

NEW ORLEANS BAPTIST
THEOLOGICAL SEMINARY

DOCTOR OF EDUCATION HANDBOOK



Division of Discipleship & Ministry Leadership
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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 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 (NOBTS). 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://www.nobts.edu/Ed.D/program-materials.html>

NOBTS Purpose and Mission Statements

New Orleans Baptist Theological Seminary exists to prepare servants to walk with God, proclaim 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.

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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. Typically required seminars meet four Friday evenings during the semester in a two-year cycle. Program workshops are offered in a three- to five-day format either during the summer or January. Elective seminars will be offered at different times depending on the major.

The EdD curriculum consists of four required semester-long research oriented Christian education seminars, a mentored reading colloquia, an integrated mentorship, elective seminars, a research workshop and other program elements. An oral proficiency examination, and the submission and defense of a dissertation in professional practice are also required. The period allowed for the completion of the EdD 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 three to four years.

The Doctor of Education program and curriculum is administered by the Doctor of Education Oversight Committee (EdDOC) which is composed of all members of the Doctor of Education Oversight Committee faculty with terminal professional or research doctoral 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 by emailing edd@nobts.edu upon submitting an inquiry form. Potential applicants should review carefully all degree admission requirements before submitting an application. Those requirements are enumerated in the EdD section of the NOBTS Graduate Catalog.

Pre-Residency Stage

The student will have one year to complete all required leveling work and submit application items to enter the EdD program. Students leveling for the EdD application will submit the

following items to the EdD Office no later than one month prior to the beginning of their first leveling course:

- EdD Application Form
- Statement of Call and Commitment
- Church Endorsement forms
- Four personal evaluations
- Social Security Number form
- Transcripts
- Health form (if in classroom)
- Immunization form (if in classroom)
- Application fee
- Background check

The EdD Office will maintain an enrollment status in the NOBTS student information system to verify active leveling for no longer than one year. The following sequence is the pre-residency procedure.

1. EdD Office receives application materials
2. EdD Office approves applications and creates file for the Research Doctoral Office.
3. The Research Doctoral Office creates transcript sequence for the student
4. EdD Office maintains enrollment status to verify active leveling and anticipate application process for EdD program

These remaining items must be submitted before final admission into the EdD program can be granted:

- Research paper
- EdD entrance exam
- Division interview
- Professional Profile
- Health and Immunization forms, if not submitted previously

Application Dates and Deadlines

Applications must be submitted to the Doctor of Education Office no later than [April 1st for August admission, October 1st for January admission, and March 1st 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, four reference/personal evaluation forms]
- Application fee
- 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 Doctor of Education Oversight Committee approves and denies admission to the Doctor of Education program. All relevant information in the application (GPA, graduate-level research 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 Doctor of Education Oversight Committee, the program director will notify applicants of acceptance/denial to the doctoral program. Decisions usually are made within one month following the submission of all application documents and no later than a month after the application deadlines. 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). Students must also possess an ATS approved MA/MRE degree or comparable degree from an institution of higher education accredited by a US agency recognized by CHEA or another approved North American MA/MRE degree.

Degrees from secular or non-ATS schools may be considered with completion of supplemental studies. For admission into the EdD program, students are required to demonstrate competency in foundational biblical studies, theology, Christian education, and educational or ministry leadership. Competency in the field of Christian education is assessed with an entrance exam. Familiarity with statistics for social sciences is required. The statistics competency is measured by transcript(s) in descriptive, univariate, and multivariate statistics as well as use of computer applications such as the Statistical Package for Social Sciences (SPSS). Students without sufficient statistics knowledge are expected to complete an introduction course the first year in the program.

Degree equivalency applicants who do not hold the appropriate prerequisite degree should contact the Doctor of Education Office for information concerning degree equivalency requirements. Individuals with a MEd or MAT degrees can meet equivalency requirements by taking designated biblical, theological, and ministerial courses. Students with theological degrees may be required to take Christian education and ministerial courses.

Evaluation and Assessment

	-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
Professional Profile	<80	80-84	85-89	90-94	95-100
Research Paper Evaluation	<80	80-84	85-89	90-94	95-100
EdD Entrance Exam	<80	80-84	85-89	90-94	95-100
Division Interview	<80	80-84	85-89	90-94	95-100

✓ 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: Transcripts may be submitted in paper or digital formats.

