete the following courses:

• 3 Orientation Seminars	3 hours
• Research & Writing in Church Music and Worship Studies	3 hours
• Teaching in Church Music and Worship Higher Ed	3 hours
• Special Research in Worship Studies	3 hours
• 6 Major Seminars	24 hours
• Elective Seminars*	8 hours
• Colloquium	2 hours
• 2 Research Languages	4 hours
• Prospectus Defense	2 hours
• Comprehensive Examinations	2 hours
• Dissertation Writing and Defense	16 hours
	70 hours

* Some elective seminars may be 3 hours. Students must complete at least 8 hours of electives.

DMA—SCHOOL OF CHURCH MUSIC AND WORSHIP

Students in the School of Church Music and Worship DMA program must complete the following courses:

• 2 Seminars in Church Music and Worship	6 hours
• 2 Seminars in Music History	6 hours
• 2 Seminars in Music Theory	6 hours
• Colloquium (2 semesters)	4 hours
• 4 Semesters of Ensemble	2 hours
• 5 Semesters of Private Study & 3 Recitals	10 hours
• 5 Classes of Piano Coursework -OR- Voice Coursework	10 -OR- 12 hours
• DMA Document	2 hours
	46 hours (Piano)
	48 hours (Voice)

EDD—JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRIES

Students in the EdD program must complete the following courses:

• Graduate Research and Writing	2 hours
• Empirical Foundations for Education and Leadership Research	6 hours
• Theological, Philosophical, and Historical Foundations for Education	6 hours
• Teaching and Learning: Theory and Practice	6 hours
• Theological Foundations for Leadership	6 hours
• Organizational Culture and Development	6 hours
• Specialized Concentration Seminar I	6 hours
• Specialized Concentration Seminar II	6 hours
• Mentorship and Guided Research	6 hours
• Dissertation Research and Writing	6 hours
• Dissertation Defense (30,000 – 45,000 words)	4 hours
	60 hours

TRANSFER CREDIT

In general, students applying for acceptance into the research doctoral programs at SWBTS may not transfer doctoral-level credits from other institutions. Exceptions to this policy require the approval of the supervisor and the RDS Director.

Students already in the doctoral program may be directed by their supervisor, in consultation with the RDS Director, to complete doctoral-level work at another institution. The maximum amount of external study that may be credited to a student's program is the equivalent of two research seminars (eight hours).

Completion of the Master of Theology at Southwestern Seminary may reduce seminar requirements, provided the student earned a "B" or higher in them.

SPECIAL CATEGORIES OF SEMINAR PARTICIPATION

Currently-enrolled students may take more seminars than their course of study requires. The additional seminars may be taken either before or after the comprehensive exam. Additional seminars require full participation and completion of all requirements.

Auditors may only enroll in doctoral seminars with the prior written approval of the professor, the supervisor, and the RDS Director. The seminar professor determines the requirements for auditors in seminars.

Visiting scholars whose status is approved by the Provost may attend seminars as space allows, with the approval of the seminar professor and the RDS Director.

SEMINAR PAPER RESEARCH STANDARDS

The purpose of the seminar determines the nature of the seminar paper. Each seminar paper must comply with the most recent edition of the Turabian *Manual for Writers* and the 2-page "RDS Style Guide," posted under "Writing Resources" on the RDS Canvas Commons. In matters not addressed by Turabian, the paper should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*. The preparation of seminar papers allows students to prepare to write their dissertation. Each seminar paper should thus uphold the same high standards as the dissertation itself.

Seminar papers must rely on primary sources and must give evidence of meticulous research, incorporating non-English sources where appropriate.

Seminar papers must reflect formal English style, suitable for academic publication.

Any seminar paper that falls short of doctoral standards will be failed (see Appendices).

ANNUAL EVALUATION

Each year, the RDS Director shall evaluate each student's progress until the student has successfully completed seminars. Failure to demonstrate the high standards expected of a doctoral student may lead to probation or termination from the program (see Academic Probation).



COMPREHENSIVE EXAMINATIONS

PHD PROGRAMS: FISH SCHOOL, TERRY SCHOOL, SCHOOL OF THEOLOGY

COMPREHENSIVE BIBLIOGRAPHIES

The comprehensive bibliography is the “canon” of literature in a field with which mature scholars in that discipline are conversant. Comprehensive bibliographies include older works which have defined the discipline as well as more contemporary works which shape present discussions in the field. When a field regularly incorporates biblical material, the bibliography will include required readings from the Hebrew Old Testament and the Greek New Testament. The length of the bibliography will allow students to complete the readings after three academic years of aggressive effort, including the works completed in seminars and periods of independent study when seminars are not meeting, particularly summers. Comprehensive bibliographies are revised regularly to reflect developments in the discipline and can be obtained from the supervisor and/or the RDS Office.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations are intended to demonstrate a student’s mastery of the field. Examiners are striving to ascertain whether a student could be considered ready to teach introductory-level courses in the fields of expertise (major and minor). Once the comprehensive examinations have been successfully completed, the student is considered “ABD.”

The comprehensive examinations require mastery of the field bibliographies distributed at the beginning of the student’s program and updated regularly throughout the seminar-stage of the program. While the “canon bibliography” is set at the beginning of a student’s program, students are expected to remain abreast of any significant changes in their field of study. As such, the supervisor and minor advisor may make alterations to their respective bibliographies throughout the seminar stage, but the final version should be set no later than four months prior to the oral comprehensive examination.

The examining committee for the comprehensive exam consists of the supervisor and additional members as appointed by the RDS Director.

After completing the seminar requirements for their major and (if applicable) minor studies and the requisite research language competencies, students should work with their supervisor and a chosen faculty member in their minor field to determine readiness for the comprehensive examination. Once the student and supervisor determine the student is ready for the comprehensive examination, the student submits a request to schedule comprehensive examinations by emailing the RDS Office (rds@swbts.edu).

Students should sit for comprehensive exams during the semester following their final research seminar. This date can be delayed only with approval from the student’s supervisor and the RDS director.

Examiners prepare the comprehensive examination questions, using the agreed upon bibliography as the source. Student responses to comprehensive exam questions must demonstrate a clear grasp of the breadth of works found in the department’s comprehensive bibliography.

Students may not use study aids during the comprehensive examination. Comprehensive examinations will receive a grade of Pass, Fail (Retake Permitted), or Fail (No Retake Permitted).

A student who receives a Fail (Retake Permitted) grade on the initial comprehensive examination may receive one additional opportunity to pass the examination. Students who do not pass their comprehensive examination may petition to be considered for a Master of Theology degree in recognition of their seminar work (see ThM).

In the **World Christian Studies program**, comprehensive exams are administered annually. These focused examinations take place at the end of each year of study during the seminar phase. Additionally, the program includes an annual assessment of student progress. The data for this evaluation includes the portfolio of research completed, a report from the tutorial sessions provided by the mentoring professor, and the annual comps. Each student receives a total of three annual progress evaluations.

SCHOOL OF CHURCH MUSIC AND WORSHIP: DOCTORAL QUALIFYING EXAMINATIONS

Students in the School of Church Music and Worship will take doctoral qualifying examinations and final examinations in their field of study. The supervisor and/or the department chair should serve as the first point of reference for preparation for these examinations.

These examinations will cover the whole field of music and are designed to explore the breadth and depth of the student's total musical knowledge and understanding.

To be eligible to sit for qualifying examinations in the SCMW, students must have satisfied all leveling work and doctoral prerequisites (including thesis or recital), met all research language requirements, and completed all seminars.

The SCMW student registers for the qualifying examinations at the beginning of the semester during which they are to be taken. The written examinations are given between four to six weeks into the semester. The written exams are taken over a period of four days, one exam per day. The two-hour oral examination is usually scheduled a week or two after the written examinations.

Ph.D. Written Qualifying Examinations

The written qualifying examinations for the Ph.D. include (1) music ministry, (2) music history, (3) music theory, and (4) an additional exam within the department of concentration. Each of these exams lasts three hours.

Evaluation of Written Examinations

All written exams must be passed before the student is eligible to take the oral examination. If any of the qualifying examinations are failed, they may be retaken after a period of six months. Students need only retake written exams they have not passed. Each time a student takes the written qualifying examinations, whether one or more of them, is considered an attempt. The student is allowed two attempts at passing the written qualifying examinations. After two failures, the student will not be permitted to continue in the doctoral program.

Oral Qualifying Examination

A committee for the oral examination is selected specifically for each student and will normally include the department chairs (or their representatives) who submitted and evaluated the written examinations, an additional member from the department of concentration, and the chair of the Advanced Studies Committee.

Normally, each member asks a series of questions in turn, cycling through the committee until all members have had an opportunity to examine the candidate. A second round of questioning follows. When all committee members are satisfied that they can make a decision, the candidate will be excused while the committee deliberates and will be recalled to hear the committee's decision.

The student is judged on the correlation and integration of knowledge from different fields, the mental organization of the knowledge, and the clear oral presentation of responses to the questions. The committee generally prefers that a student "think aloud" in response to a line of questioning even when unsure of the answers rather than simply giving a negative response.

Evaluation of Oral Examination

The qualifying examinations are designed to be passed by students who have thoroughly prepared. The student is allowed two attempts at passing the oral qualifying examination. After two failures, the student will not be permitted to continue in the doctoral program. Those students who pass will continue to prepare a prospectus for the dissertation or document.

EDD PROGRAM

Students in the **EdD program** will complete a written comprehensive examination in August of each year. The written comprehensive examinations measure students' breadth and depth of knowledge, their ability to sustain an argument, to engage in critical thinking, to defend judgments, and to synthesize material. Responses should demonstrate the relevance and implications of ideas in creative and substantive ways.

The examinations cover the following material:

Exam 1

Empirical Foundations for Education and Leadership Research
Theological, Philosophical, and Historical Foundations for Education
Teaching and Learning: Theory and Practice
Theological Foundations for Leadership

Exam 2

Organizational Culture and Development
Specialized Concentration Seminar I
Specialized Concentration Seminar II

The student will be provided with two comprehensive exam questions for each seminar (eight questions total for Exam 1, six questions total for Exam 2). Students will be randomly assigned to write on two questions for each exam.

Written Exam Guidelines (EDD)

- Written exams will be scheduled by the RDS office the 4th week of August.
- The exams will be completed in person or proctored synchronously online.
- The student will have two hours to complete the written exam.
- Students may not use study aids during the written comprehensive exam but may use a computer with EdD program director approval.
- The EdD faculty will prepare the comprehensive exam study guide and exam questions.
- Written exams will be graded by the EdD faculty.
- The grading will be filed electronically, and a copy of the written exam itself will be stored in the student's file.
- The student will receive a grade of Pass/Fail.

Any student who receives a Fail grade on any comprehensive exam will receive one additional opportunity to pass the exam. Students who do not pass on the second attempt may petition to be considered for a Master of Theology degree in recognition of their seminar work.



THE PHD PROSPECTUS

GENERAL INFORMATION

The student may submit a dissertation prospectus only after successfully completing the comprehensive examination. The supervisor directs the preparation of the prospectus.

The student should discuss dissertation topics with the supervisor and other faculty throughout the seminar stage of the program. Importantly, viable research topics are limited to the areas of expertise within the full-time faculty of SWBTS who are qualified to supervise PhD students. As soon as a viable topic is identified, the student should begin to conduct initial research to test its potential. The student should report the results of such research to the supervisor. **Research involving human subjects must be approved through the ethics review board before collecting data. The ethics review board documentation can be found in the RDS Commons Canvas site. Contact the RDS Office for additional details.**

After completing the comprehensive examinations, the student must register for Dissertation Research and Writing while conducting research in a topic suitable for a dissertation. After receiving approval from his/her supervisor, the student submits the prospectus to the RDS Office for evaluation by the second (and, if applicable, third) reader, the RDS Engagement Studio Director for a style reading, and (if applicable) the RDS Director.

