

**NEW ORLEANS BAPTIST
THEOLOGICAL SEMINARY**

DOCTOR OF EDUCATION



· Division of Christian Education ·

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Introduction

The *Doctor of Education Handbook* is the official handbook for students enrolled in the Doctor of Education (EdD) doctoral program and for related faculty and administration. While this handbook intends to describe the program and related procedures and policies, the seminary retains the right to change programs, policies, courses, schedules, teachers, requirements, and all other aspects of the curriculum at any time.

Students as well as faculty members will find this resource invaluable in understanding the format, policies, procedures, and related matters for the Doctor of Education program at New Orleans Baptist Theological Seminary. Both students and faculty members are expected to master the contents of this handbook and abide by its stipulations.

All Doctor of Education program forms may be obtained from the Doctor of Education office which oversees the EdD program and many are available on the EdD area of the seminary website: <http://nobts.edu/edd/Default.html>

New Orleans Baptist Theological Seminary (Institutional Information)

Purpose and Mission Statements

New Orleans Baptist Theological Seminary exists to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry.

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Our Target: Healthy Churches

The health of a Seminary is determined by the health of the churches its graduates lead.

Our Core Values

Doctrinal Integrity

Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith & Message 2000.

Spiritual Vitality

We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus

We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence

What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership

We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Doctor of Education Program

Purpose Statement

The purpose of the Doctor of Education program is to prepare God called individuals to be strategic leaders and transformational teachers in academic educational institutions or denominational Christian education ministries through innovative research into scientific theories of education and administration as well as practical application of biblical principles.

Program Goals

The Doctor of Education degree at New Orleans Baptist Theological Seminary is designed to prepare qualified students for teaching in colleges, universities, and seminaries; for holding administrative positions; for working in the boards, agencies, and commissions of the Southern Baptist Convention; and for providing specialized ministry leadership.

The Doctor of Education degree program is designed to lead graduates to meet the following goals:

- Mastery of educational disciplines
- Graduate-level understanding of theological disciplines
- Capacity of engaging in administration, teaching, and research.

Overview of the EdD Program

The EdD program is the perfect degree for teaching professionals in undergraduate Christian and community colleges, private school headmasters and teachers, or ministry practitioners with a desire to teach and lead at an advanced level.

Required seminars meet three weekends during the semester in a two year cycle. Reading colloquia are conducted during the summer. Intensive seminars and Program Workshops are offered in a 3-5 day format either during the summer or January. Elective seminars will be offered at different times depending on the major. The complete two year schedule is available via <http://www.nobts.edu/edd/schedule.html#>

The Ed.D. curriculum consists of 4 required semester-length Christian education seminars, supervised reading colloquia, elective seminars, research statistics, Introduction to Research and Writing, an oral proficiency examination (at the completion of seminars and reading colloquia), and Prospectus Development workshop. The submission and defense of a dissertation are also required. The period allowed for the completion of the Ed.D. program is seven years from initial registration. A student may take no more than two seminars per semester. Full time students generally can complete the program in 3 to 4 years.

The Doctor of Education program and curriculum is administered by the Doctor of Education Oversight Committee (EdDOC) which is comprised of all members of the Christian Education Division faculty with terminal professional or research doctorate degrees. All policies, procedures, and practices are established by the committee and administered by the director.

Admissions

Characteristics of Applicants

Applicants should manifest consistent habits of study, an unusual degree of independence, an understanding of the basic techniques of research, superior intellectual capacities, and the willingness to invest the time required for distinguished scholarly work. In addition, consideration is given to how health, finances, personality traits, and responsibilities other than graduate study might bear upon the fitness of students for scholarly research and writing.

Application forms are available on the seminary website (www.nobts.edu). Potential applicants should review carefully all degree admission requirements before submitting an application. Those requirements are enumerated in this Ed.D. section of the NOBTS Graduate Catalog.

Application Dates and Deadlines

Applications must be submitted to the Doctor of Education Program office no later than *April 1* for *August* admission, *October 1* for *January* admission, and *March 1* for *June* admission.

The following items should accompany the application:

- Signed application form complete with all supporting documentation

[Statement of Call and Commitment, Additional Background Information, Church Endorsement, Transfer of Credit Request Form (if applicable), Health Certificate, Proof of Immunization, 4 reference/personal evaluation forms]

- Application fee
- Verification of GRE verbal, quantitative, and analytical writing scores
- Official transcripts from **all** colleges, universities, and seminaries
- Written plan for completion of course prerequisites
- Graded, graduate-level research paper
- Entrance examination
- Division interview

The Christian Education Division faculty, which also serves as the Ed.D. Oversight Committee, approves and denies admission to the Doctor of Education program. All relevant information in the application (GPA, GRE scores, Master's paper evaluation, entrance exam, and division interview) are considered in ascertaining the applicant's potential for advanced research studies and making a final decision concerning admission. After a decision by the Christian Education Division, the Program Director will notify applicants of acceptance/denial to the doctoral program. Decisions usually are made within six weeks following the application deadline. Applications are valid for one year.

Admission Requirements, Degree Prerequisites, and Hours in Major

An applicant must hold a bachelor's degree from a college or university accredited by an agency related to the Council for Higher Education Accreditation (CHEA); and the M.Div. degree in Christian Education, the M.A.C.E. degree, or the equivalent from a theological institution accredited by ATS.

Degrees from secular or non-ATS schools may be considered with completion of supplemental studies. For admission into the Ed.D. program, students are required to demonstrate competency in foundational biblical studies, theology, and Christian education. Competency in the field of Christian education is assessed with an entrance exam.

Degree Equivalency Applicants who do not hold the appropriate prerequisite degree should contact the Doctor of Education Office for information concerning degree equivalency requirements.

✓ GPA & GRE (Graduate Record Exam)

The grade point average (GPA) and the Graduate Record Examination (GRE) verbal and analytical writing scores will be considered on the following five-point sliding scale. The overall GPA and the GRE scores are placed on the following Likert scale along with the applicant's Research Paper Evaluation and the CE Division Interview combined score. For the application to be accepted, the individual should have a combined score of "0" or higher on the six components. GRE scores can be no older than 5 years. Although not included in the calculation, the GRE quantitative score will be considered in the overall evaluation of the applicant.

	-2	-1	0	+1	+2
GPA	below 3.0	3.0-3.25	3.26-3.5	3.51-3.75	3.76-4.0
GRE Verbal	below 146	146-152	153-156	157-160	above 160
GRE Writing	below 3.5	3.5	4.0	4.5-5.0	5.5-6.0
Research Paper Evaluation					
Division Interview					

✓ Official Transcripts from all Undergraduate and Graduate course work

The applicant must submit official transcripts from all undergraduate and graduate institutions attended prior to the Doctor of Education application. Official transcripts should be sent directly to the Doctor of Education office at the following address:

NOBTS
Attn: Doctor of Education Office
3939 Gentilly Blvd Box #305
New Orleans, LA 70126

The Ed.D. Director and the Ed.D. Office prefer official transcripts in their physical form (hard copy on paper). However, in the event a student's official transcripts must be sent electronically to the Doctor of Education Office, the following email address may be used: edd@nobts.edu. The electronic submission of transcripts is only acceptable if the student's undergraduate or graduate institution only submits official transcripts electronically.

Once all official transcripts are received in the Ed.D. Office, evaluation will be completed on the student's prior course work. After the transcript evaluation is completed, the Doctor of Education Office will contact the applicant directly (by email) to notify of any "leveling" course work which will need to be completed as part of the application process.