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

Email to:
edd@nobts.edu

Transcripts may be submitted physically or electronically to edd@nobts.edu. Once all official transcripts are received in the EdD Office, the student's prior course work will be evaluated. 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 graduate level program for review by the Doctor of Education Oversight Committee. If no research paper is available, the applicant should contact the Doctor of Education Office for guidance.

✓ Application Fee

The application fee must accompany the application. The applicant may submit electronic payment on their student account. To apply now, please click [Here](#).

✓ **Completed Application for Admission**

Answer every question on the EdD Application for Admission. The EdD Application for Admission is available by emailing the EdD Office: edd@nobts.edu.

The EdD 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 [NOBTS Personal Evaluation Authorization](#). Please submit this form a month prior to the application deadline to avoid delays in processing your application and to allow enough time for references to complete the personal evaluation forms. The contact information you provide in this form will be used to communicate with identified individuals. Provide an academic reference, a personal reference, another academic or professional reference, and a pastoral reference. You should submit this authorization form with all other application items to the EdD Office by the appropriate deadline date. The Doctor of Education Office will contact you each time a reference is received via email.

✓ **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**

Students must demonstrate competency in statistics for social sciences. Generally competency is measured by transcript hours (graduate or undergraduate courses) in descriptive, univariate, and multivariate statistics as well as use of computer applications such as the Statistical Package for Social Sciences (SPSS). If you do not meet this criteria, you will be required to complete CEST6300 Introduction to Educational Research and Statistics (or similar course at another institution) in your first year.

✓ **Transfer of Credits**

Students who are enrolled in or have completed advanced courses may make a written request for transfer of credits by furnishing course descriptions (preferably syllabi), completion dates, and an official transcript of courses completed. These 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 EdD program director during the application process. 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 Doctoral Oversight Committee. 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 areas that may enable the faculty to know the applicant better and to ascertain his or her potential for advanced studies.

✓ **Entrance Exam**

An entrance exam is required for admission into the program. The entrance exam will be scheduled with the Doctor of Education Office. The EdD applicant is allowed to attempt the exam a maximum of three times. The EdD applicant cannot take the entrance exam more than once during a semester, and twice per year.

Non-Degree Student

Students may apply to take one doctoral seminar as a non-degree (or PreResident) student. An individual desiring non-degree status must apply as a non-degree student. Non-degree students may be admitted to one doctoral seminar provided they have met the GPA 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 EdD Oversight Committee 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 the NOBTS Graduate 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 email at registrar@nobts.edu. However, please note that Western Educational Services transcript evaluations for master's degrees must be course by course.

Probationary Admission

At the discretion of the Doctor of Education Oversight Committee (EdDOC), applicants failing to meet the criteria may be considered for probationary admission.

Probationary 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 Ministry Leadership, 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 EdD 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 EdD degree program must register for EDOC9301 Introduction to Educational Research and Writing during their first year in the program. Students should take the workshop prior to the first seminar and must be taken before a second seminar. All doctoral students must secure and maintain an email address throughout the program.
- The Doctor of Education degree program is a residential program with courses normally offered on the main campus. However, all seminars are available to distance students via NOLA2U, a live synchronous video interface. 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" Will be placed on probation and 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.
- EdD students are expected to attend all class sessions. Students may drop an EdD 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 EdD 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 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 research 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 or writing project.

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. The IRB request form is located on the EdD website.

Faculty Guidance

At the time of admission to the Doctor of Education program, the EdD director will serve as a resource person to the student concerning program matters and to guide the student through the first semester. Students will be assigned a faculty member to chair a two-member guidance committee for the remainder of the program.