SELECTION OF DISSERTATION SUPERVISOR

Normally, the supervisor during seminars also serves as the first reader on the dissertation and head of the dissertation committee. This supervisor is responsible for the dissertation's quality; thus, students are advised to heed the advice of the supervisor. Changing supervisors requires the approval of the RDS Director.

The supervisor and the RDS Director, in conjunction with the Dean of the appropriate School, identify a second dissertation reader, normally also from the same general field as the supervisor. The first and second dissertation readers compose the Dissertation Committee. The Dissertation Committee guides the student throughout the preparation of the dissertation. The Dissertation Committee, along with a third reader appointed by the RDS Director, have the responsibility to evaluate the dissertation.

During a sabbatical leave, the dissertation supervisor may temporarily surrender the supervision of all PhD dissertations, and should work with the RDS Director to select acting dissertation supervisors for current supervisees. The acting supervisor has temporary authority and responsibility for the dissertation's supervision during the colleague's sabbatical leave, including the evaluation of dissertations completed during the sabbatical leave. When returning from sabbatical leave, the original dissertation supervisor will resume normal supervisory duties.

PURPOSE OF THE DISSERTATION PROSPECTUS

A dissertation prospectus is not an abstract or summary of a finished dissertation, nor is it the introductory chapter of a dissertation. Instead, the prospectus is a proposal: a complete, clear, and concise blueprint for the full dissertation.

The prospectus describes what topic will be studied, what research has already been done in the area, what question has been left unanswered that the dissertation will seek to answer, the proposed research method, an outline of the dissertation's chapters, a conclusion, and a bibliography. Thus, the prospectus is both a compelling argument for the research a student intends to undertake in the dissertation, along with a plan for accomplishing the research.

WRITING THE PROSPECTUS

The body of the prospectus consist of 7,000-10,000 total words (excluding footnotes and bibliography), double-spaced, using Times New Roman 12-point font, using the template available on the RDS Commons Canvas site. The student begins by identifying the research question, establishing a method for research, and writing a resulting thesis statement (the proposed answer to the research problem). Because the prospectus for the dissertation is a formal presentation of the candidate's intentions, the writing style should conform to the most recent edition of the Turabian *Manual for Writers*. In matters not addressed by Turabian, the prospectus should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*.

The prospectus must carefully communicate the purpose and methodology of the investigation. The student may make some minor modifications later as the dissertation develops, in consultation with the dissertation committee. However, any change in the title or major points of the outline or any major change in approach or methodology requires prior approval of the dissertation committee.

The prospectus typically includes the following elements (though not necessarily in this order):

NB: Not all dissertations will include all aspects. Students should consult their supervisor for specifics on the content and organization of the prospectus.

1. **Introduction:** introduces the theme or topic.
2. **Literature Review:** surveys the current state of scholarship in the area and seeks to persuade readers that the proposed dissertation does not merely duplicate previous work on the topic. The literature review shows the best research already available in the area and demonstrates how the dissertation will make a significant addition to the field.
3. **Research Question:** identifies a question that the dissertation seeks to answer.
4. **Thesis Statement:** proposes an answer to the research question. In most cases, it should be one sentence that includes both the major claim and the warrant (the reasons why the claim will be argued). The thesis is generally followed by an additional paragraph(s), providing clarity for the thesis and indicating how the research fits into the schema of existing literature.
5. **Definition of Terms and Delineation of Thesis Argument:** defines key terms of the project.
6. **Method of Research:** explains what the student will do and how the student will do it, allowing readers to evaluate the reliability and validity of the research.
7. **Structure of Argument:** Out of the thesis statement flow the dissertation's argument and its structure.
 - Title
 - Table of Contents: indicates potential chapters to show the argument's structure, as well as its proposed content.
 - Outline: includes proposed chapter divisions and subdivisions.
 - Chapter Summaries: include the biblical/theological/exegetical issues to be addressed.
8. **Bibliography:** A working bibliography will receive careful scrutiny. The bibliography should be sufficiently detailed to indicate that enough material exists to develop the dissertation. Primary sources should receive special attention. Students must not overlook foreign sources in the preparation of the bibliography. The prospectus should give the faculty confidence that the student has read widely from the bibliography and possesses sufficient maturity to articulate the general direction of the research.
9. **Appendices (if needed):** additional or supplementary material that support the main text.

SUBMISSION OF THE PHD PROSPECTUS

After obtaining approval from the student's supervisor, the student bears the responsibility to submit to the RDS Office a pdf copy and any paper copies required for the readers. The prospectus should be uploaded in the appropriate Canvas course page, and the student should inform the RDS office by email (rds@swbts.edu) so that distribution may occur in a timely manner.

Once notified, the RDS Office distributes copies of the prospectus to the second (and third) reader and the RDS Director.

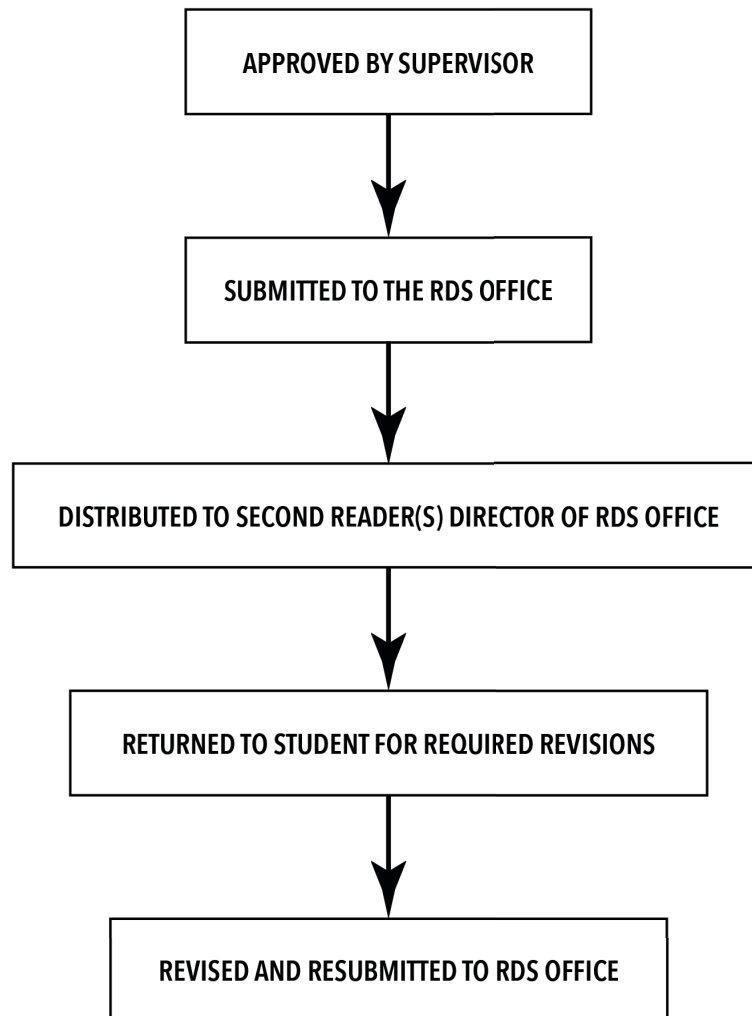
Students whose research involves human subjects must also submit the ethics review paperwork with their prospectus.

Using the Prospectus Approval Rubric, the second reader(s), the RDS Engagement Studio (to ensure style conformity), and RDS Director each decline, return for further development, or approve the prospectus. When the prospectus has been approved by all parties, the RDS Office will notify the student.

If changes are required, the student may have to resubmit the revised prospectus to the RDS Office by the end of the semester. In rare circumstances, students may be granted a one-semester extension.

Students attain PhD candidacy status upon the approval of the prospectus.

PHD PROSPECTUS APPROVAL PROCESS





THE DMA DOCUMENT PROSPECTUS

GENERAL INFORMATION

The student may submit a document prospectus only after successfully completing the qualifying examinations. The student should discuss possible topics and repertoire for the document with the applied teacher and other faculty throughout the seminar stage of the program. Normally, the repertoire for the document is chosen by the time of qualifying examinations.

The supervisor directs the preparation of the prospectus. The supervisor is usually the applied teacher or a full-time faculty member in the department of concentration. The supervisor serves as the first reader of the document and head of the Document Committee. This supervisor is responsible for the document's quality; thus, students are advised to heed the advice of the supervisor.

PURPOSE OF THE DOCUMENT PROSPECTUS

A prospectus is not an abstract or summary of a finished document, nor is it the introductory chapter. Instead, the prospectus is a proposal: a complete, clear, and concise blueprint for the document.

The prospectus describes what repertoire will be studied, what research has already been done in the area, what issues remain unexplored that the document will seek to address, the proposed research method, an outline of the document's chapters, a conclusion, and a bibliography. Thus, the prospectus is both a compelling argument for the research a student intends to undertake in the document, along with a plan for accomplishing the research.

WRITING THE PROSPECTUS

Because the prospectus for the dissertation is a formal presentation of the candidate's intentions, the writing style should conform to the most recent edition of the Turabian *Manual for Writers*. In matters not addressed by Turabian, it should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) Richard Wingell's *Writing about Music*.

The prospectus must carefully communicate the purpose and methodology of the investigation. The student may make some minor modifications later as the document develops, in consultation with the Document Committee. However, any change in the title or major points of the outline or any major change in approach or methodology requires prior approval of the Document Committee and the RDS Director.

Students should consult their supervisor for specifics on the content and organization of the prospectus. The prospectus typically includes the following elements:

1. **Introduction:** introduces the repertoire and the general statement of purpose of the document.
2. **Literature Review:** briefly surveys the current state of scholarship in the area and seeks to persuade readers that the proposed document does not merely duplicate previous work on the topic.
3. **Research Issues:** identifies the specific issues that the document seeks to address.
4. **Scope and Limitations:** explains the boundaries of the research (e.g., topical, geographical, chronological) and the reasons for them.
5. **Method of Research:** explains what the student will do and how the student will do it, allowing readers to evaluate the reliability and validity of the research. Also addressed are any challenges expected in the research, such as securing materials or dealing with languages.
6. **Recital Information:** indicates the performance times of the individual works or sections and the duration of the total recital.
7. **Proposed Outline:** includes proposed chapter divisions and subdivisions.
8. **Bibliography:** The bibliography should be sufficiently detailed to indicate that enough material exists to develop the document. Students should not overlook primary sources or foreign-language sources in the preparation of the bibliography.

SUBMISSION OF THE DMA PROSPECTUS

After obtaining approval from the student's supervisor, the student bears the responsibility to submit to the RDS Office a pdf copy and any paper copies required for the readers. The prospectus should be uploaded in the appropriate Canvas course page, and the student should inform the RDS office by email (rds@swbts.edu) so that distribution may occur in a timely manner.

Once notified, the RDS Office distributes copies of the prospectus to the second (and third) reader and the RDS Director.