✓ Research Paper

The applicant must submit a research paper from a Master's or doctoral program for review by the CE Division/Ed.D. Oversight Committee. If no research paper is available, the applicant should contact the Doctor of Education Office for guidance.

✓ Application Fee - \$35.00

The application fee must accompany the application. The student is allowed to submit the application fee (if sending in a check) with the Health Certificate and Immunization Forms. Make checks payable to NOBTS. The applicant also may choose to submit electronic payment on their Selfserve account.

✓ Completed Application for Admission

Answer every question on the Ed.D. Application for Admission. The Ed.D. Application for Admission is available online at the following link: <http://www.nobts.edu/apply/default.html>. (Scroll down to "Doctoral Programs" and click on "Doctor of Education" to begin the online Ed.D. application.) The Ed.D. application is good for one year after online completion.

✓ Statement of Call and Commitment

Complete and sign the *Statement of Call and Commitment*. Send the *Statement of Call and Commitment* to the Doctor of Education Office by the application deadline. (See the "Official Transcripts" subheading above for the mailing address of the Doctor of Education Office.)

✓ Additional Background Information

Complete the *Additional Background Information* form and provide details where necessary. The *Additional Background Information* form should also be submitted to the Doctor of Education Office by the application deadline. (See the "Official Transcripts" subheading above for the mailing address of the Doctor of Education Office.)

✓ Personal Evaluations

Complete and sign the first part of each evaluation. Give the evaluation form and an addressed envelope to each personal reference listed on your application. The reference then will complete the form, place it in the envelope you provide, **seal the envelope, and sign the outside flap**. Any envelope not sealed or signed will be rejected. References may return the form in the signed, sealed envelope to you or notify you that they have mailed the form directly to the Doctor of Education Office at NOBTS. You should submit evaluation forms with other application items, attaching a note indicating any references who have mailed the form under separate cover. (See the "Official Transcripts" subheading above for the mailing address of the Doctor of Education Office.)

✓ Church Endorsement Form

A *Church Endorsement* form and an envelope should be given to an official in the church where you currently hold membership. The form must be read and acted upon by the church body. (Non-Southern Baptists should contact the Doctor of Education Program Director for guidance.) A church official should seal the envelope and sign the outside flap. The church official may return the form to you or notify you that he or she has chosen to mail the form directly to the Doctor of Education Office at NOBTS. You should submit the form with other application items or attach a note to your application items indicating that the church official has mailed the form under separate cover. (See the "Official Transcripts" subheading above for the mailing address of the Doctor of Education Office.)

✓ Health Certificate and Proof of Immunization Forms

Read both forms carefully and complete your portion of each. Deliver both forms, along with a pre-addressed envelope, to your physician. Notify your physician of the deadline for receiving all forms. The examination must have been within the last year. The requirement for a *Health Certificate* and a *Proof of Immunization* form is a mandate from the State of Louisiana and required for accreditation. (See the "Official Transcripts" subheading above for the mailing address of the Doctor of Education Office.)

✓ Statistics Prerequisite

If you are enrolled in courses to meet statistics prerequisites, you must furnish verification of the courses, including course titles, credit hours, and date to be completed. Submit a written **Plan of Completion** for prerequisite courses for which you are not currently registered. If you are enrolled in or have completed advanced courses, you may make a written request for transfer of credits by furnishing course descriptions (preferably syllabi), completion dates, and an official transcript of courses completed. The request, including verification, must be submitted on the **Transfer of Credit Request Form** with your application materials for consideration in the admissions process.

✓ **Division Interview**

Applicants must interview with the Christian Education Division faculty. The interview focuses on one's conversion experience, call to ministry, family relationships, reasons for pursuing the doctoral degree, interests and reading in the proposed field of study, and other concerns that may enable the faculty to know the applicant better and to ascertain his or her potential for advanced studies.

✓ **Christian Education Entrance Exam**

A CE entrance exam is required for admission into the program. A minimum passing grade is required for admission into the Ed.D. program. (A passing grade for the CE entrance exam is considered a grade of A or a grade of B according to the current NOBTS grading scale.)

The CE entrance exam may be scheduled with the Doctor of Education Office. A test administration fee is assessed when registering to take the CE entrance exam. The Ed.D. applicant is allowed to attempt the CE exam a maximum of two times. The Ed.D. applicant cannot take the CE entrance exam more than once during a semester, and twice per year.

The CE entrance exam is also the capstone assignment of the Christian Education Proficiency Seminar (see section below). The Ed.D. applicant is able to take the CE entrance exam without enrolling in the CE proficiency seminar. The test administration fee is assessed if an Ed.D. applicant takes the CE entrance exam without enrolling in the CE Proficiency Seminar. If the Ed.D. applicant enrolls in the CE Proficiency Seminar, he/she will take the CE entrance exam at the conclusion of the seminar, but no test administration fee will be assessed. The Ed.D. applicant will pay tuition for the CE Proficiency Seminar, and no additional fee for the CE entrance exam is needed.

✓ **Christian Education Proficiency Seminar**

An elective Christian Education Proficiency Seminar is available to the Ed.D. applicant who would like to complete the course work in preparation for the CE entrance exam or for leveling course work. Students will read foundational texts and write extensively to prepare for doctoral level study. Papers produced for this seminar may be used for the Research Paper evaluation requirement in the Ed.D. application.

Non-degree Student

Students may apply to take one doctoral seminar as a non-degree student. An individual desiring non-degree status must make application as a non-degree student. Non-degree students may be admitted to one doctoral seminar provided they have met the GPA and GRE requirements and the degree prerequisites for the major in which they plan to take the seminar. In addition, students must complete all prerequisites for the seminar. The Christian Education Division must give a positive recommendation. The seminary is under no obligation to accept the credit earned by a non-degree student as credit toward any doctoral program should the student decide to apply for doctoral work at a later time.

Visiting Student

A student who is enrolled in a doctoral program at another accredited seminary, college, or university may enroll in doctoral seminars for credit or audit at New Orleans Baptist Theological Seminary as a visiting student. See requirements for visiting students under the Research or Professional Doctoral Programs in the NOBTS Graduate Catalog.

International Students

Doctoral program applicants whose primary spoken language is not English should follow the instructions in the International Students section of this catalog. The International Student Advisor for the seminary is the Registrar. Applicants may contact him by phone at 504.282.4455, ext. 3337, or 1.800.NOBTS.01, ext. 3337, or by e-mail at registrar@nobts.edu. However, please note that WES transcript evaluations for Master's degrees must be course by course.

Probational Admission

At the discretion of the Doctor of Education Oversight Committee (EdDOC), failing to meet the criteria may be considered for probationary admission. Probational enrollment will be considered primarily upon demonstration of evidence that the applicant's low GPA was due to extenuating circumstances. Probationary status will be evaluated until the EdDOC is confident of the student's ability to meet academic requirements.

Denial of Admission

An applicant who is denied admission to the Doctor of Education program must wait at least one year to re-apply and must meet all requirements which have been implemented in the intervening time period.

Teaching and Research Assistantships

A limited number of teaching assistantships are available on a regular basis. Duties include grading and limited teaching opportunities. Interested persons should contact individual professors or the Doctor of Education Director. Research assistantships are available as required by the research projects of the faculty.