- Upon successful completion of a Plan of Study (POS is due at the end of the first semester) a guidance chair committee will be assigned to provide direction, supervision, and evaluation of the student. 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 submission of the preliminary research proposal the second committee member will be assigned.
- When the dissertation or writing project 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

Degree Majors

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 outcomes:

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

Majors are offered in the following areas:

- Ministry Leadership
(EDSR9301 Mentored Reading, EDMN8301 Integrated Mentorship)
- Educational Leadership
(EDSR9302 Mentored Reading, EDMN8302 Integrated Mentorship)
- Teaching/Pedagogy
(EDSR9303 Mentored Reading, EDMN8303 Integrated Mentorship)

There are no concentrations but students are free to choose twelve hours of 9000-level seminars, 8000-level seminars or reading colloquium as electives. EDSR93XX Mentored Reading Colloquium is a specialized study in the student's focus area according to their major. EDMN83XX Integrated Mentorship is completed under the supervision of the guidance committee chair course and aligns with the student's vocational or ministry context. CESR93XX Supervised Reading Colloquium: Specialized Study in Focus Area with Faculty Advisor may be substituted for EDSR930X Mentored Reading Colloquium.

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 should demonstrate a level of self-motivation and commitment beyond that of master's 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 maintaining accurate and current student contact information especially in the school database (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 ministry contexts or 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.edu 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. 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 one to two 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 may be required before or after a seminar. Be sure to communicate clearly, completely, and courteously in all posts.

Presentations

All seminars require formal presentation of research findings. Students should 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 and receive such criticism or evaluation with humility.

Professor Assessment

Professors will be the final arbiters of all grades, evaluations, and disputes in 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 one day per week should be allocated to research and writing for each seminar. Additional time may be required for formatting and presentation preparation. **A good rule of thumb is to allocate two 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.

- 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, plan to work from 7am to 7pm one day a week rather than two hours each evening.
- Decide a dissertation topic as early as possible so you can begin gathering sources.
- Establish a connection with an EdD/PhD veteran for assistance getting started. For example, ask him or her about margins, page numbering, footnotes, etc.
- Create templates with proper formatting and reuse it.

Enrollment and Registration

Once accepted into the EdD program, a student should begin his or her program of studies and enroll for seminars in the next regular semester. Students must maintain enrollment (register and pay matriculation fees) each semester until the doctoral program is completed. If the student is not registered for a course, the student should enroll in Continual Enrollment, Inactive Status, or Program Delay. 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 or status must be submitted using the designated registration form(s) and must be received by the appropriate deadlines (consult EdD Office for more information).

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 and Inactive Status

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. All students enrolled in a doctoral program MUST register online each semester regardless of their status. The only exception to this policy is the first semester. Students register through the EdD office in the first semester and online every semester thereafter. A late fee will be assessed for any student who does not register by the published deadlines. Students who are not registering for at least one seminar or workshop or who are not working on their dissertation must register for Continual Enrollment status. Students are allowed to register for Continual Enrollment status for two consecutive semesters. Students who expect to be out of the program two or more semesters should request Inactive status from the EdD program. Published fees will be assessed for Continual Enrollment or Inactive status.

Program Delay

Program Delay status is reserved for students in two stages of the program. First, students who have completed all course requirements, submitted a prospectus, passed the Oral Proficiency Exam, and await final approval of their prospectus should register for Program Delay. Second, students who have completed one year of writing (EDWC9600) and await the dissertation defense, final submission, or graduation are required to register for Program Delay.

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 required seminars, program elements, and summer workshops and seminars is completed online during the research doctoral program registration period. Students who choose to take 8000-level courses as electives will register for them online during the open registration periods in the professional doctoral program (Fall: June 1-15, Winter: October 1-15, and Spring: February 1-15).

Program Elements

Seminars and Workshops

During the residency stage students will take the required seminars, electives, colloquia, and other program elements which are scheduled on a two-year cycle. Elective seminars can be taken at the discretion of the individual student, depending on the choice of academic major, plan of study and time considerations.

Teaching in Higher Education Exemption

Candidates pursuing an EdD degree who have a master's degree in education or Christian education that includes course work in teaching methods and learning theory and who have a minimum of five years teaching experience at the college level, may request exemption from Teaching in Higher Education.

1. The student should submit the [Exemption Request form](#) to the EdD Office accompanied with a transcript of related master's work, if it is not on file in the Registrar's Office, and a [Teaching Evaluation form](#) from an appropriate academic officer (validating and assessing the teaching experience.) After the student completes and submits the Exemption Request form, the EdD Office will send the appropriate academic officer the Teaching Evaluation form.
2. The program director will consult with the faculty teaching the course, and will review the request and supporting documentation. The final decision will be made by EdDOC.
3. The student will be notified, in writing, of the decision. A copy of the request and decision will be sent to the Registrar.