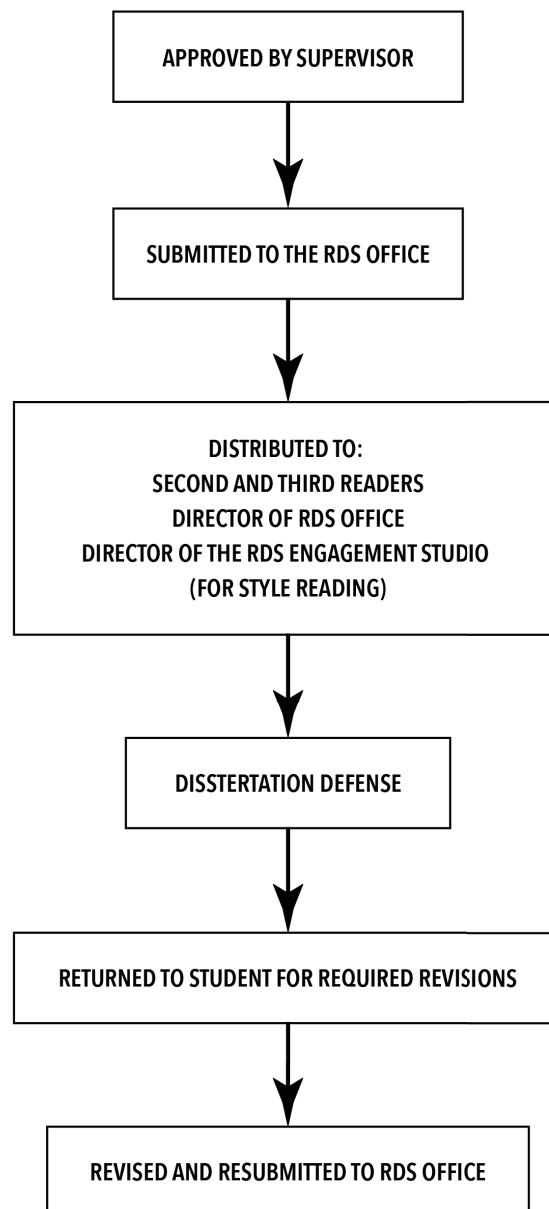
Students whose research involves human subjects must also submit the ethics review paperwork with their prospectus.

Using the Prospectus Approval Form, all members of the committee and the RDS Director each decline, return for further development, or approve the prospectus. When the prospectus has been approved by all parties, the RDS Office will notify the student.

If changes are required, the student may have to resubmit the revised prospectus to the RDS Office by the end of the semester. In rare circumstances, students may be granted a one-semester extension.

Students attain DMA candidacy status upon the approval of the prospectus.

DMA PROSPECTUS APPROVAL PROCESS





THE EDD PROSPECTUS

At the beginning of a student's program, the student will be assigned a supervisor and a second reader by the RDS office. A third reader may be added to the prospectus review board, if necessary. The supervisor and second reader (and third reader if applicable) will form the student's dissertation committee.

Throughout the seminars, the student will develop, in consultation with the supervisor, a dissertation prospectus. The student will complete the dissertation prospectus during the Mentorship and Guided Research seminar. At the conclusion of the Mentorship and Guided Research seminar, the student will defend his or her dissertation prospectus in a closed hearing with the committee, the EdD Director, and the members of the research team.

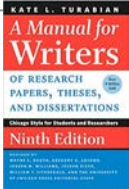
The student may not engage in empirical research with human subjects until the methodology has been approved by the SWBTS Ethics Review Board and until the dissertation prospectus has been approved by the student's dissertation committee. The student must file the appropriate paperwork with the SWBTS Ethics Review Board. That documentation can be found at the RDS Commons Canvas site.

The EdD Prospectus will be graded using the following scale:

- Pass with no revisions
- Pass with revisions
- Fail and resubmit

EdD PROSPECTUS

Content of EdD Empirical and Text-based Prospectuses



The style guidelines for EdD prospectuses and dissertations follow the guidelines given in Turabian's Appendix: *Paper Format and Submission* (pages 383–420). These guidelines are the same for all SWBTS Research Doctoral Prospectuses and Dissertations.

The purpose of the prospectus is for the doctoral candidate and the doctoral committee to agree on the proposed research and methodology before student commences research.

Because the EdD student is writing during the course of the program, the EdD text-based prospectus includes the first three chapters of the dissertation. The body of a finished EdD dissertation typically includes these five chapters:

Chapter 1: Introduction of the topic and research problem

Chapter 2: Review of Literature

Chapter 3: Methodology (Research Design & Methods)

Chapter 4: Presentation of Research (Results)

Chapter 5: Summary, Implications, Conclusions (Further Recommended Research & Discussion)

The EdD prospectus ranges in length from 7500-12,500 words in the body of text (excluding footnotes).

The following two pages show the contents for both an empirical methods prospectus and a text-based prospectus.

CONTENT OF EMPIRICAL METHODS PROSPECTUS

Section	Purpose	See also
Title Page		A.2.1.2
Sections in the body of text:	The prospectus typically includes the following elements but more or less could be used depending on the study	
Chapter 1: Introduction	Introduces the purpose and focus of study, describes the context of the study and introduces the research problem and the basic components, key terms, and definitions to the reader.	Turabian 10.1–10.1.4
Chapter 2: Review of Literature	Surveys the current scholarship and presents a synthesis of relevant empirical literature. It should justify how the study will address the gap or problem in the literature.	Turabian 3.4 10.1.1
Chapter 3: Methodology	Provides a rationale for an empirical research design and describes the research setting, sample, collection processes, analysis methodology, and hypothesis.	Turabian 1.2 2.1.2, 2.1.4 2.3.2
Bibliography	The bibliography should be sufficiently detailed to indicate that enough material exists to develop the dissertation. Qualitative, quantitative, foreign sources, and interviews should not be overlooked. See Turabian 3.4 for other sources.	
Appendices	Include only if needed to show additional or supplementary material that supports the study. Typically, a sample of survey instruments, copy of invitation to participate in study, Ethics committee approval letter are provided	

CONTENT OF TEXT-BASED PROSPECTUS

Section	Purpose	See also
Title Page		A.2.1.2
Sections in the body of text:	The prospectus typically includes the following elements though not necessarily in this order.	
Chapter 1: Introduction	Introduces the theme, topic, problem	Turabian 10.1–10.1.4
Chapter 2: Literature Review	Surveys the current scholarship and shows the hole in the research and how the dissertation will fill the lacuna, making a significant addition to the field.	Turabian 10.1.1
Chapter 3: Research Question	Identifies a question that the dissertation seeks to answer.	Turabian 1.2 2.1.2, 2.1.4 2.3.2
Thesis Statement	Proposes an answer to the research question. It should be one sentence that includes both the major claim and the warrant (the reasons why the claim will be argued). The thesis is generally followed by an additional paragraph(s), providing clarity for the thesis and indicating how the research fits into the schema of existing literature.	Turabian 5.3 5.4.2 <i>They Say, I Say</i>
Definition of Terms and Delineation of Thesis Argument	Defines key terms.	
Method of Research	Explains the doctoral researcher’s strategy, which allows readers to evaluate the reliability and validity of the research.	
Structure of Argument	Thesis statement drives the argument’s structure. a. Title b. Table of Contents (indicates potential chapters to show the argument’s flow as well as its proposed content.) c. Outline: includes proposed chapter divisions and subdivisions. d. Chapter Summaries: include the biblical/ theological/ exegetical issues to be addressed.	
Bibliography	The bibliography should be sufficiently detailed to indicate that enough material exists to develop the dissertation. Qualitative, quantitative, and foreign sources should not be overlooked.	
Appendices	Include only if need to show additional or supplementary material that support the main text.	



THE PHD DISSERTATION

STUDENT PROGRESS IN DISSERTATION STAGE

The student preparing a dissertation must enroll each semester in Dissertation Research and Writing. Each semester the supervisor sets objectives by which the student's work will be graded. If the work fails to meet expectations, the supervisor notifies the RDS Office, which places the student on probation. Normally, two successive semesters on probation result in termination from the program.

WRITING THE DISSERTATION

The PhD dissertation must argue for a clearly articulated thesis which constitutes a contribution to scholarship in its field. It should demonstrate the candidate's ability to design a viable research project, pursue the research in relative independence, and write with clarity and force. PhD dissertations should contribute knowledge that has the potential for publication, whether in professional journals or in books, articles, or media distributed in faith-based communities, and for potential application in church, family ministries, or the marketplace.

The student works with the supervisor throughout the preparation of the dissertation. The supervisor must approve the student's Dissertation Defense Draft prior to formal submission to the RDS Office.

Once the supervisor has given approval, the student must submit the dissertation in Canvas **and** notify the RDS Office via email.

Submitting the draft does not guarantee that the dissertation will pass.

FORMAT OF PHD DISSERTATION DEFENSE DRAFT

ABSTRACT

An abstract, 350 words in length (double-spaced), must accompany the dissertation. It should include the following:

- Purpose of the dissertation
- Direction taken in developing the thesis
- Principal conclusions

ARRANGEMENT OF DISSERTATION

- | | |
|-----------------------------------|-----------------------------|
| • Front Blank page (required) | Not counted, no page number |
| • Title page (required) | Counted, but not numbered |
| • Copyright page (required) | Counted, but not numbered |
| • Approval Sheet (required) | Counted, but not numbered |
| • Dedication page (not required) | Counted, but not numbered |
| • Abstract (required) | Counted, but not numbered |
| • Table of Contents (required) | Numbered, roman numerals |
| • List of Abbreviations (if used) | Numbered, roman numerals |
| • List of Figures (if used) | Numbered, roman numerals |
| • List of Tables (if used) | Numbered, roman numerals |
| • List of Plates (if used) | Numbered, roman numerals |
| • Preface (required) | Numbered, roman numerals |
| • Body of Text (required) | Numbered, arabic numerals |
| • Appendices (if used) | Numbered, arabic numerals |
| • Bibliography (required) | Numbered, arabic numerals |
| • Back Blank page (required) | No page number |

STYLE

The dissertation must adhere to the most recent edition of the Turabian *Manual for Writers*. In matters not addressed by Turabian, it should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*.

LENGTH

Dissertations must contain a minimum of 50,000 words (38,000 words for empirical studies*) and may not exceed 90,000 words. These limitations apply to the body of the dissertation and exclude footnotes, bibliography, and appendices (if any).

* See RDS Office for empirical studies addendum.

PRINTING

Students will be required to submit a pdf copy and up to four copies (according to the request of the readers) of the dissertation draft. The defense draft may be submitted on 20 lb. copy paper. The four copies of the final draft submitted for binding must be printed on 24 lb. weight, 100% cotton rag paper. In order to ensure archival standards are met, students must use the print center in the Roberts library for the final draft.

EVALUATION OF THE DISSERTATION DEFENSE DRAFT AND ORAL DEFENSE

The RDS Office distributes the dissertation defense draft to the dissertation committee. The RDS Office will also submit a copy of the draft to the Director of the RDS Engagement Studio (ES) for approval of style and formatting. If the dissertation defense draft does not comply with Turabian style requirements, the student will be required to pay for editing by an ES-approved style editor.

Readers of the draft have 15 days to provide an initial review of the dissertation's readiness to advance to oral defense.

Each member of the Dissertation Committee will then complete an independent evaluation of the defense draft and will submit those evaluations to the RDS Office. After the Dissertation Committee approves of the defense draft, the RDS Office schedules an oral defense at a time convenient for all parties.

Normally, no dissertation will proceed to the oral defense if any of the readers does not approve. In the unlikely event that a question arises about the fairness of a review by a committee member, the RDS Director will bring the issue to the Dean of the appropriate school. If the committee does not allow the dissertation to proceed to an oral defense, the student must revise the dissertation according to the recommendations of the readers. When this occurs, the RDS Director will gather the committee members together to create a plan of revision. The revised dissertation may not be re-submitted to the RDS Office until the Dissertation Committee gives its approval. The supervisor has the responsibility of ensuring that the required revisions are completed.

THE ORAL DEFENSE

Once the Dissertation Committee approves, the RDS Office will schedule an oral defense. Dissertation oral defenses are closed sessions. Only the student, dissertation committee, and RDS Director (and the CIA if the defense is conducted via Zoom) may be in attendance.

If the student passes the dissertation defense, the student will need to complete all required revisions and resubmit the final draft to the supervisor. After the supervisor verifies that the final revisions are complete, the student must submit four copies of the defended and revised dissertation to the RDS Office **no later than two weeks before the next scheduled commencement**. Students will need to pay the printing fees and submit the required paperwork ([available here](#)) for the final submission. Four copies of the final submission must be printed on **24 lb. weight, 100% cotton content paper**. Students have the option of purchasing up to two additional copies of the dissertation for the reduced student price.