Research Fellowships

NOBTS sponsors several research institutes, such as the Center for Discipleship and Spiritual Formation, the Baptist Center for Theology and Ministry, the H. Milton Haggard Center for New Testament Textual Studies, the Youth Ministry Institute, Children's Ministry Institute, and the Leavell Center for Evangelism and Church Health. Employment opportunities are available for Ed.D. students based on the needs of the research institutes. Interested persons may contact the directors of the various institutes.

Financial Assistance

Financial aid is available for current and new NOBTS students. Interested persons should contact the Financial Aid Office directly at financialaid@nobts.edu.

General Policies

- All entering doctoral students in the Ed.D. degree program must register for RDOC9300 Introduction to Research and Writing during their first year in the program. Students who have not completed a course on the SBC and Cooperative Program will be registered for COOP9000 in conjunction with RDOC9300 Introduction to Research and Writing.
- All doctoral students must secure and maintain an e-mail address throughout the program.
- The Doctor of Education degree program is a residential program with courses normally offered on the main campus. Students should plan to spend minimally one full day in research weekly for each seminar. Thus, a student taking two seminars should be engaged in research minimally two full days weekly. Allocation of the necessary time in research is subject to review by the student's

faculty advisor, chairperson, or guidance committee. A reduced course load may be recommended or required.

- No seminar grade below "B" (3.0) will count toward degree requirements. Students making a grade of "C" or below must consult with their faculty advisor or chairperson. Two seminar grades of "C" or below will result in the student's dismissal from the doctoral program.
- Students may be required to remove deficiencies in their preparation by taking for-credit courses from the Master's-level curriculum. In any case, students are encouraged to audit Master's-level classes in their field.
- Ed.D. students are expected to attend all class sessions. Students may drop an Ed.D. block-scheduled seminar, colloquium, or other course before the second class meeting. A class meeting is defined as one half-day session. To drop a course, students must contact the Office of the Doctor of Education Program.

Administration of the Doctor of Education Program

Faculty

Responsibility for making policy decisions for doctoral programs rests with the faculty of the graduate school of the seminary. The faculty has responsibilities such as

- Establishing standards for admission, candidacy, and graduation
- Determining degree requirements
- Recommending candidates for degrees
- Establishing an annual calendar
- Reviewing degree programs

Academic Leadership

The Academic Leadership Council has responsibility to consider and recommend to the faculty all matters involving the standards of instruction, the determination of requirements for degrees, testing programs, class schedules, and in general the formulation of the educational policy regarding doctoral programs.

Director of the Doctor of Education Program

The director of the Ed.D. Degree Program is responsible for student advising, degree assessment, recruiting, and general administration. The director will lead the Doctor of Education Oversight Committee.

Doctor of Education Oversight Committee (EdDOC)

The Doctor of Education Oversight Committee (EdDOC) is composed of the Director of the Doctor of Education Program and all of the Christian Education faculty with terminal professional or research doctorate degrees.

1. Administrative Responsibilities

- Provide administrative oversight for the Doctor of Education Program
- Provide comprehensive and cohesive management of the students in the program from recruitment through graduation
- Adjudicate recommendations concerning time extensions, inactive status, transfer of credits, terminations, etc.
- Make programmatic and operational decisions relating to the Doctor of Education degree
- Recommend significant policy changes in the Doctor of Education program
- Implement and interpret existing policies regarding the doctoral program
- Acknowledge withdrawals from the program
- Acknowledge terminations from the program
- Consider petitions and appeals from students in the programs
- Approve directed study proposals
- Refer Institutional Review Board (IRB) requests to the IRB committee

2. Prospectus Review

Members of the EdDOC represent the faculty in providing feedback on the dissertation prospectus. This committee will review the prospectus and give feedback to the guidance committee as to whether or not the proposal shows promise of contribution to the academic discipline. In addition, the committee evaluates the prospectus to ensure that the student has appropriately addressed the relevant issues related to the proposal and adequately demonstrated the form and style required of a doctoral dissertation.

3. Review of IRB Requests

The Institutional Review Board (IRB) is a subcommittee of the Research Doctoral Oversight Committee (ReDOC) consisting of members teaching in areas that deal with human subject research. This subcommittee advises professors concerning educational exemptions from IRB review and evaluates proposed research with human subjects for degree of risk and protection of participants' rights, such as confidentiality and informed consent. If the IRB determines that the proposed research involves more than minimal risk, the full Research Doctoral Oversight Committee will review it. The research should not proceed without IRB approval. See Section III.I. Institutional Review Board for a detailed explanation of this process.

EdDOC also gives feedback to the guidance committee regarding human rights issues.

Faculty Guidance

The Ed.D. Program Director will serve as faculty advisor to the student concerning program matters once a student is admitted into the Doctor of Education program.

The guidance committee is appointed by the Director in consultation with the chairperson of the Christian Education division and is composed of trustee-elected faculty.

- Upon successful completion of one half of the residency requirements (24 hours of study including seminars, colloquia, and workshops) and submission of Letter of Intent, a guidance chair committee will be assigned to provide direction, supervision, and evaluation of the student during the senior residency and candidacy stages of the program. (The assigned faculty is charged with the responsibility of assuring the quality of the student's research and of upholding the high standards of both the institution and the field of research. The committee represents the faculty in its relationship to the student.)
- After completion of all seminars and submission of *Preliminary Research Proposal* the second committee member will be assigned.
- When the dissertation is formally submitted, the Director appoints a third faculty member as a dissertation reader. The third member may be from outside the division of study. The student or the guidance committee may request that an external reader outside the NOBTS faculty be assigned as the third reader.

The faculty advisor or committee chair may advise or require the student to take (for credit or audit) certain doctoral seminars or master's-level courses in order that the student may gain a comprehensive foundation in the major field of study and be enabled to pursue quality research in the chosen discipline.

The committee conducts and evaluates the oral proficiency examination and the dissertation defense.

Navigating the Program

General Practices

- **Academic Policies.** Students should familiarize themselves with the institutional academic policies. Adherence to the policies is a requirement and consequences of violations are the responsibility of the individual student.
- **Learning Expectations.** Doctoral students have high expectations. They should demonstrate a level of self motivation and commitment beyond that of masters students. A desire to excel in research, writing and presentations should be evident in each seminar. Students should exhibit professionalism in their scholarship and contribute to the field of Christian Education.
- **Communication.** An imperative of the Doctor of Education program is keeping the student's contact information current, especially with the school data base (Self-Serve) and Blackboard. Students should stay in contact with their advisor, chair, or seminar instructor as they navigate the program and participate in seminars. If a student experiences any challenges fulfilling seminar requirements, communicate immediately with the seminar instructor.