Plan of Study

The [Plan of Study](#) confirms your status in the EdD program and informs the EdD 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

After the student completes the Residency stage, students will submit a Dissertation in Professional Practice Proposal. The proposal should include a topic, rationale, and recommended

methodologies for the study. Students are encouraged from the beginning of the program to identify a problem of practice as the focus of their dissertation. A problem of practice dissertation describes a challenge in educational practice, empirically investigates the challenge and/or test solution(s) to address the challenge, generates actionable implications, and appropriately communicates these implications to relevant stakeholders. Follow the submission guidelines.

Dissertation in Professional Practice Prospectus

To prepare for writing a Dissertation in Professional Practice students will attend Educational Research Models and Methods workshop. In the workshop, students will refine the research topic and hypothesis, explore research methodologies and initiate construction of a research proposal and prospectus. The prospectus is essentially a “contract” between the student and faculty detailing the research to be conducted, written, and presented.

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. Verification must be received by the Doctor of Education Office no later than two weeks before the exam.

Dissertation in Professional Practice

The Dissertation in Professional Practice (Dipp) is the capstone component of the EdD program. The submission 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 candidacy stage is an evaluation of the written document and oral presentation of the findings.

Requirements. Doctoral candidates must write a document 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.

The approval of a research and writing topic goes through several stages:

- Approval of a research proposal by the guidance committee, and the Doctor of Education Oversight Committee
- Completion of EDOC9302 Educational Research Models and Methods
- Review of a prospectus by the EdD guidance committee and the EdD Oversight Committee.
- The final product may be presented no less than four months following approval of a prospectus by the guidance committee. Students are required to use NOBTS Style guide and the latest edition of Turabian. If the dissertation/writing project is rejected

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

Five plain-paper copies of the completed dissertation as well as the Dissertation Fee and Order Request form and the Graduation Application must be submitted to the office of the director of the EdD 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, five copies of the final corrected document as approved by the guidance committee must be submitted on white, 20 lb., 100% cotton paper, unbound, through the guidance committee chairperson to the EdD Office no later than two weeks prior to graduation. The final writing project will be submitted to ProQuest before graduation.

Oral Defense of Dissertation in Professional Practice ~~/Writing Project~~

Once the Dissertation in Professional Practice has been submitted to the Doctor of Education Office and the guidance committee has decided to allow a defense, The EdD director 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 guidance committee 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 is two hours in duration and deals with the research content and related subject matter. The defense is conducted by the guidance committee; however, any NOBTS faculty member may attend. The student's presence is required at the oral 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. 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 EdD program director during the application process.

Curriculum Map

Program Elements	(12 hours)
Introduction to Research and Writing	3 hours
Educational Research Models and Methods	3 hours
Educational Career and Context	2 hours
Teaching in Higher Education	3 hours
Oral Proficiency Exam	1 hour
Required Seminars	(16 hours)
History, Philosophy, & Theology of Christian Education	4 hours
Educational Psychology	4 hours
Higher Education Leadership/Christian School Leadership	4 hours
Discipleship and Spiritual Formation	4 hours
Mentorships (Choose Major)	(6 hours)
Ministry Leadership (Integrated Mentorship with Mentored Reading Colloquium)	
Educational Leadership (Integrated Mentorship with Mentored Reading Colloquium)	
Teaching Pedagogy (Integrated Mentorship with Mentored Reading Colloquium)	
Electives (8000 or 9000 Level)	(12 hours)
A combination of 8000 or 9000 level seminars may be taken	
Dissertation	(9 hours)
Oral Proficiency Exam	1 hour
Prospectus Approval	1 hour
Research and Writing	6 hours
Dissertation Defense	1 hour
<hr/> Total Hours	<hr/> 54 hours

Refer to the catalog for complete description of all workshops, seminars, and reading colloquia.

Academic Policies

Academic Honesty/Misconduct

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: Pycszak Publishing, 2001).

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

The Letter of Intent confirms a student's status in the EdD program and informs the EdD Oversight Committee of a possible topic for a summative writing project and his/her intent of research. A faculty member will be assigned upon receipt of the document by the EdD 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 (Prospectus Approval Google form is available on the EdD website). 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 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 prospectus to the EdD 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/writing project.
- 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/writing project. This should not be scheduled until: a) the dissertation/writing project has been

approved by the guidance committee chair and 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/writing project.

Dissertation/Writing project Guidance, Review, and Evaluation

The guidance committee provides direction, and evaluation through all stages of research, from the topic selection through the final presentation of the document 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 both members of the guidance committee 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 mentorship. This step should follow the approval of both the Letter of Intent and research proposal. The exam must precede the final submission of a prospectus.
- Refer the prospectus to the EdD 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.
- 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/writing project. This should not be scheduled until: a) the document has been approved by the guidance committee chair 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 final product.

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/writing project) 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/Ed.D/) 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 members 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 members 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 EdD 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.

Dissertation in Professional Practice Research Proposal Guideline

The research proposal is the student's first formal proposal to the guidance committee regarding the dissertation topic. As such, the research proposal is a formal document with a title page. The student must have successfully completed the qualifying examination before this document can be submitted. Furthermore, approval of the research proposal must be secured prior to scheduling the oral comprehensive examination. This document is limited to ten pages in length, not including the title page and bibliography.

1. Components of the Research Proposal

The research proposal should include the following components:

- a) (Problem of Practice –Context and)
- b) Research question
What research question will be answered because of this dissertation?
- c) Thesis statement (research problem, purpose statement)
Set forth the goal of the research. This is the conceptual core of the dissertation. This is not the place to discuss methodology.
- d) Literature search
The purpose of the search is to demonstrate the uniqueness of the dissertation research.
- e) Importance of the study

Include a description of the importance of the proposal. What will this research contribute to the academic discipline?

f) Methodology

Give a brief description of the methodology to be employed. Discuss the data needed and how they will be interpreted. Identify key issues that are relevant to the research methodology.

g) Competence of the researcher

Describe particular skills and competencies necessary for successful completion of the study. If the researcher does not have the needed competencies, he or she should describe how and when the competencies will be gained.

h) Initial bibliography

The initial bibliography should include key works that have been examined and indicate awareness of major works in the field of inquiry.

Suggested Resources

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, 3rd ed.

Paul D. Leedy and Jeanne F. Ormrod, *Practical Research: Planning and Design*, 9th ed.

John D. Cone and Sharon L. Foster, *Dissertations and Theses from Start to Finish*, 2nd ed.

Fred Pyczak and Randall R. Bruce, *Writing Empirical Research Reports*, 5th ed.

2. Approval of Research Proposal

The student should submit four copies of the research proposal to the guidance committee chairperson by November 1 for the January Prospectus Development course and April 1 for the summer course. The guidance committee will review the research proposal for initial approval. The chairperson will enlist two additional readers from the academic division to evaluate the research proposal. Final approval of the research proposal will be given by these four persons. Major changes in the direction of the dissertation after the research proposal has been approved will require resubmission to the guidance committee and division for approval according to the above procedure. A DiPP Proposal Evaluation Guide is available on the Doctor of education website (www.nobts.edu). Students are advised to evaluate their work carefully in all of these areas prior to submission of the research proposal to the guidance committee.

3. Report of Decision

When a decision is made, the guidance committee chairperson should complete the Research Proposal Report form and submit it to the EdD Office accompanied with two copies of the proposal.

Prospectus

Guidance for the preparation of the prospectus is provided by the student's 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 Oversight Committee and IRB review. The student may present the prospectus to the guidance committee prior to the oral proficiency examination. After the guidance committee's satisfactory preliminary review of the prospectus, the student should submit 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 EdD 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 of hypotheses (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 (as 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.

Faculty Forms

Letter of Intent

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 EdD program and informs the EdD 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 EdD Office. Email Ed.D@nobts.edu to obtain the link to the Letter of Intent form or locate the Letter of Intent link at www.nobts.edu/Ed.D/ .

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 EdD 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 EdD program and encourages you to continue with great intention and diligence.

By His Grace,

Program Director

Approved Plan of Study

Dear _____,

We have received and approved a Letter of Intent confirming your status in the EdD program and informing the EdD 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 EdD 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