If the dissertation is not successfully defended, the student may be given one final opportunity to rewrite the defense draft with a deadline set by the Dissertation Committee. In this case the student must defend the dissertation again. If the committee determines that the student has failed a second time to defend the dissertation successfully, a Master of Theology degree may be awarded to the student.

The RDS Office has the responsibility to communicate the outcome of the faculty evaluation of the dissertation, including the dissertation defense. Dissertation Committees can only speak to their own evaluation of the dissertation and the defense and do not have authority to confer degrees. While PhD candidates may receive congratulatory news from the committee, the official outcome of the defense comes exclusively from the RDS Office. Additionally, PhD candidates do not receive the degree—nor the title “doctor”—until conferral by the institution.

DISSERTATION GRADING

At the conclusion of the dissertation defense, the Dissertation Committee grants a grade to the dissertation, contingent upon the completion of final revisions. The potential grades are:

Pass/Pass with Distinction: (No Revision Needed)

Solid research and argumentation. No further revisions are required.

Pass: (Revisions)

Solid research and argumentation. The oral defense identifies various matters which the student must correct before the final copy of the dissertation will be accepted.

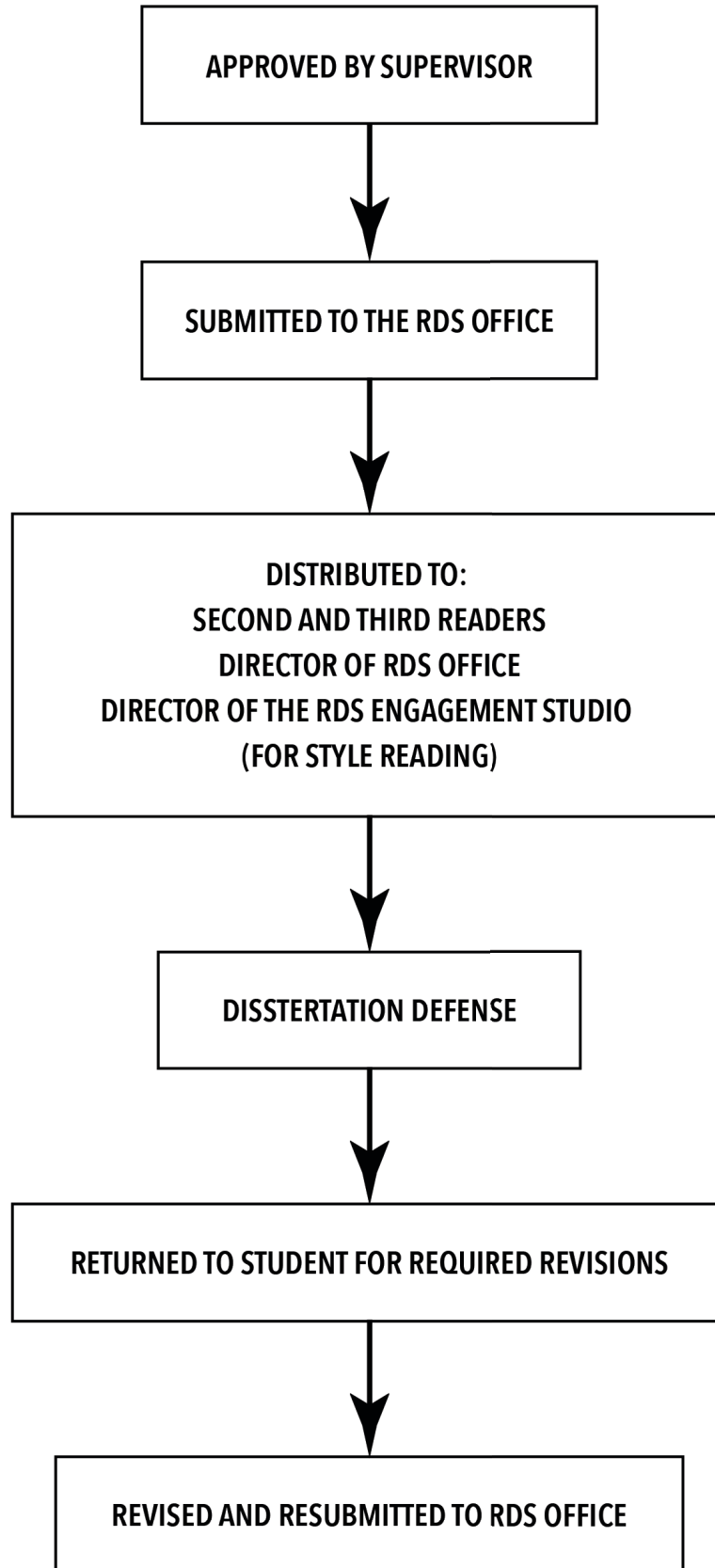
Fail: (Resubmission Permitted)

Unacceptable research and/or argumentation. The oral defense identifies various matters of such gravity that the dissertation must be rewritten. The student has an opportunity to revise and resubmit the dissertation.

Fail: (No Resubmission Allowed)

Unacceptable research and/or argumentation. The student may not revise nor resubmit the dissertation.

PHD DISSERTATION APPROVAL PROCESS



PHD DISSERTATION EVALUATION TIMELINE

DEADLINES FOR FALL GRADUATION

2nd Friday in August	Oral defense draft of dissertation due
4th Friday in August	Evaluation of dissertation by three readers and scheduling of oral defense
September-October	Oral defense occurs
1st Friday in November	Revised draft submitted to supervisor
2nd Friday in November	Supervisor approves final revisions
3rd Friday in November	Approved final draft due in RDS Office
1st Friday in December	Graduation

DEADLINES FOR SPRING GRADUATION

2nd Friday in January	Oral defense draft of dissertation due
4th Friday in January	Evaluation of dissertation by three readers and scheduling of oral defense
February-March	Oral defense occurs
1st Friday in April	Revised draft submitted to supervisor
3rd Friday in April	Approved final draft due in RDS Office
1st Friday in May	Graduation

THE PRESERVATION AND USE OF DISSERTATIONS

The graduation fees cover the cost of binding the four copies of the dissertation—one copy for the student, one copy for the main dissertation supervisor, one copy for the reference section of Roberts Library, and one copy for the Roberts Library Archives. The student may bind extra copies at personal expense.

The copyright to the dissertation belongs to the student, but the institution retains the right to use the dissertation for educational and research purposes.

Every dissertation should carry the notation that no portion of the dissertation may be reproduced without prior written permission from the copyright owner.

Roberts Library has the authority to make copies for accredited institutions.



THE DMA DOCUMENT

GENERAL INFORMATION

The DMA document should reflect the student's highest levels of achievement in research, analysis, and interpretation and should constitute an original contribution to the discipline. The document serves as the foundation for the final DMA lecture-recital and thoroughly examines the musical style and performance practices of the music to be performed. The performance in turn is expected to reflect the knowledge gained in preparing the document. As part of the lecture-recital, the student will apprise the audience, which has not had the benefit of the document, of the high points of the investigation. Therefore, the document is a prerequisite to the final recital and must receive preliminary approval by the first and second readers before presentation of the recital is permitted.

WRITING THE DOCUMENT

From the beginning, the student should take care to submit work that has already been polished as much as possible. It should be well organized, accurate in spelling and grammar, and conform to Turabian. Students may need to have their drafts proofread for style and grammar before submitting them to their supervisor. The student works with the supervisor as well as the second reader throughout the preparation of the Document. Generally, once the supervisor has approved each chapter it will be sent to the second reader for review. Both readers must approve the student's Document Defense Draft prior to formal submission to the RDS Office.

Once the student has permission from his/her supervisor to submit the defense draft, the student should submit the draft in Canvas **and** notify the RDS office by email.

COPYRIGHT

For those materials protected by copyright, the student should be certain that their use is clearly within the "fair use" provisions of the law or that they have secured permission to use them from the copyright owners. This applies especially to extensive quotations from musical scores.

FORMAT OF THE DMA DOCUMENT

ABSTRACT

An abstract, 350 words in length (double-spaced), must accompany the document. It should include the following:

- Purpose of the document
- Principal conclusions

ARRANGEMENT OF DOCUMENT

- | | |
|---|---------------------------------|
| • Front Blank page (required) | Not counted, no page number |
| • Submission page/Approval Sheet (required) | Not counted, no page number |
| • Title page (required) | Counted (i), but not numbered |
| • Copyright page (required) | Counted (ii), but not numbered |
| • Abstract (required) | Not counted, no page number |
| • Dedication page (not required) | Counted (iii), but not numbered |
| • Epigraph page (not required) | Numbered, roman numerals |
| • Table of Contents (required) | Numbered, roman numerals |
| • List of Tables (if used) | Numbered, roman numerals |
| • List of Figures or Musical Examples (if used) | Numbered, roman numerals |
| • Preface (required) | Numbered, roman numerals |
| • Acknowledgments (not required) | Numbered, roman numerals |
| • List of Abbreviations (if used) | Numbered, roman numerals |
| • Body of Text (required) | Numbered, arabic numerals |
| • Appendixes (if used) | Numbered, arabic numerals |
| • Bibliography (required) | Numbered, arabic numerals |
| • Back Blank page (required) | No page number |

STYLE

The writing style must adhere to the most recent edition of the Turabian *Manual for Writers*, 9th edn. In matters not addressed by Turabian, it should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) Richard Wingell's *Writing about Music*.

LENGTH

Documents are generally a minimum of 100 pages.

PRINTING

The four copies of the document draft may be submitted on 20 lb. copy paper. The four copies of the final document submitted for binding must be printed on 24 lb. weight, 100% cotton rag paper.

EVALUATION OF THE DOCUMENT DEFENSE DRAFT AND ORAL DEFENSE

The RDS Office distributes the Document Defense Draft to the Document Committee and a third reader. The RDS Office will also submit a copy of the draft to the Director of the RDS Engagement Studio (ES) for approval of style and formatting. If the Document Defense Draft does not comply with Turabian style requirements, the student will be required to pay for editing by an ES-approved style editor.

Readers of the draft have 15 days to provide an initial review of the document's readiness to advance to the oral defense. Each member of the Document Committee will complete an independent evaluation of the defense draft and will submit those

evaluations to the RDS Office. After the Document Committee approves the defense draft, the RDS Office schedules an oral defense at a time convenient for all parties.

Normally, no document will receive a passing grade if one of the three readers assigns a failing grade. In the unlikely event that a question arises about the fairness of a grade given by a committee member, the RDS Director will bring the issue to the Dean of the appropriate school. If any reader assigns a failing grade, the student must revise the document according to the recommendations of the three readers.

Documents cannot proceed to an oral defense until the entire committee approves. In the event of failure, the RDS Director will gather the committee members together to create a plan of revision. The revised document may not be resubmitted to the RDS Office until the Document Committee gives its approval. It is the responsibility of the supervisor to ensure that the required revisions are completed.

THE ORAL DEFENSE

Document oral defenses are closed sessions (only the student, document readers, and RDS Director may be in attendance). If the student passes the document defense, the student will have up to four weeks to complete required revisions. After the supervisor verifies that the final revisions are complete, the student must submit four copies of the defended and revised document to the RDS Office no later than two weeks before the next scheduled commencement. All four copies of the revised, approved document that has been successfully defended should be submitted to the RDS Office on 24 lb. weight, 100% cotton content paper.

If the document is not successfully defended, the student may be given one final opportunity to rewrite the defense draft with a deadline set by the Document Committee. In this case the student must defend the document again.

The RDS Office has the responsibility to communicate the outcome of the faculty evaluation of the document, including the document defense. Document Committees can only speak to their own evaluation of the document and the defense and do not have authority to confer degrees.

While DMA candidates may receive congratulatory news from the committee, the official outcome of the defense comes exclusively from the RDS Office. Additionally, DMA candidates do not receive the degree—nor the title “doctor” —until conferral by the institution.

DOCUMENT GRADING

At the conclusion of the document defense, the Document Committee grants a grade to the document, contingent upon the completion of final revisions. The potential grades are:

Pass: (No Revision Needed)

Solid research and argumentation. No further revisions are required.