- **Community of Learning.** Research doctoral programs are intentionally designed to create and promote communities of learning within the body of scholars. Therefore students are expected and encouraged to pursue and deepen personal and intellectual relationships in and outside the classroom. Students will enhance their experience with formal and informal conversations, extra classroom dialogue and social encounters before, during and after seminars.
- **Dress and Attire.** Because students are preparing for employment in institutions of higher learning, proper dress is expected. Individual professors may have different dress codes; however, students should dress professionally when making presentations in seminars.
- **Housing.** Students arrange their own housing. Some stay with friends, family, faculty or elsewhere. NOBTS provides motel rooms for students at a substantial discount. Reservations are required and should be made well in advance. Contact the Providence Guest House at PGH@nobts or call 504-944-4455. In the case of special events the Providence Guest House has a high occupancy. Be sure to reserve your rooms early.
- **Meals.** Meals are the responsibility of the student. Local eateries are nearby. Students are encouraged to share mealtimes with fellow students to promote relationships and enhance the community of learning. New Orleans is a popular destination for many reasons but paramount is the cuisine. Make arrangements to sample some of the great restaurants in the area.
- **Research and Writing.** Seminar papers should be written according to the approved graduate style guide. Students are expected to use a substantial number of relevant resources in research papers. The citations should include books, professional journal articles, dissertations, and other credible sources. A rule of thumb is 1-2 different sources per page count. The nature and scope of the sources should be comprehensive in the field of study.
- **Discussion Boards.** Dialogue in discussion boards is usually done in preparation for or supplement to seminar classroom time. Be sure to communicate clearly, completely and courteously in all post.
- **Presentations.** All seminars require formal presentation of research findings. Students should plan to prepare visual and interactive presentations using a variety of educational methods. Creativity and contextual relevance are high values for such presentations. Proper dress is advised.
- **Peer Evaluation.** Students are expected to review papers and presentations of all students in a seminar. Professors will assign students to evaluate specific or all other students depending on seminar enrollment. All members of the community of learning are to offer constructive criticism that promotes learning and enhances research, writing, and presentation skills. Students should give or receive such criticism or evaluation with humility.
- **Professor Assessment.** Professors will be the final arbiters of all grades, evaluations, and disputes with a seminar. The personal rights and academic interests of doctoral students are guarded closely by the instructional faculty. Professors often shoulder significant administrative and supervision responsibilities outside of the seminar. Patience and understanding should be granted.
- **Time Requirements.** A minimum of 1 day per week should be allocated to research and writing for each seminar. Additional time may be required for formatting and presentation preparation. Rule of Thumb- Allow 2 hours per page when writing a paper.

Tips for Success

Current and former students have submitted the following suggestions for finding success in the program and seminars.

1. If possible, plan large blocks of time to read and write rather than small amounts of time which can lead to frustration and ineffectiveness. For example: 7am-7pm one day a week rather than 2 hours each evening.
2. Decide as early as possible what your dissertation will be so you can begin gathering sources.
3. Establish a connection with an EdD/PhD veteran for assistance getting started. For example: margins, page numbering, footnotes, etc.

Enrollment and Registration

A student should begin his or her program of studies and enroll for seminars in the next regular semester immediately after acceptance into the EdD program. Students must maintain enrollment (register and pay matriculation fees) each semester until the doctoral program is completed. The doctoral program is a continuous enrollment program until graduation. Failure to register and pay fees each semester will result in termination from the program.

All students in the doctoral program have full-time status. The Doctor of Education program follows the graduate policy for drop-add and withdrawal. All requests for changes in registration must be made in writing to the Ed.D. Office and must be received by the appropriate deadlines.

All students enrolled in a doctoral program MUST register online each semester regardless of their status. A late fee will be assessed for any student who does not register.

Students who have been accepted into the program automatically attain active status. Active status is maintained by registering for at least one workshop or seminar per year and by paying the appropriate fees.

Continual Enrollment. Doctor of Education students not enrolled in at least one workshop or seminar during the current semester or summer should register for this status (EDDC9001). Students are allowed to register for Continual Enrollment status for only two consecutive enrollment periods (two semesters or a summer and one semester). Students who expect to be out of the program longer than two registration periods must register for Program Delay status, or request Inactive status from the Ed.D. program. A course enrollment fee will be assessed.

Program Delay. If a student plans to not register for at least one workshop or seminar per year, he or she must register for Program Delay (EDDC9002) and pay a per-semester Program Delay fee. The student's program limit (7 years) continues to be tracked during the Program Delay period.

Inactive Status. Students must submit a request and be approved for Inactive status by the EdDOC, after which the student is registered for this status for two semesters and one summer. After one year students must either resume course work or request a withdrawal from the program. Students with extenuating circumstances may be granted an additional year of Inactive status with approval from the Ed.D. Oversight Committee. No fee is charged for Inactive status. (EDDC9003)

Withdrawal. Students who are unable to fulfill the financial or time demands of doctoral work should withdraw from the program. Students may reapply after a one year absence.

Directed Study. A directed study provides a unique opportunity for a student to work one-on-one with a professor. A directed study proposal should be approved before or during the registration period for a semester.

Registration Schedules

Registration for program elements and summer seminars is done through the Ed.D. office. Students in the "Ministry Leadership" major who choose to take 8000 level courses will register during the open registration periods in the professional doctoral program (Fall: June 1-15, Winter: October 1-15, and Spring: February 1-15).

Program Dates

The following are general dates for program components. See the calendar of events for the research doctoral programs for specific dates for the upcoming academic year.

Dissertation submission/Application for graduation	Oct. 1/Mar. 1
Research proposal submission	Nov. 1/Apr. 1
Research proposal approval	Last day of semester

Program Elements

Seminars and Workshops. During the residency stage students will take the required seminars, colloquia and workshops which are scheduled on a two year cycle. Elective seminars can be taken at the discretion of the individual student depending choice of academic major and time considerations.

Letter of Intent. The *Letter of Intent* confirms your status in the Ed.D. program and informs the Ed.D. Oversight Committee of a possible dissertation topic and intent to begin research. A faculty member will be assigned upon receipt of your letter and confirmation of your status.

Preliminary Research Proposal. At or near the completion of all seminars, colloquia, and workshops students will submit a Preliminary Research Proposal. The proposal should include a topic, rationale, and recommended methodologies for the study. Follow the submission guidelines.

Oral Proficiency Exam. The oral proficiency examination is a two-hour examination scheduled after all seminars, supervised reading colloquia, and any other required courses have been completed and a satisfactory research proposal has been approved by the division. Verification must be received by the Doctor of Education Office no later than two weeks before the exam.

Prospectus. After a *Preliminary Research Proposal* is approved students will attend a prospectus development workshop. In the workshop students will refine the research topic and hypothesis, explore research methodologies and the construction of a research prospectus. The prospectus is essentially a "contract" between the student and faculty detailing the research to be conducted, written, and presented.

Dissertation. Doctoral candidates must write a dissertation that demonstrates the candidate's ability to do independent and original research, mastery of a research methodology, competency to report logically the results of the research, expertise in presenting the research in acceptable style, and contribution to the academic discipline. A dissertation in Ed.D. represents both research methodology and practical application.

The dissertation is the capstone component of the Ed.D. program. The dissertation should contribute uniquely to the field of education and specifically Christian Education. Students should demonstrate a

synthesis of seminar study and theological foundations. Likewise students are expected to utilize research skills learned during the program. Final assessment of the dissertation is an evaluation of the written document and oral presentation of the findings.

Requirements. Doctoral candidates must write a dissertation that demonstrates the candidate's ability to do independent and original research, mastery of a research methodology, competency to report logically the results of the research, expertise in presenting the research in acceptable style, and contribution to the academic discipline. A dissertation in Ed.D. represents both research methodology and practical application. The dissertation may contain no less than 25,000 nor more than 50,000 words, unless otherwise authorized by the student's guidance committee.