Pass: (Revisions)

Solid research and argumentation. The oral defense identifies various matters that the student must correct before the final copy of the document will be accepted.

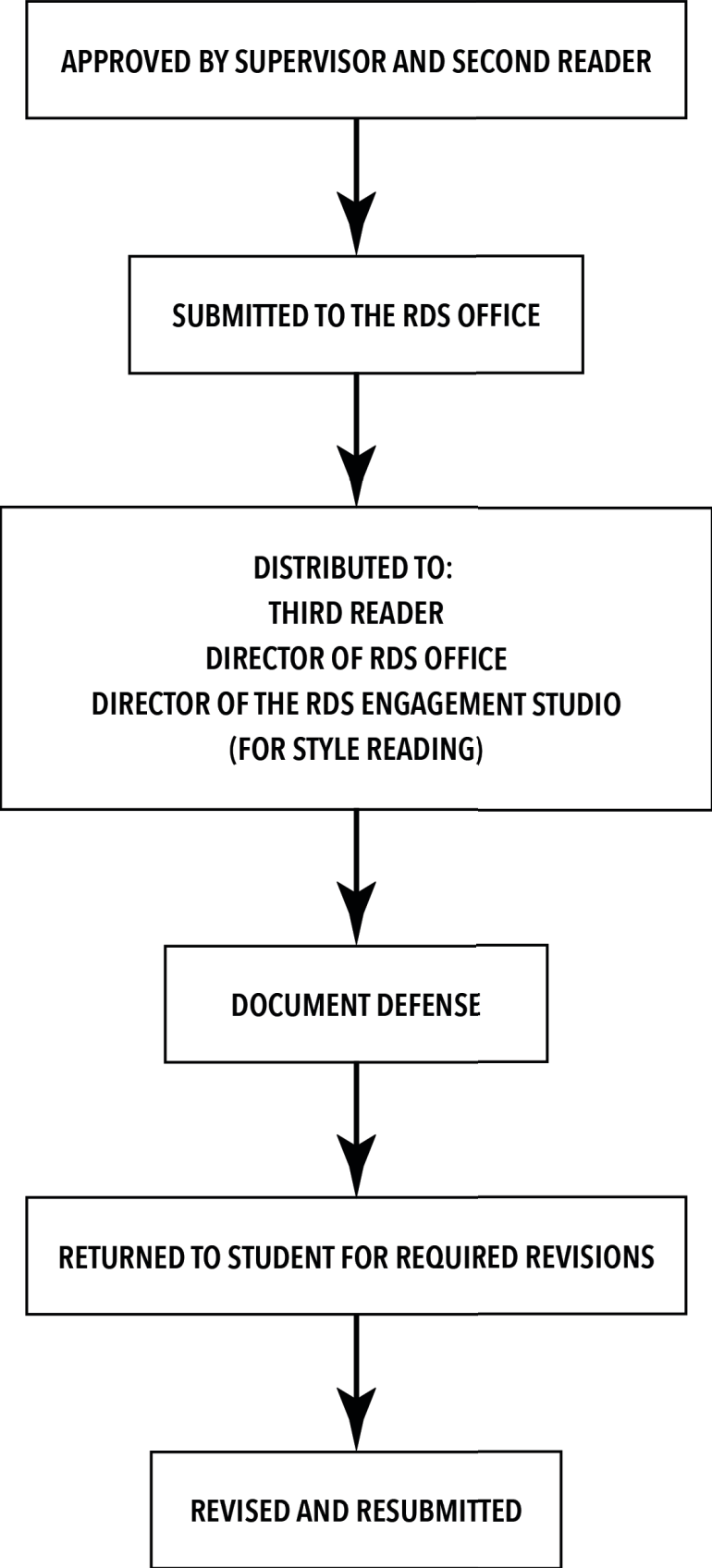
Fail: (Revision Permitted)

Unacceptable research and/or argumentation. The oral defense identifies various matters of such gravity that the document must be rewritten. The student has an opportunity to revise and resubmit the document.

Fail: (No Revision Allowed)

Unacceptable research and/or argumentation. The student may not revise nor resubmit the document.

DMA DOCUMENT APPROVAL PROCESS



DMA DOCUMENT EVALUATION TIMELINE

DEADLINES FOR FALL GRADUATION

2nd Friday in August	Defense draft due
4th Friday in August	Evaluation of document by three readers and scheduling of oral defense
September-October	Oral defense occurs
1st Friday in November	Revised draft submitted to supervisor
2nd Friday in November	Supervisor approves final revisions
3rd Friday in November	Approved final draft due in RDS Office
1st Friday in December	Graduation

DEADLINES FOR SPRING GRADUATION

2nd Friday in January	Defense draft due
4th Friday in January	Evaluation of document by three readers and scheduling of oral defense
February-March	Oral defense occurs
1st Friday in April	Revised draft submitted to supervisor
2nd Friday in April	Supervisor approves final revisions
3rd Friday in April	Approved final draft due in RDS Office
1st Friday in May	Graduation

THE PRESERVATION AND USE OF DOCUMENTS

The graduation fees cover the cost of binding the four copies of the document—one copy for the student, one copy for the supervisor, one copy for the reference section of Bowld Music Library, and one copy for the Roberts Library Archives.

The copyright to the document belongs to the student. The student may bind extra copies at personal expense.

Every document should carry the notation that no portion of the document may be reproduced without prior written permission from the copyright owner.

Roberts Library has the authority to make copies for accredited institutions.



EDD DISSERTATION

STUDENT PROGRESS IN DISSERTATION STAGE

The student preparing a dissertation must first complete the Mentorship and Guided Research Seminar and his or her prospectus must earn a grade of 'Pass' before enrolling in Dissertation Research and Writing. Once the student's prospectus earns a grade of "Pass," the student should enroll in the Dissertation Research and Writing Seminar.

WRITING THE DISSERTATION

Each candidate for the Doctor of Education degree must successfully complete a dissertation based on the candidate's systematic inquiry into an area of advanced research.

The EdD dissertation must argue for a clearly articulated thesis which constitutes a contribution to scholarship in its field. It should demonstrate the candidate's ability to design a viable research project, pursue the research in relative independence, and write with clarity and force. EdD dissertations should contribute knowledge that has the potential for publication, whether in professional journals or in books, articles, or media distributed in faith-based communities, and for potential application in church, family ministries, or the marketplace.

The student works with the supervisor throughout the preparation of the dissertation. The student's dissertation committee must approve the student's Dissertation Defense Draft prior to formal submission to the RDS Office. Submitting the dissertation draft does not guarantee that the dissertation will pass.

The process of writing an EdD dissertation begins at the start of the program.

1. Upon matriculation to the EdD program each student will discuss his or her research interests with the EdD program director.
2. These research interests will be communicated to the EdD supervisors who will take them into consideration as they develop the research catalog. The research catalog will ultimately consist of 15-25 dissertation topics and an initial bibliography for each topic. Students will be provided with the research catalog prior to the first on-campus seminars.
3. Up to three students will be assigned to a topic which shares commonality aiding in the sense of collegiality among peer researchers. These three students will form a research team under the same supervisor.
4. Once the student receives the research catalog, he or she will rank in order their top three choices and submit them to the EdD program director, who will then collaborate with EdD faculty and assign the dissertation topic. EdD faculty will consider a variety of factors including the student's educational background, expressed research interests from the student, and perceived relational fit with their potential supervisor when assigning the student's dissertation topic and supervisor. Under the supervision of his or her supervisor and in dialogue with fellow team members, the student will develop a research question that will form the foundation for his or her dissertation. These dissertations developed within each research team will build on one another. Together, the interlocking dissertations will provide a solution to some particular problem or will demonstrate validity of a particular approach to an education or leadership related issue.
5. During each semester, at least one of the seminars will have a dissertation related component which will be completed as an advanced research assignment that can be used for the dissertation.
6. In semester one, the student will develop an initial annotated bibliography and research profile for your study.
7. In semester two, the student will write chapter one of his or her dissertation.
8. In semester three, the student will write chapter two.
9. In semester four, the student will write chapter three and defend his or her work to date.
10. In semester five, the student will complete his or her research, write chapters four and five, and defend his or her final dissertation.

EDD DISSERTATION PROCESS

Prior to Semester 1 (at program matriculation)	<ul style="list-style-type: none"> • Visit with EdD program director to share research interests • EdD program director sends student research interests to EdD supervisors
Semester 1	<ul style="list-style-type: none"> • EdD supervisors assemble Research Catalog • Research catalog sent to students no later than (1) month prior to on campus seminar • Student assigned to research team, a supervisor, a second reader, and dissertation topic • Student develops research profile and bibliography for dissertation
Semester 2	<ul style="list-style-type: none"> • Student writes chapter 1 of dissertation • Student completes comprehensive exam 1
Semester 3	<ul style="list-style-type: none"> • Student writes chapter 2 of dissertation
Semester 4	<ul style="list-style-type: none"> • Student writes chapter 3 of dissertation • Student defends prospectus • Student completes comprehensive exam 2
Semester 5	<ul style="list-style-type: none"> • Student completes his or her research, writes chapter 4 and 5 of dissertation
Preparing for Graduation	<ul style="list-style-type: none"> • Student prepares dissertation for defense • Student defends dissertation

EDD DISSERTATION EVALUATION TIMELINE

DECEMBER GRADUATION

September 1	Defense draft due
By 4th Friday in September	Evaluation of document by readers and scheduling of oral defense
October	Oral defense occurs
1st Friday in November	Revised draft submitted to supervisor
2nd Friday in November	Supervisor approves final revisions
3rd Friday in November	Approved final draft due in RDS Office
1st Friday in December	Graduation

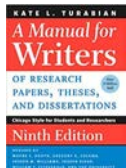
MAY GRADUATION

February 1	Defense draft due
By 4th Friday of February	Evaluation of document by readers and scheduling of oral defense
February-March	Oral defense occurs
1st Friday in April	Revised draft submitted to supervisor
2nd Friday in April	Supervisor approves final revisions
3rd Friday in April	Approved final draft due in RDS Office
1st Friday in May	Graduation

EdD Dissertation

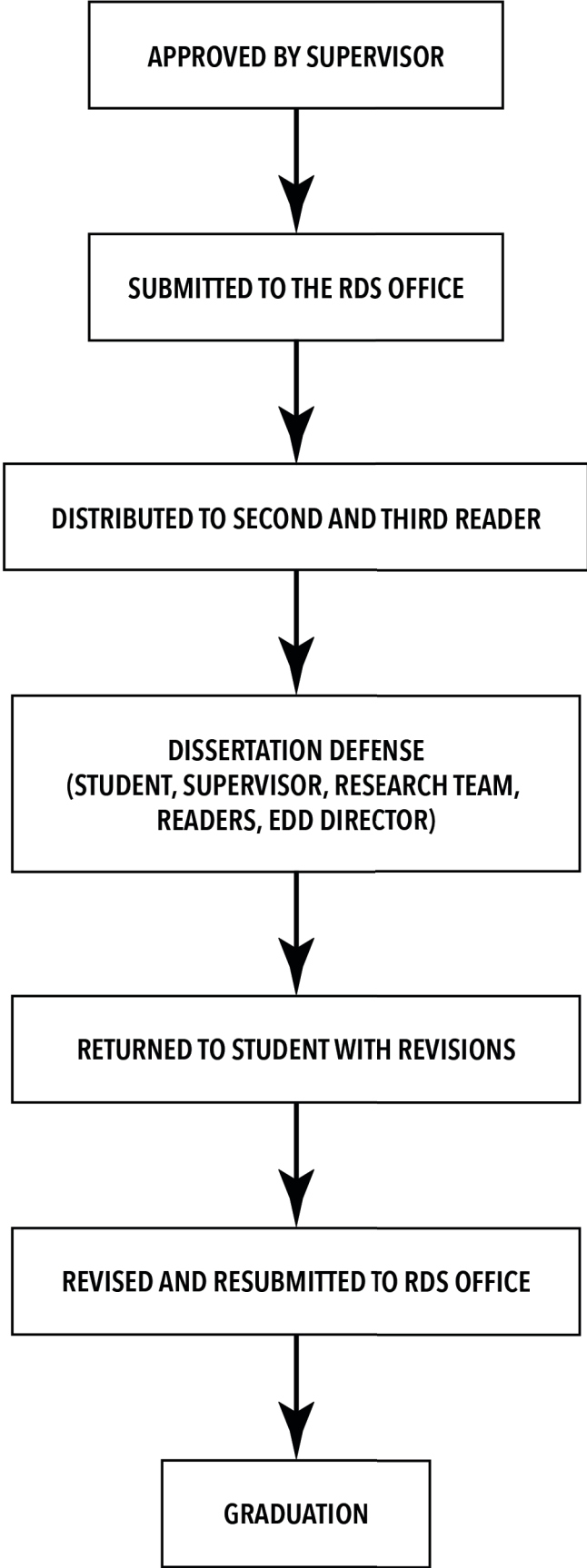
Order of Contents and Pagination of Research Doctoral Dissertations

Blank Page	Required	Not counted	Not numbered	
Submission Page (Approval sheet)	Required	Not counted	Not numbered	Turabian A.2.1.1
Title Page	Required	Counted as (i)	Not numbered	A.2.1.2
Copyright Page	Required	Counted as (ii)	Not numbered	A.2.1.3
Abstract	Required	Counted as (iii)	Numbered (iii-)	A.2.1.4
Dedication Page	Not required	Counted	Lower case roman numerals	A.2.1.5
Epigraph Page	Not required	Counted	Lower case roman numerals	A.2.1.6
Table of Contents	Required	Counted	Lower case roman numerals	A.2.1.7
List of Tables	Required if used	Counted	Lower case roman numerals	A.2.1.8
List of Figures or Music Examples	Required if used	Counted	Lower case roman numerals	A.2.1.8
Preface	Required	Counted	Lower case roman numerals	A.2.1.9
Acknowledgments	Not required	Counted	Lower case roman numerals	A.2.1.10
List of Abbreviations	Required if used	Counted	Lower case roman numerals	A.2.1.11
Body of Text	Required	Counted	Arabic numerals Starting with "1"	A.2.2
Appendixes	Not required	Counted	Arabic numerals	A.2.3.2
Bibliography	Required	Counted	Arabic numerals	A.2.3.5
Blank Page	Required	Not counted		



The style guidelines for prospectuses, theses, dissertations, and projects follow the guidelines given in Turabian's Appendix: *Paper Format and Submission* (page 383–420).

EDD DISSERTATION APPROVAL PROCESS





APPENDIX A: RECOMMENDED SEMINAR SEQUENCES*

** These sequences assume a fall matriculation. For those students matriculating in the spring, the sequences will be slightly altered. See the RDS office for alternative suggested sequences.

SCHOOL OF THEOLOGY, ROY FISH SCHOOL OF EVANGELISM & MISSIONS

Prior to Matriculation: Research Language Study/Competency Exam*

* Successful fulfillment of the research language requirement is credited as two hours per language (four total hours) toward the degree.

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	1		
Leveling Coursework (if required)		Leveling Coursework (if required)	
Major Seminar I	4	Major Seminar II	4
Minor Seminar I*	4	Minor Seminar II*	4
Research Lang. Study/Competency Exam		Research Lang. Study/Competency Exam	
*Minor seminars and additional major seminars should be taken based on offerings and needs. Students may want to take major seminars instead of minors during this time.			

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	1		
Major Seminar III	4	Major Seminar IV	4
Minor Seminar III	4	Major Seminar V	4

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	1		
Major Seminar VI	4	Oral Comprehensive Exam	-
Teaching in Higher Ed Seminar	2	Submission of Dissertation Prospectus	-

Successive Years
Students should register for Comprehensive Exam Prep until the comprehensive examinations are passed.
Students should register for Continuous Doctoral Enrollment after passing the exams and until the prospectus is approved.
Students with an approved prospectus should register for Dissertation in Progress until the completion of the program.

JACK D. TERRY

SCHOOL OF EDUCATIONAL MINISTRY

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	1		
Guided Mentorship & Writ.	1	Guided Mentorship & Writ.	1
Major Research Seminar I	4	Major Research Seminar II	4
Scholarly Res. & Writing	4	Empirical Res. & Stats	4

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	1		
Guided Mentorship & Writ.	1	Guided Mentorship & Writ.	1
Major Research Seminar III	4	Major Research Seminar IV	4
Minor Research Seminar I	4	Minor Research Seminar II	4

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation III	1		
Guided Mentorship & Writ.	1	Guided Mentorship & Writ.	1
Major Research Seminar V	4	Major Research Seminar VI	4
Minor Research Seminar III	4	Teaching in Higher Ed.	2

Successive Years
Students should register for Comprehensive Exam Prep until the comprehensive examinations are passed.
Students should register for Continuous Doctoral Enrollment after passing the exams and until the prospectus is approved.
Students with an approved prospectus should register for Dissertation in Progress until the completion of the program.

WORLD CHRISTIAN STUDIES

Prior to matriculation, students should work toward completing the research language competency, finalizing a mentor-student match, and selecting a dissertation topic.

First Year			
Summer Session	Hours	Fall Semester	Hours
Research Techniques in WCS	4	Mentor Tutorials I	2
Student Colloquia I	2		
Library Intensive I		Spring Semester	Hours
		Mentor Tutorials II	2

Second Year			
Summer Session	Hours	Fall Semester	Hours
Christian Historical Fusions	4	Mentor Tutorials III	2
Annual Comp. Exam I (Prospectus)	1		
Student Colloquia II	2	Spring Semester	Hours
Library Intensive II		Mentor Tutorials IV	2

Third Year			
Summer Session	Hours	Fall Semester	Hours
Christian Theology in a Non-Western World	4	Mentor Tutorials V	2
Annual Comp. Exam II	1		
Student Colloquia III	2	Spring Semester	Hours
Library Intensive III		Mentor Tutorials VI	2

Fourth Year			
Summer Session	Hours	Fall Semester	Hours
Syncretism & Global Christianity	4	Teaching in Global Higher Ed	2
Annual Comp. Exam III	1		
Student Colloquia IV	2	Until Graduation	Hours
Library Intensive IV		Write Dissertation	
		Oral Defense of Dissertation	3

SCHOOL OF CHURCH MUSIC & WORSHIP (PHD)

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	1		
Research & Writing in CMW Studies	3	Major Research Seminar I	4
Elective Research Seminar I	4	Elective Research Seminar II	4
Colloquium I	1	Colloquium II	1
Research Language		Research Language	

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	1		
Major Research Seminar II	4	Major Research Seminar IV	4
Major Research Seminar III	4	Major Research Seminar V	4

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation III	1	Teaching in CMW Higher Ed	3
Major Research Seminar VI	4		
Special Research in Worship Studies	3		

Candidacy			
Written Qualifying Examinations			
Oral Qualifying Examinations			
Submission of Dissertation Prospectus			
Completion of Dissertation			

SCHOOL OF CHURCH MUSIC & WORSHIP (DMA)

First Year			
Fall Semester	Hours	Spring Semester	Hours
Applied Study	2	Applied Study	3
Ensemble	.5	Ensemble	.5
Colloquium	2	Colloquium	2
Coursework in Applied Area	2	Coursework in Applied Area Church Music and Worship Sem.	3

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Applied Study	2	Applied Study	2
Ensemble	.5	Ensemble	.5
Coursework in Applied Area	2	Coursework in Applied Area	2
Music History Seminar	3	Music Theory Seminar	3

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Applied Study	2	Coursework in Applied Area	2
Coursework in Applied Area	2	Music Theory Seminar	3
Music History Seminar	3	Church Music and Worship Sem.	3

Candidacy	
Qualifying Examinations	0
Submission of Document Prospectus	0
Completion of Document	2
Lecture-Recital III	2

EDD CONCENTRATION SEMINARS

EdD students will take seminars as a full cohort in sequential order during the early parts of the program. The individual student's concentration will dictate the seminars taken for the later seminars in those concentrations. The following concentrations are offered in the EdD program.

HIGHER EDUCATION ADMINISTRATION

EDDHE 7016 ORGANIZATIONAL ADMINISTRATION AND GOVERNANCE IN HIGHER EDUCATION

A survey of organizational theory and governance policies in higher education contexts.

EDDHE 7026 STUDENT SERVICES ADMINISTRATION IN HIGHER EDUCATION

A study of student services administration in higher education contexts.

ORGANIZATIONAL LEADERSHIP

EDDOL 7016 LEADERSHIP AND MANAGEMENT THEORY

A critical examination of contemporary leadership and management theory and practices in light of a robust biblical–theological perspective

EDDOL 7026 TEAM DYNAMICS: THEORY AND PRACTICE

A study of the application of group dynamics theory to organizational leadership. Particular attention will be given to shared leadership models, team leadership competencies, and team effectiveness.

TEACHING AND EDUCATION MINISTRY

EDDTE 7016 CURRICULUM DESIGN FOR EDUCATIONAL MINISTRY

A survey of curriculum design theory and methodology related to higher education and local church contexts, with emphasis on developing necessary competencies related to curriculum development.

EDDTE 7026 CHRISTIAN FORMATION AND HUMAN DEVELOPMENT

A study of historical and contemporary perspectives on human nature and development with attention given to analyzing social-scientific development theories using a biblical worldview. An emphasis will be placed on Christian formation in light of cognitive, moral, and physical maturation.



APPENDIX B: RUBRICS

SEMINAR PERFORMANCE RUBRIC

SEMINAR PAPER RUBRIC

COMPREHENSIVE EXAMINATIONS RUBRICS

PROSPECTUS EVALUATION RUBRIC

DISSERTATION DEFENSE RUBRIC

SEMINAR PERFORMANCE RUBRIC

STUDENT: _____

PROFESSOR: _____

SEMINAR: _____

TERM: _____

	1 - Not Satisfactory	2 - Needs Improvement	3 - Satisfactory	4 - Exemplary
ENGAGEMENT Assess the student's overall contribution to the seminar.	Failed to meet expectations	Needs major improvement. The student needs to work on confidence and/or ability to succinctly demonstrate	Average ability. Improvements need to be made.	The student not only made major contributions but did so with confidence and significant leadership ability.
RESEARCH Assess (for breadth and accuracy) the student's ability to research an assigned topic	Failed to meet expectations. The student needs significant work on research methods.	The student needs to improve in the ability to find poignant, relevant resources beyond the cursory level.	The student's research is as expected of most students. The skill should be improved before dissertation stage.	The student brings originality and clarity to the research project. Continuing in this manner will result in an excellent basis for the dissertation.
WRITING Assess the student's written contributions for clarity, style, and content.	Writing did not meet doctoral standards.	Writing needs significant work in order to meet doctoral standards.	Writing met an acceptable standard but needs work before the student moves on to the dissertation stage.	This student's writing set the standard for this seminar. In form and style, the writing met its objectives with demonstrable skill.
ARGUMENTATION Assess the student's ability to defend a position (across all platforms of the seminar)	Does not meet doctoral standards.	Demonstrates severe weaknesses in defense of positions	The student was able to engage with various arguments and form an opinion but had difficulty defending the opinion when pressed.	Reasoning abilities were exceptional with unique research being wielded in responsible fashion. Conclusions were well-defended and convincing even after thorough analysis.
CRITICAL THINKING Assess the student's ability to demonstrate biblically, historically, and theologically thought.	Does not meet doctoral standards.	Demonstrated thought had significant weaknesses both factually and in the synthesizing of those facts.	The student demonstrated a maturing understanding of the historical, biblical, and theological issues. More work continues to be needed.	The student has demonstrated a fully-formed maturity of thought.
TEACHABILITY Assess the student's ability and willingness to learn. For example, consider whether the student completed requested corrections on papers or in presentations.	The student did not receive or act upon suggested corrections.	The student consistently resisted correction and made only a few changes.	The student made requested changes but had difficulty applying those changes without clear direction.	The student sought correction, made corrective adjustments, and became a helpful teacher in the seminar.
CHARACTER Assess the student's demonstration of Christian character.	COMMENTS:			
OVERALL SEMESTER GRADE	The student has significant deficiencies.	The student's deficiencies outweigh the strengths. Major work is required in order to meet doctoral standards.	The student meets expectations. Additional development will be required in order to meet future requirements in the program.	The student stands out as an exceptional student at this point in the program.