The approval of a dissertation topic goes through several stages:

- Approval of a research proposal by the Division of Christian Education/Doctor of Education Oversight Committee
- Completion of RDOC9303 Prospectus Development
- Review of a prospectus by the Ed.D. guidance committee and the Ed.D. Oversight Committee.
- The dissertation may be presented no less than four months following approval of a prospectus by the guidance committee. Students are required to use the style guides approved by the seminary faculty. If the dissertation is rejected following an unsatisfactory dissertation defense and if the guidance committee looks with favor upon its resubmission, a period of three months must elapse before it may be presented again. The student would register as a writing candidate and pay full tuition.

If the dissertation is rejected for form, style, and/or minor content reasons following a satisfactory dissertation defense and if the guidance committee looks with favor upon its re-submission, the dissertation may be presented again no sooner than two months after the dissertation defense and no later than two months prior to the anticipated graduation date.

Four plain-paper copies of the completed dissertation (unbound in four separate boxes) as well as the *Dissertation Fee and Order Form* and the *Graduation Application* must be submitted to the office of the Director of the Ed.D. by the March 1 (for May graduation) or October 1 (for December graduation) deadline. Appropriate dissertation and diploma fees must be paid at the time of submission.

Publication. Following the dissertation defense, four copies of the final corrected document as approved by the guidance committee must be submitted on white, 20 lb., 100% cotton paper, unbound, in four separate boxes, through the guidance committee chairperson to the office of the Director of the Ed.D. no later than two weeks prior to graduation. Copies must be accompanied by the UMI Publishing Agreement forms (including the copyright authorization portion). For details, students should follow the UMI Doctoral Dissertation Agreement Form link on the Program Materials page of the Doctor of Education Program area of the seminary website.

Dissertation Defense. Once the dissertation has been submitted to the Doctor of Education Office and the guidance committee has decided to allow a defense, the Associate Dean, in consultation with the division chairperson, will forward a copy of the dissertation to the external reader or assign a faculty reader (third member of the committee) and notify the student and guidance committee chairperson. At that time the candidate should take the initiative to contact the guidance committee chairperson to arrange the oral defense of the dissertation.

The chairperson should notify the Doctor of Education Office of the date, time, and location of the defense when it is scheduled. The oral defense of the dissertation should occur prior to November 1 or April 1.

The oral defense of the dissertation is two hours in duration and deals with the dissertation and related subject matter. The defense is conducted by the guidance committee; however, any NOBTS faculty member may attend. The student must be in attendance at their oral dissertation defense. The student's presence is required at the oral dissertation defense.

Graduation. In order to graduate from the seminary, students must meet all academic requirements set forth in this catalog, settle all financial obligations to the seminary, and maintain high standards of moral and ethical conduct. The faculty or any appropriate committee of the faculty may at any time advise the President that a student evidences spiritual, ethical, emotional, psychological, or attitudinal deficiencies which in the judgment of the faculty disqualify the student for continued study at the seminary. The student may appeal this determination to the President. The decision of the President shall be final. Participation in graduation exercises is required of all students unless permission is granted to graduate in absentia. Requests for permission to graduate in absentia should be made in writing to the Registrar. Permission is granted only in emergency cases.

Fees for Doctoral Students

Fees, effective August 1 each year, are listed in the "Graduate Student Fees" section of the NOBTS Graduate Catalog, available online at www.nobts.edu.

Students who are not members of Southern Baptist churches should note the fees for non-Southern Baptists. Transfer of Credit students may request the transfer of doctoral-level courses completed at another accredited institution prior to admission. Applicants who believe they qualify should contact the Ed.D. Program Director during the application process.

Curriculum Map

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Proficiency Workshops **(7 hours)**

RDOC9300	Introduction to Research and Writing	3 hours
RDOC9302	Teaching in Higher Education	3 hours
EDPE9100	Oral Proficiency Exam	1 hour

Required Seminars **(19 hours)**

CEEF9401	History, Philosophy, & Theology of Christian Education	4 hours
CEEF9402	Educational Psychology	4 hours
CEEF9405	Advanced Pedagogy	4 hours
CEAL9400	Higher Education Leadership	4 hours
CEST9300	Educational Research and Statistics	3 hours

Majors

Teaching **(17 hours)**

2 Concentration seminars (9000 level)		8 hours
EDSR9303	Supervised Reading Colloquia: Teaching	3 hours
XXXX#3##	Curriculum Design	3 hours
XXXX83##	Teaching Practicum (8000 level)	3 hours

Educational Leadership **(17 hours)**

2 Concentration seminars (9000 level)		8 hours
EDSR9302	Supervised Reading Colloquia: Educational Leadership	3 hours
XXXX#3##	Curriculum Design	3 hours
XXXX83##	Educational Leadership Practicum (8000 level)	3 hours

Ministry Leadership **(17-18 hours)**

EDSR9301	Supervised Reading Colloquia: Ministry Leadership	3 hours
Seminars or Reading Colloquia (8000 and 9000 level)		14-15 hours

Dissertation (11 hours)

RDOC9303	Prospectus Development	3 hours
	Prospectus	1 hour
EDWC9600	Writing Candidate in EdD	6 hours
EDDD9100	Dissertation Defense	1 hour

Total Hours 54-55

EdD Courses and Seminars Program

Program Components and Workshops

COOP9000 An Introduction to NOBTS, the SBC, and the Cooperative Program (no credit)

This core curriculum course offered in conjunction with Introduction to Research and Writing is required to be taken in the first year. The course will acquaint students with a brief history of NOBTS, the SBC, and the Cooperative Program, as well as their current leadership and operation. In this course students also will gain an understanding of the significance and relationship of the Cooperative Program to the SBC and NOBTS.

RDOC9300 Introduction to Research and Writing (3 hours)

In this course students will be introduced to the literature and techniques of doctoral research. Special attention will be given to the development of research proposals and the presentation of research, including individual guidance in the form and style of research writing. The course must be taken during the student's first year in the program.

RDOC9302 Teaching in Higher Education (3 hours)

The purpose of this course is to enhance the teaching skills of students anticipating a teaching role in college, seminary, and church settings. The focus of the content is upon the theory and methodology that undergird effective teaching and learning.

RDOC9303 Prospectus Development (3 hours)

In this one-week course students are given guidance in the development and writing of a prospectus for the dissertation. Prerequisite: a research proposal must be submitted to the student's guidance committee by the April 1/November 1 deadline. The research proposal must be approved by the division of study by the last day of the semester.

EDRP9100 Research Proposal Approval (1 hour)

EDPE9100 Oral Proficiency Exam (1 hour)

EDWC9600 Writing Candidate (6 hours)

EDDD9100 Dissertation Defense (1 hour)

Required Seminars

CEST9300 Educational Research and Statistics (3 hours)

Educational Research (design) and Statistics (analysis) are the advanced languages of Christian education, including educational psychology (learning, development, and motivation), teaching the Bible, discipleship, small-groups, age-group dynamics, and administration and leadership. The course provides language tools--vocabulary and concepts--for understanding research in one's field; skills to design one's own study, collect valid data, and analyze that data to provide answers; and preparation for analyzing empirical research in EdD and PhD seminars, as well as preparation and execution of a formal doctoral research proposal.

CEEF9401 History, Philosophy, and Theology of Christian Education (4 hours)

A survey is made of both the historical development of Christian education as well as the philosophical foundations that influenced that development. Receiving special attention are influential personalities, significant movements, and contextual matters that have shaped and continue to shape Christian education. Consideration is given to the impact of these historical factors upon contemporary Christian education ministry and its future expressions. Current philosophical trends are observed and evaluated.

CEEF9402 Educational Psychology (4 hours)

The purpose of this seminar is to engage students in a comprehensive examination of educational psychology. Special attention is devoted to concepts which describe principles of teaching, theories of learning, motivational psychology, and instructional objectives. The study provides for an analysis of representative expressions of the teaching-learning transaction as they focus on the ministry of Christian education.

CEEF9405 Advanced Pedagogy (4 hours)

Students will compare and evaluate contemporary instructional strategies and forms of assessment to be used in higher education. Instructional strategies to be examined include the flipped classroom, problem-based learning, and teaching online. Forms of assessment to be examined include rubrics, tests and measurements, portfolios, and informal and formal assessments. At the end of this course students will apply appropriate contemporary instructional strategies and forms of assessment to topics of study in an existing syllabus. RDOC 9302 is a prerequisite for this course.

CEAL9400 Higher Education Leadership (4 hours)

The purpose of this seminar is to provide quality theological education for students in the area of advanced research in the context of the Christian institution of higher education. Leadership principles, philosophies of Christian higher education, and trends in curriculum are investigated through research and lectures. The roles of the principals in the context of higher education are explored. Papers are presented and discussed, and several leadership theories are evaluated.

Elective Seminars

CEAD9401 Adult Education (4 hours)

The purpose of this seminar is to engage students in a comprehensive examination of adult ministry. The direction of the seminar may involve the nature of adults and their mental and emotional makeup, a detailed study in adult education, or other fields of study related to adult ministry.

CEAD9402 Family Ministry in Church Life (4 hours)

This seminar is designed to survey contemporary family discipleship ministry and developmental concerns involving preschoolers, children, youth and parents. Needs that can be addressed through family ministry and discipleship endeavors in local Baptist churches are identified and researched. Special attention is given to introduction to current literature in the field. Family discipleship projects are developed and evaluated.

CEAL9402 Contemporary Context of Christian Education (4 hours)

A survey is made of the changing context of Christian education including (but not exclusively) the local church, church planting, missionary settings, and Christian schools. Special attention is given to emerging church organizational models and their impact on complementary Christian education. Emphases will include sociological, educational, and denominational influences on the design and delivery of Christian education. An effort is made to enhance the student's understanding of the world confronting Christian education and to equip the student to impact more effectively this world as a Christian educator.

CEAM9401 Strategic Leadership in Christian Education (4 hours)

Leadership principles, philosophies, hazards, and trends are investigated through research and lectures. Papers are presented and discussed, and several leadership theories are evaluated.

CEAM9402 Principles of Administration (4 hours)

The purpose of this seminar is to engage students in a comprehensive examination of administrative principles. The direction of the seminar may involve the functional areas of administration; the historical development, philosophy, and contemporary application of the church program organization approach to Christian education; management functions; supervisory methods and tasks; or other fields of study related to administration.

CEAM9403 Building and Managing an Effective Organization (4 hours)

This seminar guides students in the understanding, evaluation, and research of management systems utilized in churches, Christian organizations, denominational entities, and Christian higher education institutions. Special attention is given to diagnosing organizational health and guiding productive change. The seminar explores the impact of various forms of church governance on management expressions in churches and the denomination.

CEAM9404 Issues in Risk Management (4 hours)

The purpose of this seminar is to provide quality theological education for students in the area of advanced research in the context of risk management in the local church and the Christian institution or organization. Leadership principles, philosophies, hazards, and trends are investigated through research and lectures. Papers are presented and discussed, and several leadership theories are evaluated.

CECH9401 Childhood Education (4 hours)

The purpose of this seminar is to engage students in a comprehensive examination of children's ministry. The direction of the seminar may involve an extensive study of nursery school and kindergarten education, the history and development of childhood education, a detailed study of the developmental stages from birth through eleven years, areas of educational supervision which relate to leaders of the preschool and children's age groups, curriculum materials used by Southern Baptist organizations for children from birth through the sixth grade, or other fields of study related to children's ministry.

CECH9402 Child Development (4 hours)

In this seminar, students will engage in an examination of classic and current theory and research regarding the physical, mental, social, emotional, and spiritual development of individuals from conception through middle childhood. Through readings and presentations students will acquire a basic understanding of how factors within the child, family, and community shape the process of development. Individual research and presentation of selected readings and selected topics of students' choice are a major focus of the seminar.

CEDI9401 Discipleship and Spiritual Formation (4 hours)

The purpose of this seminar is to provide quality theological education for students in the area of discipleship and spiritual formation understandings and skills within the context of the local church. This seminar is designed to survey discipleship and spiritual formation by researching biblical and social science findings. Needs that can be addressed through discipleship definitions and terms, discipleship endeavors, and current discipleship practices in local Baptist churches are identified and researched with the consideration of personal spiritual formation. Special attention is given to the introduction and application of both pertinent and current literature in the field.

CEYH9401 Youth Ministry in Cultural Context (4 hours)

The purpose of this seminar is to engage students in a comprehensive examination of youth ministry. The direction of the seminar may involve studies in contemporary research related to adolescence, historical development in youth education/youth ministry, or an examination of the youth culture.

CEYH9402 Adolescent Development (4 hours)

A study is made of historical development of the field of adolescent development as well as examining contributions by more recent theorists. Particular attention will be given to the normative markers which describe healthy adolescent maturation in physical, mental, social, emotional, and spiritual areas.

CEDS9400 Directed Study in Christian Education (4 hours)

Directed studies enable a student (1) to engage in specialized research under a professor's supervision or (2) to cover an area not included in the regular seminar offerings during the student's scheduled seminar work. Contact the Director of the Doctor of Education Program concerning the procedure for submitting a proposal.

Reading Colloquia

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CESR9301 Supervised Reading Colloquium: Adult and Family	(3 hours)
CESR9302 Supervised Reading Colloquium: Foundations in Christian Education	(3 hours)
CESR9303 Supervised Reading Colloquium: Children and Youth	(3 hours)
EDSR9301 Supervised Reading Colloquium: Ministry Leadership	(3 hours)
EDSR9302 Supervised Reading Colloquium: Educational Leadership	(3 hours)
EDSR9303 Supervised Reading Colloquium: Teaching	(3 hours)

Academic Policies

Academic Honesty/Misconduct

SEMINARY POLICY ON PLAGIARISM:

1. Definition of Plagiarism: Students are given the task of writing papers in order to help them learn how to think critically about the ideas of others and to present the result of their analysis in a readable form. Plagiarism defeats these purposes by cheating the student out of an opportunity to grow. Plagiarism is, therefore, a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally.

It may take several forms:

Taking one or more sentences verbatim from a source and inserting it into a paper without the proper citation is plagiarism. The student should note that a failure to document credit for a direct quotation is also a violation of copyright law. (See Student Handbook section on Electronic Reserves.)

Representing the words or ideas of another person as your own words or ideas is plagiarism, even if you summarize. However, loosely paraphrasing a sentence without proper citation also is plagiarism.

Borrowing without proper citation such things as an outline, an idea, or an approach to dealing with a problem that is unique to an author is plagiarism. This type of plagiarism often results from poor note taking on the part of the student.

Plagiarism also can result from improper methods of citation. The student is responsible for learning the appropriate rules for citing sources and for following those rules throughout the paper. Ignorance of rules of citation is not an excuse.

In addition, plagiarism is a violation of the use of the seminary's computing resources. (See Student Handbook section on Computer Use Policy Violations.) For other definitions of plagiarism and ways to avoid it, see Robert A. Harris, *The Plagiarism Handbook: Strategies for Preventing, Detecting, and Dealing with Plagiarism* (Los Angeles, CA: Pyczak Publishing, 2001.)

2. Consequences for violation of plagiarism

When a professor discovers a student has committed plagiarism, the professor should report this violation to the Dean of Students. In making this report, the original copy of the paper in question is supplied to the Dean of Students for the purpose of documentation. A letter of warning will be issued from the Dean of Students Office to the student notifying him/her of the violation. This letter will serve as the official notice of the violation, and a copy will be placed into the student's permanent file along with the copy of the student's paper(s). Copies of the letter will be forwarded to the appropriate Academic Dean, the Registrar, the Professor, and the Provost. This letter will state clearly that if the student plagiarizes a second time, the offense will be reported to the President. At the discretion of the President, a second offense of plagiarism may result in the student's dismissal from the seminary.

Appendix

The Guidance Committee

Responsibilities

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The *Letter of Intent*, confirms a student's status in the Ed.D. program and informs the Ed.D. Oversight Committee of a possible dissertation topic and his/her intent of research. A faculty member will be assigned upon receipt of the document by the Ed.D. office.

The responsibilities of the guidance committee include the following:

- Outline and supervise the student's final reading colloquia. The committee chair will guide students in the selection, review, and application of resources necessary for the implementation of research and writing in the proposed topic.
- Oversee the formulation and writing of the candidate's proposal. The chair approves the final proposal before students may enroll in the prospectus development workshop. After proposal approval, a second committee member will be assigned.
- Schedule and facilitate an oral proficiency examination at the completion of all seminars, reading colloquia, and practicum. The exam should be scheduled after the approval of both the *Letter of Intent* and research proposal. The exam must precede the final submission of a dissertation prospectus.
- Supervise the formulation and writing of the candidate's prospectus. The candidate should consult with the guidance committee chair and second for advice on the dimensions of the study. It is the responsibility of the Guidance Committee chair, in conjunction with the candidate, to submit to the committee members an approved prospectus.
- Refer the dissertation prospectus to the Ed.D. Oversight Committee and represent the student's prospectus throughout the approval process.
- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- Recommend a third committee member for approval by the Doctor of Education Committee, or provide advice and consent of a request by the student. If changes in the committee membership are desired, they must be approved by the committee chair and the committee member must be duly notified.
- Schedule a final oral presentation and defense of the dissertation. This should not be scheduled until: a) the dissertation has been approved by the dissertation chair and committee members; i.e., it meets minimum standards (fidelity to the prospectus, conformity to Turabian style, readability, and accuracy of data presentation and analysis); and, b) he/she feels the candidate is prepared to defend the dissertation.

Dissertation Guidance, Review, and Evaluation

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The dissertation committee provides guidance, direction, and evaluation through all stages of research, from the topic selection through the final presentation of the dissertation for binding.

The responsibilities of the guidance committee include the following:

- Oversee the formulation and writing of the candidate's proposal. The committee chair approves the final proposal before students may enroll in prospectus development.
- Outline and supervise the student's final reading colloquia. The committee chair will guide students in the selection, review, and application of resources necessary for the implementation of research and writing in the proposed topic.
- Supervise the formulation and writing of the candidate's prospectus. The candidate should consult with the committee chair and second for advice on the dimensions of the study. It is the responsibility of the committee chair, in conjunction with the candidate, to submit to the committee members an approved prospectus.
- Schedule and facilitate an oral proficiency examination at the completion of all seminars, reading colloquia, and practicum. This should be after the approval of both the *Letter of Intent* and research proposal. The exam must precede the final submission of a dissertation prospectus.
- Refer the dissertation prospectus to the Ed.D. Oversight Committee and represent the student's prospectus in the approval process.
- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- Recommend a third committee member for approval by the Doctor of Education Committee, with the advice and consent of the student. If changes in the committee membership are desired, they must be approved by the committee chair and the committee member must be duly notified.
- Schedule a final oral presentation and defense of the dissertation. This should not be scheduled until: a) the dissertation has been approved by the dissertation chair and committee members; i.e., it meets minimum standards (fidelity to the prospectus, conformity to Turabian style, readability, and accuracy of data presentation and analysis); and, b) he/she feels the candidate is prepared to defend the dissertation.
- Role of the Chairperson

The chairperson represents the student to the guidance committee and the guidance committee to the student. All matters to be addressed by the guidance committee should be presented to the chairperson.

Note that typically, the committee chair will approve the chapters of the proposal (and the dissertation) before it is given to the committee members to read. However, each committee may decide how closely committee members will monitor and provide feedback on the writing of individual chapters and whether the document is read chapter-by-chapter or in its totality. The dissertation chair and committee should agree on this procedure as soon as possible.

Oral Proficiency Exam

1. Schedule and Application

When ready to take the oral proficiency examination, the student should submit the completed Application for Oral Examination (obtained by emailing the Doctor of Education Office or locating the form online at www.nobts.edu/edd/) to the guidance committee chairperson for signature. The guidance committee chairperson will then forward the application to the Doctor of Education Director at least two weeks before the examination. After the application has been approved by the Doctor of Education Director and the Doctor of Education Oversight Committee, the guidance committee chairperson will schedule the examination with the other member of the guidance committee and the student. Although the examination is conducted by the guidance committee, the examination is open to all NOBTS faculty. The location of the examination is arranged by the chairperson, who is then responsible to communicate both the exact time and place to the student, the other member of the guidance committee, the Doctor of Education Director, and the Doctor of Education Oversight Committee.

2. Development and Content

In consultation with the other member of the guidance committee and other faculty as necessary, the chairperson will develop and lead the oral proficiency examination. In general, the examination addresses the content of all course work in both major and minor fields and related background material as deemed appropriate by the guidance committee. The content of the oral proficiency examination varies somewhat among the various areas of study; thus, the student should consult the guidance committee chairperson concerning preparation for the examination and materials to be brought to the examination.

3. Evaluation

The examination is evaluated by the guidance committee immediately following the two hours of testing. The evaluation is based on the student's overall knowledge of the field with respect to both breadth and accuracy; ability to maintain engaging dialogue on themes in the field; proficiency in communicating logically and clearly; and an understanding of major and divergent theories, developments, or methods in the field. The chairperson will communicate the outcome of the examination to the student in the presence of the other member of the guidance committee immediately following the examination and a brief period of reflection by the guidance committee. The results of the examination are reported by the chairperson to the Doctor of Education Director and the Doctor of Education Office on the *Oral Proficiency Examination Report form*. The Doctor of Education Director will confirm the results of the examination to the student in writing and send a copy of the letter to the division chairperson, guidance committee, and Registrar. The examination is graded on a pass/fail basis and carries one semester hour of credit upon successful completion. A student who does not pass the oral proficiency examination may be given one additional opportunity upon the recommendation of the guidance committee and division of study and the approval of the Doctor of Education Oversight Committee. A second failure will result in the student's termination from the Doctor of Education program. Upon passing the oral proficiency examination, the student is admitted to the candidacy stage of the Ed.D. program. After the student passes the oral proficiency examination, the student must maintain enrollment by registering for dissertation writing for the remainder of the program. Failure to attain candidacy by the last day of the 11th consecutive active semester of the Doctor of Education program is grounds for review and termination of the student's program.

Prospectus

Guidance for the preparation of the prospectus is given in the Prospectus Development course. Upon passing the oral proficiency examination, the candidate may officially submit the prospectus to the guidance committee. Two copies should be submitted to the chairperson. The guidance committee will review the document and request and secure appropriate revisions in preparation for Doctor of Education and ReDOC review. The student may present the prospectus to the guidance committee prior to the oral proficiency examination. However, the committee may not review the prospectus until after the examination is passed. The guidance committee may accept the prospectus for review immediately after the examination, provided the student passes the examination. Evaluation of the prospectus is not part of the oral proficiency examination. After the guidance committee's satisfactory preliminary review of the prospectus, the student should submit 9 corrected copies of the prospectus to the Doctor of Education Office for review by the Doctor of Education Oversight Committee. The copies are due to the Doctor of Education Office no later than one week before the Ed.D. Oversight Committee meeting.

1. Components of the Prospectus

a. Thesis (problem statement, purpose)

Give a clear statement of what the researcher seeks to accomplish—the goal of the research effort. Address questions such as What will the researcher discover? What will the research demonstrate? Behind the thesis statement there should be a research question (either stated or implied). The readers should read this section and know the basic thrust of the research proposal. The thesis should have some element of "interpretation" and discovery of something "new." Some students divide the thesis or problem into sub problems, but this is not required or even appropriate for all dissertations. When done, sub problems should be research units (including interpretation of data)

b. Hypothesis or hypotheses

A hypothesis is a conjectural supposition of what the researcher expects to discover. There is no set number (or required set correlation to sub-problems when used). With empirical research these should be measurable; with some other forms of research they should be discoverable.

c. Thesis Setting (or Problem Setting)

Students should consider including some or all of the following:

- (1) Assumptions—underlying self-evident assumptions undergirding the research proposal (these look to the present, not the future)
- (2) Delimitations—circumscriptions placed on the study to eliminate ambiguity and to exclude certain inferred items one does not intend to be in the study.
- (3) Definitions of terms—key terms related to the proposal are defined. These are generally operable definitions, with some definitions possibly taken from the professional literature.

d. The State of Research (or Review of Related Literature)

This section should have an introduction that overviews the approach of the review and the structure of the review. A review of literature should focus on presenting a coherent argument that leads to a description of the study. At the end of the section, the reader should be able to conclude that there is the need for another study—the proposed dissertation.

For most entries the following should be included:

- (1) Description of the research methodology (type of research, description of sample population, etc.)
- (2) Summary of the conclusions asserted
- (3) Analysis and evaluation of the contribution of this research to the field

The review normally begins with the more general works and moves toward the more specific.

e. The Importance of the Study

The focus of this section should be the contribution of the research to the academic discipline. This section should logically be related to and emerge out of the review of literature.

f. Research Methodology

This section should be “customized” for each dissertation. There is no one outline. Each methodology should dictate its own outline.

The kinds of items that need to be addressed in this section are

- (1) Identification of the primary data and possibly key secondary data
- (2) Criteria for admissibility of the data
- (3) Where the data are located
- (4) How the data will be secured
- (5) How the data will be interpreted [statistical procedures generate data but do not interpret them]

Students consider all of the above items, but they should write the methodology section (narrative, not “fill in the blank”) specific to the methodology used, focusing on the above items as appropriate.

A key word is *replication*. A researcher in the field should be able to read this section and replicate the research. Thus this section should be a detailed blueprint.

The length of this section will vary considerably, depending on the particular dissertation.

An outline used by many in the social sciences (descriptive survey and experimental research) is the following:

(1) Subjects—discussion of the identity and selection of the subjects

(2) Measures—discussion of various instruments to be used. For a dissertation all instruments must have (a) validity and (b) reliability. These must be documented or the researcher must present a plan to demonstrate them. Without validity and reliability, the research is not valid for a dissertation.

(3) Procedure—detailed outline of all procedures, such as distribution of surveys, assignment of random numbers, division of experimental and control groups, outlines of experimental treatments, etc.

(4) Data analysis—What will be done with the data generated by the statistics? How will it be presented? What will the researcher be looking for in interpretation?

Students whose research involves human subjects must follow the Institutional Review Board procedure.

g. Qualifications of the Researcher

This section should focus on the student documenting that he or she has the specific qualifications needed for the proposed research. This is not a resume.

h. Proposed Outline of the Dissertation

i. Selected Bibliography

2. Ed.D. Oversight Committee Review of the Prospectus

The guidance committee chairperson will attend the Ed.D. Oversight Committee review, which will focus on feedback, dialogue, and understanding. The Ed.D. Oversight Committee will submit a report to the guidance committee chairperson.

Faculty Forms

Letter of Intent

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Dear _____,

Congratulations on completing the first half of your residency requirements. You should now submit a *Letter of Intent*. The *Letter of Intent* confirms your status in the Ed.D. program and informs the Ed.D. Oversight Committee of a possible dissertation topic and intent to begin research. A faculty member will be assigned upon receipt of your letter and confirmation of your status.

You may complete the *Letter of Intent* electronically by submitting a google form to the Ed.D. office. Email edd@nobts.edu to obtain the link to the *Letter of Intent* form or locate the *Letter of Intent* link at www.nobts.edu/edd/.

The faculty to which you are assigned will guide the remainder of your educational journey. The faculty member will serve as your guidance committee chair.

The dissertation chair will assist you with:

- The formulation and writing of a research proposal.
- Supervise the formulation and writing of a prospectus.
- Schedule and facilitate a proficiency examination.
- Refer and represent the dissertation prospectus to the Ed.D. Oversight Committee.
- Supervise the research and writing of the dissertation.
- Recommend a third committee member.
- Schedule a final oral examination to defend the dissertation.

Our division applauds your progress in the Ed.D. Program and encourages you to continue with great intention and diligence.

By His Grace,

Program Director

Approved Letter of Intent

Dear _____,

We have received and approved a *Letter of Intent* confirming your status in the Ed.D. program and informing the Ed.D. Oversight Committee of a dissertation topic and intent to begin research. Dr. _____ has been assigned to serve as your guidance committee chair and guide the remaining portion of the academic plan.

The guidance committee chair's responsibilities include the following:

- Oversee the formulation and writing of the candidate's proposal. The committee chair approves the final proposal before students may enroll in prospectus development.
- Outline and supervise the student's final reading colloquia. The committee chair will guide students in the selection, review, and application of resources necessary for the implementation of research and writing in the proposed topic.
- Supervise the formulation and writing of the candidate's prospectus. The candidate should consult with the committee chair for advice on the dimensions of the study.
- Schedule and facilitate an oral proficiency examination at the completion of all seminars, reading colloquia, and practicum.
- Refer the dissertation prospectus to the Ed.D. Oversight Committee and represent the student's prospectus in the approval process.
- Direct the candidate in carrying out the approved study and closely supervise the writing of the dissertation.
- Recommend a third committee member for approval by the Doctor of Education Oversight Committee, with the advice and consent of the student.
- Schedule a final oral examination to defend the dissertation. This should not be scheduled until: a) the dissertation has been approved by the dissertation chair and committee members; i.e., it meets minimum standards (fidelity to the prospectus, conformity to Turabian style, readability, and accuracy of data presentation and analysis); and, b) he/she feels the candidate is prepared to defend the dissertation.

The next phase of your program should focus on completing any seminars and reading colloquia necessary to satisfy your degree major. Persevere toward the goal.

Program Director