SEMINAR PAPER RUBRIC

STUDENT: _____

PROFESSOR: _____

SEMINAR: _____

TERM: _____

	1 - Beginner	2 - Intermediate	3 - Skilled	4 - Distinguished
<p>THESIS The thesis should be precise, concise, and original, controlling the content and focus of the paper throughout.</p>	<p>The thesis is not clearly defined and/or does not consistently control the content of the paper.</p>	<p>The thesis answers a research question but may be too broad in scope, or the thesis is somewhat unclear and needs further development. The thesis may not consistently control the paper's content.</p>	<p>The thesis answers a relevant research question, stating in a reasonably precise and manageable way a position that controls the paper.</p>	<p>The thesis is engaging and thought-provoking, responding to a relevant research question and providing direction for the paper. The thesis clearly states the position and remains the paper's focal point.</p>
<p>FLOW OF ARGUMENT The paper exhibits the ability to argue an original thesis through a well-organized argument. The development of the paper's argument should be logical, well-developed, and clear to the reader; points are linked appropriately (cohesion).</p>	<p>Development of the argument is not logically organized or is unclear to the reader, or the points supporting the thesis are not well developed or linked appropriately.</p>	<p>Development of the argument is somewhat logical and relatively clear to the reader in some places but not others; or points are not fully developed or not linked appropriately.</p>	<p>Development is logical and clear to reader; points are well-developed and linked appropriately with an evident progression of thought from paragraph to paragraph.</p>	<p>Paper is effectively organized. Ideas are arranged logically, flow smoothly, with demonstrate a progression of thought from paragraph to paragraph as well as connecting to the thesis.</p>
<p>CONTENT The paper demonstrates the student's ability to think critically about issues in the field, to identify experts and evaluate their views, to synthesize those views into a solid (and orthodox) stance, to give compelling reasons and evidence to support the original thesis, and to effectively refute counter arguments.</p>	<p>The paper demonstrates the student's ability to relate information pertinent to an issue, but deeper comprehension and application of ideas is ambiguous or absent. The reasons and evidence supporting the thesis may be weak, or the stance taken may not argue from an orthodox viewpoint. (Knowledge, Bloom's taxonomy.)</p>	<p>The paper demonstrates the student's ability to relate information and demonstrate understanding of the facts pertinent to an issue. The reasons and evidence supporting the thesis are valid but perhaps not the strongest. The paper conforms to orthodox. (Knowledge, comprehension, Bloom's taxonomy.)</p>	<p>The paper demonstrates critical thinking about an issue in the field, identifies experts and evaluates their views, synthesizes those views into a solid and orthodox stance, gives compelling reasons and evidence to support an original thesis, evaluates and effectively refutes counter arguments. (Knowledge, comprehension, application, analysis--Bloom's taxonomy.)</p>	<p>The paper demonstrates critical thinking about an issue in the field, identifies experts and evaluates their views, synthesizes those views into a solid and orthodox stance, gives compelling reasons and evidence to support an original thesis, evaluates and effectively refutes counter arguments. (Knowledge, comprehension, application, analysis, synthesis, evaluation--Bloom's taxonomy.)</p>

SEMINAR PAPER RUBRIC

PAGE 2

<p>USE OF SOURCES The paper should incorporate quality sources (primary, secondary, and when applicable, non-English sources) as evidence supporting the main points of the paper. The sources should be cited according to Turabian, 9th ed.</p>	<p>The sources used are either not of high quality, not relevant, or not effectively integrated into the argument. The citing of sources may not adhere to Turabian (9th ed.).</p>	<p>Most of the sources used are acceptable and relevant but are not effectively incorporated into the argument. The sources may not be cited consistently according to Turabian (9th ed.).</p>	<p>The paper demonstrates some interaction with, and integration of, quality sources relevant to the paper's argument, including primary and secondary sources (and non-English sources when appropriate). Sources have been cited according to Turabian, 9th ed.</p>	<p>The paper shows clear, careful, and critical interaction with high quality, relevant sources. Primary and secondary sources (and non-English sources when appropriate) have been integrated into the argument. All sources have been ethically and accurately cited in both the text and bibliography in accordance with Turabian (9th ed.) guidelines.</p>
<p>WRITING STYLE The paper is written in a way that communicates effectively with readers.</p>	<p>Sentences are unclear so that meaning is lost.</p>	<p>Sentences are often wordy or ambiguous.</p>	<p>Sentences are consistently concise and clear to the reader.</p>	<p>The writing style communicates engagingly with readers and enhances the argument by its clarity and eloquence.</p>
<p>SURFACE EDITING The paper is written in standard academic English. Grammar, usage, and mechanics comply with English used in theological academic settings.</p>	<p>Five or more grammar or mechanical errors made on many pages of the paper.</p>	<p>3-4 grammar or mechanical errors on many pages of the paper.</p>	<p>2 grammar or mechanical errors made on many pages of the paper.</p>	<p>Fewer than 2 grammar or mechanical errors made on most pages of the paper.</p>
<p>INTERACTION WITH HEBREW & GREEK (IF APPLICABLE) Competent and careful interaction with Hebrew and Greek (includes lexicography, syntax, and structure)</p>	<p>Failure to interact with original language or severely limited or erroneous interaction.</p>	<p>Insufficient interaction and understanding.</p>	<p>Careful but less than complete interaction.</p>	<p>Competent and careful interaction at all levels.</p>

STUDENT ID: _____

MAJOR COMPREHENSIVE EXAM RUBRIC

STUDENT: _____

STUDENT ID: _____

MAJOR: _____

SUPERVISOR: _____

MINOR ADVISOR: _____

3RD COMMITTEE MEMBER: _____

1. CLARITY OF RESPONSE:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> • No clarity at macro or micro levels. • Full of errors both in organization and in facts 	Needs Improvement <ul style="list-style-type: none"> • Lacks clarity & coherence • Numerous errors 	Satisfactory <ul style="list-style-type: none"> • Understandable but could benefit from more organization • Some errors that do not detract from the overall response. 	Exemplary <ul style="list-style-type: none"> • Well-organized, careful & clear presentation • Virtually free of errors

COMMENTS:

2. ADHERENCE TO ASSIGNED QUESTIONS:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> • Little or no conformity to questions asked • Tendency to ramble and/or to shift focus entirely 	Needs Improvement <ul style="list-style-type: none"> • Minimal conformity to questions asked 	Satisfactory <ul style="list-style-type: none"> • Basic conformity to questions asked • Answers may neglect significant aspects or follow tangents 	Exemplary <ul style="list-style-type: none"> • Virtually complete conformity with thorough responses

COMMENTS:

MAJOR COMPREHENSIVE EXAM RUBRIC

PAGE 2

3. INTERACTION WITH PRIMARY SOURCES (RANGE & QUALITY)

1	2	3	4
Not Satisfactory • Failure to use appropriate sources	Needs Improvement • Limited range & interaction with sources	Satisfactory • Acceptable use of sources	Exemplary • Clear, careful, & critical interaction with appropriate sources

COMMENTS:

4. INTERACTION WITH SECONDARY SOURCES (RANGE & QUALITY):

1	2	3	4
Not Satisfactory • Failure to use appropriate sources	Needs Improvement • Limited range & interaction with sources	Satisfactory • Acceptable use of sources	Exemplary • Clear, careful, & critical interaction with appropriate sources

COMMENTS:

MAJOR COMPREHENSIVE EXAM RUBRIC

5. INTERACTION WITH HEBREW & GREEK (OR OTHER RESEARCH LANGUAGES—PLEASE SPECIFY) [INCLUDES LEXICOGRAPHY, SYNTAX, & STRUCTURE], IF APPLICABLE

N/A	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
Not applicable	<ul style="list-style-type: none"> Failure to interact with original language as needed 	<ul style="list-style-type: none"> Limited &/or some errors in interaction 	<ul style="list-style-type: none"> Basic interaction & understanding 	<ul style="list-style-type: none"> Competent & careful interaction at all levels

COMMENTS:

6. INTERACTION WITH NON-ENGLISH WORKS (RANGE & QUALITY), IF APPLICABLE:

N/A	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
Not applicable	<ul style="list-style-type: none"> Failure to use appropriate sources 	<ul style="list-style-type: none"> Limited range & interaction with sources 	<ul style="list-style-type: none"> Acceptable sources & interaction 	<ul style="list-style-type: none"> Clear, careful, & critical interaction with appropriate sources

COMMENTS:

MAJOR COMPREHENSIVE EXAM RUBRIC

PAGE 4

7. CRITICAL ANALYSIS:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> Does not move beyond a descriptive study Fails to employ critical analysis at a doctoral level 	Needs Improvement <ul style="list-style-type: none"> Generally descriptive with limited critical analysis 	Satisfactory <ul style="list-style-type: none"> Acceptable evidence of critical analysis 	Exemplary <ul style="list-style-type: none"> Careful and thorough critical analysis

COMMENTS:

MASTERY OF THE FIELD:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> Failure to understand crucial issues in the field 	Needs Improvement <ul style="list-style-type: none"> Limited understanding of crucial issues in the field 	Satisfactory <ul style="list-style-type: none"> Acceptable understanding of crucial issues in the field 	Exemplary <ul style="list-style-type: none"> Mature understanding of crucial issues in the field

COMMENTS:

STUDENT ID: _____

MAJOR COMPREHENSIVE EXAM RUBRIC

PAGE 5

OVERALL GRADE: _____

Fail (No Retake)	Fail (Retake Permitted)	Pass	Pass with Distinction
Recommend termination from the PhD Program and/or offering of the ThM degree. <input type="checkbox"/>	Must schedule another oral exam. <input type="checkbox"/>	Knowledge base is sufficient for continuing in the program, indicating a foundational understanding of the field. <input type="checkbox"/>	This student possesses an exemplary working knowledge of the field and the ability to interact critically with that knowledge. <input type="checkbox"/>

SUPERVISOR'S NAME: _____ DATE: _____

SUPERVISOR'S SIGNATURE: _____

ADDITIONAL COMMENTS:

STUDENT ID: _____

MINOR COMPREHENSIVE EXAM RUBRIC

STUDENT: _____

STUDENT ID: _____

MINOR: _____

SUPERVISOR: _____

MINOR ADVISOR: _____

3RD COMMITTEE MEMBER: _____

1. CLARITY OF RESPONSE:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none">• No clarity at macro or micro levels.• Full of errors both in organization and in facts	Needs Improvement <ul style="list-style-type: none">• Lacks clarity & coherence• Numerous errors	Satisfactory <ul style="list-style-type: none">• Understandable but could benefit from more organization• Some errors that do not detract from the overall response.	Exemplary <ul style="list-style-type: none">• Well-organized, careful & clear presentation• Virtually free of errors

COMMENTS:

2. ADHERENCE TO ASSIGNED QUESTIONS:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none">• Little or no conformity to questions asked• Tendency to ramble and/or to shift focus entirely	Needs Improvement <ul style="list-style-type: none">• Minimal conformity to questions asked	Satisfactory <ul style="list-style-type: none">• Basic conformity to questions asked• Answers may neglect significant aspects or follow tangents	Exemplary <ul style="list-style-type: none">• Virtually complete conformity with thorough responses

COMMENTS:

MINOR COMPREHENSIVE EXAM RUBRIC

PAGE 2

3. INTERACTION WITH PRIMARY SOURCES (RANGE & QUALITY)

1	2	3	4
Not Satisfactory • Failure to use appropriate sources	Needs Improvement • Limited range & interaction with sources	Satisfactory • Acceptable use of sources	Exemplary • Clear, careful, & critical interaction with appropriate sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

4. INTERACTION WITH SECONDARY SOURCES (RANGE & QUALITY):

1	2	3	4
Not Satisfactory • Failure to use appropriate sources	Needs Improvement • Limited range & interaction with sources	Satisfactory • Acceptable use of sources	Exemplary • Clear, careful, & critical interaction with appropriate sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

MINOR COMPREHENSIVE EXAM RUBRIC

PAGE 3

5. INTERACTION WITH HEBREW & GREEK (OR OTHER RESEARCH LANGUAGES—PLEASE SPECIFY) [INCLUDES LEXICOGRAPHY, SYNTAX, & STRUCTURE], IF APPLICABLE

N/A	1	2	3	4
Not applicable	Not Satisfactory • Failure to interact with original language as needed	Needs Improvement • Limited &/or some errors in interaction	Satisfactory • Basic interaction & understanding	Exemplary • Competent & careful interaction at all levels

COMMENTS:

6. INTERACTION WITH NON-ENGLISH WORKS (RANGE & QUALITY), IF APPLICABLE:

N/A	1	2	3	4
Not applicable	Not Satisfactory • Failure to use appropriate sources	Needs Improvement • Limited range & interaction with sources	Satisfactory • Acceptable sources & interaction	Exemplary • Clear, careful, & critical interaction with appropriate sources

COMMENTS:

MINOR COMPREHENSIVE EXAM RUBRIC

PAGE 4

7. CRITICAL ANALYSIS:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> Does not move beyond a descriptive study Fails to employ critical analysis at a doctoral level 	Needs Improvement <ul style="list-style-type: none"> Generally descriptive with limited critical analysis 	Satisfactory <ul style="list-style-type: none"> Acceptable evidence of critical analysis 	Exemplary <ul style="list-style-type: none"> Careful and thorough critical analysis

COMMENTS:

MASTERY OF THE FIELD:

1	2	3	4
Not Satisfactory <ul style="list-style-type: none"> Failure to understand crucial issues in the field 	Needs Improvement <ul style="list-style-type: none"> Limited understanding of crucial issues in the field 	Satisfactory <ul style="list-style-type: none"> Acceptable understanding of crucial issues in the field 	Exemplary <ul style="list-style-type: none"> Mature understanding of crucial issues in the field

COMMENTS:

STUDENT ID: _____

MINOR COMPREHENSIVE EXAM RUBRIC

PAGE 5

OVERALL GRADE:

Fail (No Retake)	Fail (Retake Permitted)	Pass	Pass with Distinction
Recommend termination from the PhD Program and/or offering of the ThM degree. <input type="checkbox"/>	Must schedule another oral exam. <input type="checkbox"/>	Knowledge base is sufficient for continuing in the program, indicating a foundational understanding of the field. <input type="checkbox"/>	This student possesses an exemplary working knowledge of the field and the ability to interact critically with that knowledge. <input type="checkbox"/>

SUPERVISOR'S NAME: _____ DATE: _____

SUPERVISOR'S SIGNATURE: _____

ADDITIONAL COMMENTS:

STUDENT ID: _____

RDS PROSPECTUS ASSESSMENT

Student: _____ Professor: _____

Dissertation Title: _____ Term: _____

	1 Beginner	2 Intermediate	3 Skilled	4 Distinguished
RESEARCH QUESTION & TITLE Assesses the appropriateness of the research question and title of the dissertation. Reviewers should consider both the terminology and the scope of the project.	The question and title are both unacceptable. <input type="checkbox"/>	One or the other is unacceptable and needs significant work <input type="checkbox"/>	The research question and title are acceptable. <input type="checkbox"/>	The research question and title both demonstrate unique abilities by the student. <input type="checkbox"/>
BIBLIOGRAPHY and RESEARCH Assess the student's demonstrated research ability, including the use of primary sources and non-English sources.	The prospectus demonstrates significant holes in the student's current research. <input type="checkbox"/>	The bibliography demonstrates a solid foundation, but it needs significant work before the writing stage. <input type="checkbox"/>	The bibliography and demonstrated research are sufficient. The foundational materials are covered well. <input type="checkbox"/>	The bibliography and research demonstrate outstanding initiative on the part of the student. The student is clearly dedicated to in-depth research and shows great promise for the dissertation stage <input type="checkbox"/>
ARGUMENTATION Assess the general argumentation of the prospectus as provided in the sample sections and the outline.	The argument has massive problems both with evidence and with reasoning. The outlined sections alone will not deal with the noted problems. <input type="checkbox"/>	The argument needs work. Some logical issues may arise, but these should be able to be dealt with in the outlined sections. May need significant organization needs some work. <input type="checkbox"/>	The written and outlined sections should be sufficient to make clear, reasoned arguments. The student will benefit from some organizational work. <input type="checkbox"/>	This prospectus stands out as both well-reasoned and well-organized. The project promises to be a significant work in the field. <input type="checkbox"/>
WRITING STYLE The paper is written in a way that communicates effectively with readers.	Sentences are unclear so that meaning is lost. <input type="checkbox"/>	Sentences are often wordy or ambiguous. <input type="checkbox"/>	Sentences are consistently concise and clear to the reader. <input type="checkbox"/>	The writing style communicates engagingly with readers and enhances the argument by its clarity and eloquence. <input type="checkbox"/>
SURFACE EDITING The paper is written in standard academic English. Grammar, usage, and mechanics comply with English used in theological academic settings.	Five or more grammar or mechanical errors made on many pages of the paper. <input type="checkbox"/>	3-4 grammar or mechanical errors on many pages of the paper. <input type="checkbox"/>	2 grammar or mechanical errors made on many pages of the paper. <input type="checkbox"/>	Fewer than 2 grammar or mechanical errors made on most pages of the paper. <input type="checkbox"/>

RDS PROSPECTUS ASSESSMENT

PAGE 2

OVERALL EVALUATION	Unacceptable (<11)	Approved with Revisions (detail revisions below and in the comments) (11-14)	Approved (15+)
<p>A prospectus should score higher than 11 points to be considered acceptable. A score of 15 or more is expected for a prospectus to be approved without revisions.</p>	<p>This prospectus needs major work and will need to be defended again at a later date.</p> <p>The committee has the option of not allowing a resubmission if, in their opinion, the work does not meet the minimum requirements for doctoral-level work.</p>	<p>This prospectus needs work, but can be approved at this point. The student will need to work with his/her supervisor to finalize the prospectus submission.</p>	<p>This prospectus is approved as is. The student is prepared to move on to the dissertation writing stage.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

SIGNATURE: _____

DATE: _____

STUDENT ID: _____

DISSERTATION DEFENSE RUBRIC

DISSERTATION TITLE: _____

STUDENT: _____ SUPERVISOR: _____

2ND READER: _____ 3RD READER: _____

CLARITY & STYLE OF WRITING

1	2	3	4
Not Satisfactory No clarity at macro or micro levels, full of errors <input type="checkbox"/>	Needs Improvement Lacks clarity & coherence, numerous errors <input type="checkbox"/>	Satisfactory Readable but lacks clear organization, may have some errors throughout <input type="checkbox"/>	Exemplary Well-organized, careful & clear presentation, virtually free of errors <input type="checkbox"/>

COMMENTS:

STRENGTH OF REASONING & USE OF EVIDENCE SUPPORTING THESIS:

1	2	3	4
Not Satisfactory Failure to recognize & present reasons & evidence <input type="checkbox"/>	Needs Improvement Severely limited presentation <input type="checkbox"/>	Satisfactory Meets acceptable standards of presentation <input type="checkbox"/>	Exemplary Clear, careful presentation with thorough support <input type="checkbox"/>

COMMENTS:

DISSERTATION DEFENSE RUBRIC

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INTERACTION WITH HEBREW & GREEK (OR OTHER RESEARCH LANGUAGES—PLEASE SPECIFY) [INCLUDES LEXICOGRAPHY, SYNTAX, & STRUCTURE], IF APPLICABLE

	1	2	3	4
N/A	Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Not applicable	Failure to interact with original language as needed <input type="checkbox"/>	Severely limited &/or erroneous interaction <input type="checkbox"/>	Sufficient interaction & understanding <input type="checkbox"/>	Competent & careful interaction at all levels <input type="checkbox"/>

COMMENTS:

INTERACTION WITH PRIMARY SOURCES (RANGE & QUALITY)

	1	2	3	4
1	Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Failure to use appropriate sources <input type="checkbox"/>	Severely limited range & interaction with sources <input type="checkbox"/>	Meets acceptable standards for the use of sources <input type="checkbox"/>	Clear, careful, & critical interaction with appropriate sources <input type="checkbox"/>	

COMMENTS:

DISSERTATION DEFENSE RUBRIC

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INTERACTION WITH NON-ENGLISH WORKS (RANGE & QUALITY), IF APPLICABLE:

	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
N/A	Failure to use appropriate sources	Severely limited range & interaction with sources	Meets acceptable standards for the use of sources & interaction	Clear, careful, & critical interaction with appropriate sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

INTERACTION WITH SECONDARY SOURCES (RANGE & QUALITY):

	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
Failure to use appropriate sources	Severely limited range & interaction with sources	Meets acceptable standards for the use of sources & interaction	Meets acceptable standards for sources & interaction	Clear, careful, & critical interaction with appropriate sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

DISSERTATION DEFENSE RUBRIC

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MASTERY OF THE FIELD:

1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Failure to understand crucial issues in the field <input type="checkbox"/>	Severely limited understanding of issues in the field <input type="checkbox"/>	Demonstrates an acceptable understanding of crucial issues in the field <input type="checkbox"/>	Mature understanding of crucial issues in the field <input type="checkbox"/>

COMMENTS:

ORIGINALITY OF SCHOLARSHIP:

1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
No contribution to the field <input type="checkbox"/>	Severely limited contribution to the field <input type="checkbox"/>	Demonstrates an acceptable contribution to the field <input type="checkbox"/>	Significant contribution to the field <input type="checkbox"/>

COMMENTS:

DISSERTATION DEFENSE RUBRIC

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INTEGRITY OF RESEARCH & WRITING

1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
Evidence of misrepresentation of sources and/or plagiarism <input type="checkbox"/>	Problem areas arise throughout the dissertation either with citation or integration. <input type="checkbox"/>	Demonstrates adherence to acceptable standards of citation and integration. <input type="checkbox"/>	Responsible use of sources with appropriate citation <input type="checkbox"/>

COMMENTS:

DISSERTATION DEFENSE RUBRIC

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OVERALL GRADE:

Fail (No Revision)	Fail (Revision Permitted)	Pass	Pass with Distinction
<p>Unacceptable research and/or argumentation. The student may not resubmit the dissertation.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Unacceptable research and/or argumentation. The oral defense identifies various matters of such gravity that the dissertation must be re-written. The student has a one-semester opportunity to revise and resubmit the dissertation. The supervisor will delineate revisions required.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>Solid research and argumentation. The oral defense identifies various matters which the student must correct before the final copy of the dissertation will be accepted. The supervisor will delineate corrections for the student.</p> <div style="text-align: right;"><input type="checkbox"/></div>	<p>A rare grade awarded in recognition of exceptional research and argumentation. The oral defense identifies minor corrections that the student must address before the final copy of the dissertation will be accepted (if any). The supervisor will delineate corrections for the student.</p> <div style="text-align: right;"><input type="checkbox"/></div>

SUPERVISOR NAME: _____

DATE: _____

SUPERVISOR SIGNATURE: _____

ADDITIONAL COMMENTS: