# Ed.D.
# Program
# Handbook

# Contents

PURPOSE:  The purpose of the Doctor of Education program is to equip men and women to serve as leaders in church-affiliated educational institutions and in the educational ministries of the church.

## EDUCATIONAL CONTEXT FOR DEGREE:

The Doctor of Education degree (Ed.D.) is a 60-credit-hour research doctoral degree offered through the Research Doctoral Studies office at The Southern Baptist Theological Seminary in Louisville, Kentucky. The Southern Baptist Theological Seminary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, and doctoral degrees. The seminary is also accredited by the Association of Theological Schools.

Enrolling more than five thousand students annually, The Southern Baptist Theological Seminary is one of the largest seminaries in the world. Students come from every state in the United States and from more than thirty other nations to experience Southern's diverse curriculum and premier academic offerings.

The Southern Baptist Theological Seminary has been an innovator in theological education since the seminary's founding in 1859. In 1892, Southern Seminary became one of the first free-standing institutions of higher education in the United States to offer a terminal research doctoral degree program. Southern Seminary was also the first school of its kind to offer coursework in religious education. In 1953, the Department of Religious Education became the School of Religious Education; this school eventually grew into Billy Graham School of Missions, Evangelism, and Ministry, one of the Seminary's two graduate schools.

## COMPETENCIES AND EVALUATION[1]

Southern Seminary's Ed.D. program entails an emphasis on three core competencies, which are engaged throughout each level of coursework and writing.

| Student Identities | Core Competencies | Artifacts for Evaluation |
|---|---|---|
| Practitioner Scholar | Students will demonstrate a mastery of the educational disciplines rooted in a graduate-level understanding of the theological disciplines. | Completed thesis, evaluated by a faculty mentor and a field practitioner. |
| Servant Leader | Students will demonstrate the capacity to serve the church, the academy, and the world through leadership and teaching. | 360-degree leadership evaluation at beginning and end of the program; strategy for lifelong growth as a leader, developed in dialogue with faculty mentor. |
| Problem Solver | Students will apply educational research to solve complex social and organizational problems. | Four action research projects undertaken as a research team and evaluated by the coordinated learning community |

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[1] These three identities align with the Carnegie Project on the Education Doctorate (CPED) constructs of Habits of Mind, Habits of Heart, and Habits of Hands.

Practitioner
Scholar

Servant
Leader
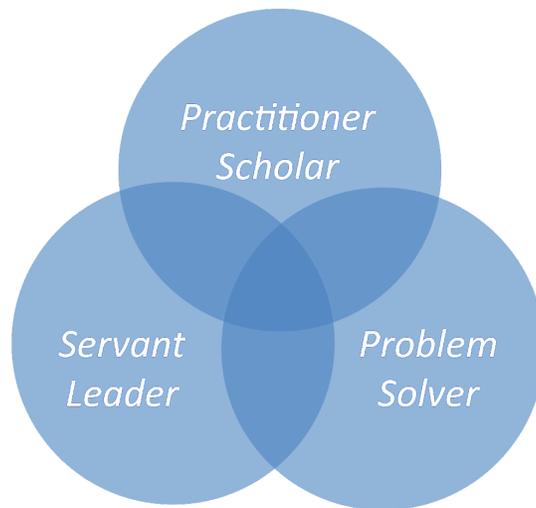
Problem
Solver

SIGNATURE PEDAGOGY[2]

Every component of the Doctor of Education degree has been carefully designed to develop skills in scholarship, service, and problem-solving in the context of coordinated learning communities. This design has been structured around a "signature pedagogy" that sets the Ed.D. apart from other doctoral degrees at The Southern Baptist Theological Seminary.

| | What do students experience? (Surface structure) | Why is this experience important? (Deep structure) | What does this experience assume? (Implicit structure) |
|---|---|---|---|
| **Practitioner scholar** | *Each seminar builds a coordinated learning community of students who remain together throughout their seminars. During the on-campus seminars, students participate in seminars, meals, and action research.<br>* During his or her first on campus seminars, each student also becomes part of a research team or "pod." The pod typically includes three or four students who focus their studies and their theses on a common topic.<br>* A faculty mentor and a field practitioner with expertise in the chosen topic oversee each research team, working closely to develop students as theologically-grounded stewards of educational practice. | *By rehearsing the application of educational scholarship in the contexts of research teams and coordinated learning communities, students will become agents of change who can apply research constructively in civic, educational, and religious contexts. | *The Southern Seminary Ed.D. should contribute to the development of community. This assumption is rooted in the nature of God, who exists eternally in community and calls people from a multitude of backgrounds to fellowship with God and with one another.<br>* For this reason, the practitioner scholar's work cannot be abstracted or individualized; effective stewardship of educational practice requires the practitioner scholar to apply his or her knowledge in the context of community. |

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[2] For surface structure, deep structure, and implicit structure, see L. Shulman, "Signature Pedagogies in the Professions," *Daedalus* (Summer 2005): 54-58. The coordinated learning community and research team represent two levels of the "leader-scholar community" described in K. Olson and C. Clark, "A Signature Pedagogy in Doctoral Education," *Educational Researcher* 38 (2009): 216-21.

|  | What do students experience? (Surface structure) | Why is this experience important? (Deep structure) | What does this experience assume? (Implicit structure) |
|---|---|---|---|
| **Servant leader** | * In the first year, students undergo a thorough assessment of leadership strengths and weaknesses, based on personal reflections and data from supervisors and colleagues, and develop a plan for growth.<br>* During the final seminars, students undergo a second assessment and, with their faculty mentors, develop a comprehensive strategy to grow as servant leaders throughout their lives.<br>* A key component of this strategy is a plan for valuation and mobilization of volunteers in one's organization. | * By assessing and reflecting with a mentor on personal leadership patterns, students will learn to consider constructively their strengths and weaknesses as servant leaders and will then become capable of developing personal strategies for growth. | *The SBTS Ed.D. should develop capacities for reflection on present leadership practices and for lifelong growth as a leader.<br>* Servant leadership is rooted in God's design and was exemplified in the life of Jesus. In the beginning, God designated human beings as stewards of the created order. In Jesus, the Lord of all creation lived on earth as the perfect servant and the perfect leader. He taught the first leaders of those that gathered in his name that true leadership is rooted in servanthood (Mark 10:44). |

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|  | What do students experience? (Surface structure) | Why is this experience important? (Deep structure) | What does this experience assume? (Implicit structure) |
|---|---|---|---|
| **Problem solver** | *Four seminars include an action research component for each research team to work together to develop a practical approach to a complex social or organizational issue. This solution must be applicable to and embedded within an educational context. The results are presented to the entire learning community for evaluation and critique.<br>*Every seminar includes one session in which a faculty member from another discipline addresses the issues raised in the seminar. | *By looking at complex problems from the perspectives of other academic disciplines and by developing solutions as a team, students will become advocates for social justice who evaluate complex problems effectively and who consider a broad range of potential solutions. | *The Southern Seminary Ed.D. should cultivate the capacity to look beyond one's own academic discipline for theologically grounded solutions to complex issues of practice. The best solutions to educational problems are rooted in theological reflection that occurs in an interdisciplinary community of learning. |

## Distinction Between the D.Min/D.Ed.Min., Ed.D, and Ph.D

| | DOCTOR OF MINISTRY/ DOCTOR OF EDUCATIONAL MINISTRY | Doctor of Education | Doctor of Philosophy |
|---|---|---|---|
| Core Objective | The purpose of the D.Min. and D.Ed.Min. degrees is to equip persons who are committed to a Christian vocation for a high level of excellence in the practice of ministry. | The purpose of the Doctor of Education degree is to equip men and women to serve as leaders in Christian educational institutions of higher education and in the educational ministries of the church. | The purpose of the Doctor of Philosophy degree is to give students an opportunity to prepare themselves thoroughly for effective Christian ministry leadership and to learn and participate in scholarly research. |
| Comprehensive Examinations | None | Written examinations administered individually. | Written examinations administered individually. |
| Capstone | Project conducted in a single context and designed to address a real need in the student's ministry. Project is 100-125 pages in length and includes text-based research and practical application. | Thesis, text-based or empirical, typically focused on a single question related to a single problem. Thesis demonstrates competency in practical research and is developed in the context of a team conducting research in the same field of study. Thesis is typically 100-125 pages in length, not counting citations and front matters. The thesis demonstrates the existence of a practical problem in multiple contexts and addresses this problem. | Dissertation, text-based or empirical, exploring multiple research questions. Dissertation is developed individually and demonstrates competency in research methodology and makes a significant contribution to the scholarly literature base. Dissertation is 200-300 pages in length, demonstrates a gap in the precedent literature, and seeks to fill this gap. |
| Committee | Two (or more) professors with experience as practitioners. | Two professors with expertise in the student's field of study and one practitioner. | Three professors with expertise in the student's field of study. |
| Calling | Skilled practitioner | Practitioner-scholar | Scholar-researcher |

## Admission to the Doctor of Education Program

### Admission Requirements

For general admission requirements to The Southern Baptist Theological Seminary, see the [EdD admission page](#) on the SBTS website.

### Admission Prerequisites

- Students desiring admission to the Doctor of Education must have earned a regionally-accredited master's degree totaling no fewer than 48 hours, with at least twelve hours in biblical or theological studies and at least twelve hours in leadership, administration, education, or ministry related studies.
- Students having earned a master's degree but lacking required credit hours in biblical or theological studies may complete the required leveling coursework through online or on-campus study at SBTS.
- The student must have completed his or her master's degree with a minimum grade point average of B+ (3.3 GPA on a 4.0 scale).
- Students should refer to the [EdD admission page](#) to see application requirements and to complete the application.

### Residency Requirements

- The Ed.D. is designed to allow students to live remotely. Two weeks of on-campus study are required each year, typically scheduled the second full week of July and the first full week of January. The Graduate Research Seminar meets on campus for three days the week prior to the initial EdD seminar. Thesis defense will require an additional visit to the campus.

### Length of Time Allowed

- The Ed.D. is designed to be completed in thirty months. This time frame includes all seminars and the thesis. A student must enroll every semester until the thesis has been defended and accepted.
- If a student requires additional time beyond thirty months, the student must petition for an extension, submitted to and approved by the program director and the student's faculty mentor. Students who are granted extensions will be assessed additional fees for each semester beyond the thirty-month limit. No student will be allowed to continue beyond forty-eight months in the program.

### Minimum Grade Point

- In order for a student to receive credit for a research seminar, he or she must earn a "B" (3.0 on a 4.0 scale). Any grade below a "B" results in loss of credit for the course and the student will be placed on probation. An additional research seminar grade below a "B" during the following term will result in termination from the program. Additional academic evaluations are conducted during the entire program of studies to ensure that the student remains capable of completing doctoral studies.

- At the time of admission, a student may be notified of academic deficiencies and the requirements needed to overcome the deficiency. Any such requirements must be completed before a student begins the program.

- Before beginning the Advanced Research year, students must read ten texts from the list below and write an abstract for those texts. Students should select at least one text from each categorical heading. Although all the texts listed are generally relevant to their program of study, students are encouraged to select particular texts that will inform their literature review and/or methodological procedure for their research. (Please Note: Literature is subject to change.)
- Each abstract should briefly address the text's: (1) author and intended audience, (2) thesis and major themes, (3) unique contribution to the field of Christian Education/Leadership, and (4) connection/relevance to their research and/or personal development. Each abstract should be approximately 250 words. The following statement should be included with each abstract: "I have read this book in its entirety for the purposes of the Doctor of Education program."
- Students will submit their abstracts on Canvas in 92060 Critical Reflection & Research Evaluation. The due date, unless otherwise posted, is after completing comprehensive exams but before beginning research. Abstracts should be submitted in one document and may be single spaced.

**Theology & Philosophy for Education & Leadership**
Charry, *By the Renewing of Your Minds*
Dryden, *A Hermeneutic of Wisdom*
Frame, *The Doctrine of the Knowledge of God*
Meek, *Loving to Know*
McCaulley, *Reading While Black*
Polanyi, *Personal Knowledge*
Sanders, *The Deep Things of God*
Smith, *Desiring the Kingdom*
Vanhoozer, *The Drama of Doctrine* [OR] *First Theology*
Webster, *Holiness*
Wilkins, *Following the Master*

**Education & Pedagogy**
Augustine, *On Christian Teaching*
*Hendricks, *Teaching to Change Lives*
Parrett & Kang, *Teaching the Faith, Forming the Faithful*
Shaw, *Transforming Theological Education*
Smith & Felch, *Teaching and Christian Imaginations*
Smith & Smith, *Teaching and Christian Practices*
Wolterstorff, *Educating for Shalom*

**Theological Anthropology & Human Development**
Allen, *Sanctification*
Beale, *We Become What We Worship*
Balswick, King, and Reimer, *The Reciprocating Self*
Boston, *Human Nature in its Fourfold State*
Billings, *Union with Christ*
Rieff, *The Triumph of the Therapeutic*
Turkle, *Alone Together*
*Venning, *Learning in Christ's School*

**Leadership & Administration**
Anthony and Estep (eds.), *Management Essentials in Christian Ministries*
Dockery (ed.), *Christian Leadership Essentials*
Emerson and Smith, *Divided by Faith*
Hellerman, *When the Church was a Family*
Hunter, *To Change the World*
*Keller & Alsdorf, *Every Good Endeavor*
Northouse, *Leadership: Theory and Practice* (8th ed.)

**Research & Communication**
Adler, *How to Read a Book*
Booth (et al.), *The Craft of Research*
Fish, *How to Write a Sentence*
Jacobs, *A Theology of Reading*
Polanyi, *Science, Faith, and Society*
Poythress, *Redeeming Sociology*
***Non-academic works**

▪ Graduate studies in empirical research methodologies and statistical analysis fulfill language requirements in the Doctor of Education program.

## DOCTOR OF EDUCATION GRADUATE FIELD ESSAY STUDY GUIDE

Study the following texts in their entirety in preparation for the faculty interview and the field essay:

▪ D.A. Carson, *Christ and Culture Revisited* (Grand Rapids: Eerdmans, 2008).

▪ James Riley Estep and Jonathan Kim, eds., *Christian Formation* (Nashville: B&H, 2010).

▪ Graeme Goldsworthy, *According to Plan* (Downers Grove: InterVarsity, 2002).

▪ James Merrill Hamilton, *God's Glory in Salvation through Judgment* (Wheaton: Crossway, 2010).

▪ David Powlison, "The Cure of Souls and Modern Psychotherapies."
http://www.ccef.org/cure-souls-and-modern-psychotherapies

Field essays will be completed on the applicant's own computer without access to notes or reference help on the exam.

### QUESTIONS FOR THE ENTRANCE EXAM

One of the following three question sets will be selected and provided to the applicant when the applicant is invited to participate in the field essay:

▪ **Practitioner scholar:** Utilize the three epistemological priorities in David Powlison's article to analyze the interactionist perspective articulated in the first two chapters of Christian Formation. What are the primary differences and similarities between the perspectives of Estep and Powlison? How might the differences between these perspectives result in different instructional priorities in a Christian institution of higher education?

▪ **Servant leader:** Working from the biblical-theological perspective of Goldsworthy and Hamilton respond to this question: How might an emphasis on an overarching theological metanarrative provide Christian leaders with a framework for better stewardship of conflict in Christian organizations?

▪ **Problem solver:** Select a pressing social problem or a perennial organizational challenge that affects Christian leaders. Demonstrate how this challenge might be solved from each of Niebuhr's five categories, as presented in Christ and Culture Revisited. Then, carefully critique these solutions. Determine which (if any) of Niebuhr's categories are most adequate. If all five of Niebuhr's categories are deemed inadequate, develop and describe an alternative category; describe the solution that would result from that alternative category.

## Course Sequence for Doctor of Education Degree

### Foundational Year

| | |
|---|---|
| 81020 Graduate Research Seminar (2 credit hours) | Offered Thurs-Sat prior to the first round of on-campus seminars; includes a statistics workshop; must be completed before beginning Advanced Research Year. |
| 92000 Philosophical Foundations for Educational Research (6 credit hours) | Monday, Tuesday, Wednesday, second full week of July |
| 92010 Empirical Foundations for Educational Research (6 credit hours) | Thursday, Friday, Saturday, second full week of July |
| 92020 Methodological Foundations for Curriculum and Pedagogy (6 credit hours) | Monday, Tuesday, Wednesday, first full week of January |
| 92030 Leadership for Institutional Administration (6 credit hours) | Thursday, Friday, and Saturday, first full week of January Baseline Leadership evaluation must be completed prior to this seminar |
| 42490 Cooperative Program (0 credit hours) | Completed online before beginning Advanced Research Year |

### Advanced Research Year

| | |
|---|---|
| 92040 Social and Organizational Change (6 credit hours) | Monday, Tuesday, Wednesday, second full week of July Precedent literature abstracts must be completed before enrolling for this seminar |
| 92050 Models of Human Development and Formation (6 credit hours) | Thursday, Friday, Saturday, second full week of July |
| 92060 Critical Reflection and Research Evaluation (6 credit hours) | Monday, Tuesday, Wednesday, first full week of January Includes oral comprehensive examinations |
| 92070 Mentorship and Guided Research (6 credit hours) | Thursday, Friday, Saturday, first full week of January Includes prospectus defense Advanced leadership evaluation must be completed prior to this research course |

### Thesis

| | |
|---|---|
| 92080 Thesis Research and Writing (6 hours) | Summer Term |
| 92090 Thesis defense (4 hours) | Final thesis must be **submitted by September 15th**. Defense scheduled during the month of October. |

The Ed.D. program at SBTS has woven a vision for solving problems in ways that are sensitive to a particular place.[4] In keeping with this vision, four seminars require contextualized action research.

The action research components occur in locations unique to Louisville—and not merely in locations that showcase the best aspects of this context. Action research is also undertaken in contexts of poverty and need. The rationale for this rootedness in a particular place is to cultivate in students a sensitivity and an appreciation for their own particular contexts. Students present their action research in locations that are unique to the context of their education and apply this research in ways that are tailored to the context of their vocation.

| Foundational Year | Thesis or Action Research | Subject (Action Research topics alternate are subject to change) |
|---|---|---|
| 92000 Theological Foundations for Educational Research | Action Research | Education and the Twentieth-Century Efficiency Movement<br>Perspectives on Racial Reconciliation |
| 92010 Empirical Foundations for Educational Research | Thesis Research | Selection of research question and development of annotated outline of thesis |
| 92020 Methodological Foundations for Education and Administration | Thesis Research | Chapter 1 draft, critiqued by research team, evaluated by faculty instructor, then revised by student and sent to faculty mentor for final evaluation |
| 92030 Theological Foundations for Leadership | Action Research | Leadership Challenges in Urban Contexts<br>Leadership Changes in the Aftermath of Modernity |

| Advanced Research Year | Thesis or Action Research | Content |
|---|---|---|
| 92040 Social and Organizational Change | Thesis Research | Chapter 2 draft, critiqued by research team, evaluated by faculty instructor, revised by student and sent to faculty mentor for final evaluation |
| 92050 Human Development and Spiritual Formation | Action Research | Function of Sports and Competition in Educational Contexts<br>Thinking Theologically about Racial Equality |
| 92060 Critical Reflection and Research Evaluation | Action Research | Evangelical Theology and the Problem of Poverty<br>Function of Art in Higher Education |
| 92070 Mentorship and Guided Research | Thesis Research | Chapters 1, 2, and 3 completed; outlines and timetable for completion of chapters 4 and 5 |

Students having completed a regionally-accredited Master of Theology degree (ThM) with a GPA of no less than 3.5 in addition to a Master of Divinity or Master of Arts degree may, by request and with special permission, transfer twelve hours into the Ed.D. in place of 92030 and 92050.

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[3] The form of action research described here is unique, the term and initial vision have been drawn from D. Zambo, "Action Research as Signature Pedagogy in an Education Doctorate Program," *Innovation in Higher Education* (2010).

[4] To understand more clearly, see, e.g., Wendell Berry "Solving for Pattern," "A Native Hill," and "Conservation is Good Work."

## COMPREHENSIVE EXAMINATIONS AND THESIS

### COMPREHENSIVE EXAMINATIONS

- Before being scheduled for comprehensive examinations, students must successfully complete four foundational seminars and two advanced seminars.

- Comprehensive exams demonstrate the student's capacities as a servant leader, problem solver, and practitioner scholar. They consist of three questions, administered in written essay format.

- The first question relates to implications and applications of the student's thesis research topic. The second and third randomly selected questions require the student to respond to a specific question drawn from the six EdD seminars.

- Each of the three exams questions will be administered in a timed session, overseen by an exam proctor. Students will be presented with one exam question at the beginning of each session.

- The student must complete all three exam questions without the aid of outside materials or notes.

- If a student does not successfully complete one of the exams, he or she will be given the opportunity to retake that exam at a scheduled time on Friday afternoon. If a student does not successfully complete more than one exam, he or she will be required to retake comprehensive examinations at a future time.

### THESIS

- Each Ed.D. candidate must successfully complete a thesis based on the candidate's systematic inquiry into an area of advanced research.

- During the initial term of foundational seminars, each student will be assigned a mentor and a research topic. The student will become part of a team studying a related topic under the same mentor. With this team, the student will develop a research question to form the foundation for his or her thesis. In selected seminars throughout the program, students will draft chapters in preparation for the completion of this thesis.

- It is expected that the theses developed within each research team will build on one another. Together, they will provide a solution to some particular problem or will demonstrate the validity of a particular approach to an education- or leadership-related issue.

- Thesis prospectus and thesis defense are explained in this document; however, please refer to The Doctor of Education Thesis Process on the SBTS website for further information.

### THESIS PROSPECTUS

- Throughout the seminars, the student will develop—in consultation with his or her mentor and other faculty members—a thesis prospectus that includes the first chapter of the thesis and summarizes the student's research question and strategy.

- The student will defend the thesis prospectus during the course 92070 Mentorship and Guided Research in a closed hearing with his or her faculty mentor, one other faculty member, and the members of his or her research team (upon invitation by the mentor). The student should bring with them the Prospectus Approval Form to be signed by the committee.

- Before students can progress into the methodological implementation and final thesis writing stages, three approvals must be obtained: (1) a finalized prospectus, including chapters 1-3 in final draft form, must be approved by each member of the evaluation committee; (2) the finalized prospectus must be submitted to the Research Doctoral office for review by the Director of Research Doctoral Studies; and (3) upon the Director's approval, thesis titles will be recommended for approval by vote at a regularly scheduled meeting of the Southern Seminary faculty.

- Students will make corrections suggested during the prospectus defense and then submit the prospectus to the RDS office through canvas in their 92070 course and provide two hardcopies of their prospectus through The Print Shop and include the following two forms: Style Reading Approval Form and the Prospectus Style Submission Checklist.

- Note, the student may not engage in empirical research with human subjects until all methodological elements have been approved by the SBTS Ethics Committee.

## THESIS DEFENSE

- The final thesis will focus on one major research question and will typically be 20,000-25,000 words in length. The research for the thesis may be text-based or empirical.

- The completed thesis will be defended in an open hearing scheduled and supervised by the student's faculty mentor. The student's thesis committee will consist of the faculty mentor, one additional faculty member, and a practitioner in the field of study. The student's research team will also be present for the hearing.

- The thesis must also be presented to an external audience appropriate to the topic, such as (but not limited to) the faculty of an educational institution, a denominational association, an education-focused group within a state denominational convention, or a state or national gathering of educators (such as the Society of Professors in Christian Education).

- To graduate, the student must receive a minimum grade of "B" (3.0 on a 4.0 scale) on the thesis. A grade of "B–" (2.7 on a 4.0 scale) or below will require the student to rewrite the thesis and defend again. Failure to pass the second submission and defense of the dissertation will result in forfeiture of the Doctor of Education degree. The thesis, upon completion, is submitted for copyrighting, digital preservation, and binding.

- It is anticipated that the combined theses from research groups will be suitable for publication by an academic press with the group's faculty mentor serving as editor.

## GUIDELINES FOR THESIS DEVELOPMENT

During the Graduate Research Seminar, prior to the first week of on-campus seminars, students are provided a catalog of potential thesis writing options from which to identify up to three preferences. Thesis topics and research questions are assigned and communicated by the EdD program director. Initial in-person research team consultations with the faculty mentor are then scheduled during the first on-campus seminar week. Students develop the first three thesis chapters as course assignments during the Foundational Research and Advanced Research Years. Students edit these initial chapters and compose the final two chapters of their theses in the eight months following comprehensive examinations and prospectus defenses.

| Chapter | Length | Purpose | Standard Components |
|---|---|---|---|
| 1. Introduction to Research Problem | 15–20 pgs | To introduce the research problem, to establish the relevance of the research problem, to state the researcher's perspective on the problem, and to provide a research question. | <ul><li>Presentation of research problem</li><li>Current status of research problem</li><li>Need for study</li><li>Research question(s)</li><li>Methodological design</li></ul> |
| 2. Review of Precedent Literature | 25–30 pgs | To present what is presently known about the research question. NOTE: This chapter is not a series of abstracts; it summarizes, synthesizes, and analyzes relationships, similarities, and differences among relevant studies. The review must flow logically, with primary headings drawn from variables in the research question. Primary sections should be arranged so that broadest or least relevant topics are discussed first and the narrowest, most relevant topics are discussed last. | <ul><li>Literature review</li></ul> |
| 3. Research Methodology | 15–20 pgs | To describe the research design in such a way that another researcher could replicate the study and expect similar results | <ul><li>Synopsis of research questions</li><li>Design overview</li><li>Population</li><li>Sample</li><li>Delimitations</li><li>Limitations of generalization</li><li>Instrumentation</li><li>Procedures</li></ul> |
| 4. Analysis of Findings | 20–25 pgs | To present findings pertinent to the research questions and research hypothesis by means of tables, graphs, and charts with brief narratives that highlight results that directly relate to the research question or research hypothesis | <ul><li>Complication protocols</li><li>Presentation of findings</li><li>Research design evaluation</li></ul> |
| 5. Conclusions | 15–20 pgs | To answer the research question, to determine the status of the research hypothesis, and to reassess the precedent literature in light of the thesis research. | <ul><li>Analysis of results</li><li>Research implications and applications</li><li>Recommendations for practice & further research</li><li>Conclusion</li></ul> |

| Chapter | Length | Purpose | Components |
|---|---|---|---|
| 1. Introduction to Research Problem | 15–20 pgs | To introduce the research problem, to establish the relevance of the research problem, to state the researcher's perspective on the problem, and to provide a research question | <ul><li>Introductory paragraph</li><li>Research problem presentation</li><li>Current status of research problem</li><li>Research question</li></ul> |
| 2. Review of Precedent Literature | 25–30 pgs | To present what is presently known about the research question.<br>NOTE: This chapter is not a series of abstracts; the chapter summarizes, synthesizes, and analyzes relationships, similarities, and differences among relevant studies. The review must flow logically, with primary headings drawn from variables in the research question. Primary sections should be arranged so that broadest or least relevant topics are discussed first, and the narrowest, most relevant topics are discussed last. | <ul><li>Introductory paragraph</li><li>Literature review</li><li>Definitions</li><li>Thesis statement</li></ul> |
| 3. Premises | 15–20 pgs | To establish the premises that will be necessary to support the thesis statement. | Outline will vary |
| 4. Inferences | 20–25 pgs | To derive inferences that establish the factuality of the thesis statement. | Outline will vary |
| 5. Conclusions | 15–20 pgs | To answer the research question, to apply the thesis statement, and to reassess the precedent literature in light of the thesis research. | <ul><li>Application of results</li><li>Contribution of research to precedent literature</li><li>Recommendations for practice</li></ul> |

## EdD Timeline

### Summer: Session One

- 81020 Graduate Research Seminar
  - Thursday-Saturday
- 92000 Theological Foundations for Educational Research
- 92010 Empirical Foundations for Educational Research
- NOTE: These courses meet M-W and the Th-Sa
  - Wednesday during the seminar week students participate in the doctoral chapel from 11am -12pm. Lunch follows the chapel service. Wednesday afternoon EdD students participate in Action Research. Transportation and dinner provided.

- 92020 Methodological Foundations for Education and Administration
  - You will work with your supervisor through the semester to develop chapter one of your thesis; however, the professor for this class grades chapter one.
- 92030 Theological Foundations for Leadership
- NOTE: These courses meet M-W and the Th-Sa
  - Wednesday during the seminar week students participate in the doctoral chapel from 11am -12pm. Lunch follows the chapel service.  Wednesday afternoon EdD students participate in Action Research. Transportation and dinner provided.

- 92040 Social and Organizational Change
  - You will work with your supervisor through the semester to develop chapter two of your thesis, Precedent literature; however, the professor for this class grades chapter two.
- 92050 Human Development and Christian Formation
- NOTE: These courses meet M-W and the Th-Sa
  - Wednesday during the seminar week students participate in the doctoral chapel from 11am -12pm. Lunch follows the chapel service.  Wednesday afternoon EdD students participate in Action Research. Transportation and dinner provided.

- 92060 Critical Reflection and Research Evaluation
  - Comprehensive Exams: The first question will relate to the implications and applications of the student's thesis research topic. The second and third questions will be randomly selected and will require the student to respond to a specific question from one of the sic EdD seminars.
- 92070 Mentorship and Guided Research
  - The student will develop—in consultation with his or her faculty mentor and with other faculty members—a thesis prospectus that includes the first three chapters of the thesis and summarizes the student's research question and strategy.
  - The student will defend the thesis prospectus during the course 92070 Mentorship and Guided Research in a closed hearing with his or her faculty mentor, second reader, and the members of his or her research team (upon invitation by the faculty mentor).
  - Submit the thesis prospectus to the faculty member via email or hard copy by December 31, 2023.
- Required forms and thesis copies
  - Prospectus approval form (appendix)
  - Submit one hard copy of the approved prospectus to the Research Doctoral Studies office for review by the Director of Research Doctoral Studies. The hard copy may be ordered through the SBTS Print Shop.
  - Prospectus Submission Checklist and the Style Reading Approval forms.
  - Submit one copy of the approved prospectus to the SBTS style reader.
- NOTE: These courses meet M-W and the Th-Sa
  - Wednesday during the seminar week students participate in Doctoral Chapel from 11am -12pm. Lunch follows the chapel service. Wednesday afternoon EdD students participate in their last Action Research. Transportation and dinner provided.
- NOTE: Students must have a prospectus that is approved by the faculty at a faculty meeting.  Students may not conduct research until obtaining faculty approval. It is imperative that the student works closely with his or her supervisor to know when the faculty meetings are scheduled and when the final prospectus must be submitted to the RDS.

- 92080 Thesis Research and Writing
  - o No requirement to be on campus for this class
  - o Students will work closely with his or her faculty supervisor to conduct research
  - o NOTE: **The student may not engage in empirical research with human subjects until all methodological elements have been approved by the SBTS Ethics Committee.**
- Required forms and processes
  - o Read: Permission to Use Human Subjects in Research
  - o Assessment of Risk to Human Subjects in Research form
  - o Approvals for Using Human Subjects in Research form

## FALL: SESSION SIX

- 92090 Thesis Defense
  - o Students will defend the findings of their research to their faculty supervisors. The students will prepare a 20-30 minute presentation of the research, findings, conclusions, and recommendations. The student will defend their results as supervisors ask questions concerning their research.
  - o Students will submit the final thesis via email or hard copy to his or her supervisor. The RDS office requires one hard copy and the style reader requires one hard copy from the SBTS Print Shop.
- Required Forms and Processes
  - o Thesis Submission Checklist and the Style Reading Approval forms.
- Final Dissertation Submission
  - o Go to the Doctor of Education Thesis Process web site. Scroll to the bottom of the web page and complete each of the provided links for final thesis submission.

## ADDITIONAL INFORMATION

A unique portion of the Ed.D. at SBTS is the requirement for students to present their thesis to an external audience appropriate to the topic, such as (but not limited to) the faculty of an educational institution, a denominational association, an education-focused group within a state denominational convention, or a state or national gathering of educators (Society of Professors in Christian Education as an example).

## GUIDELINES FOR FACULTY INSTRUCTORS IN ED.D. PROGRAM

Each course in the Ed.D. program follows a similar design with similar expectations. Within this framework, faculty are encouraged to engage with students in creative ways that develop a deep sense of community. Every course must clearly develop students as practitioner scholars, servant leaders, and problem solvers.

## TEXTBOOK ASSIGNMENTS

Each course typically requires no fewer than ten but no more than twelve texts, totaling no fewer than 3,000 but no more than 3,500 pages. The program director will assign five of the texts; the course instructor will select and assign remaining texts.

## COURSE SCHEDULE

- Online discussions should begin the day after Memorial Day (for July on-campus seminars) or the Monday after Thanksgiving (for January on-campus seminars). These discussions should require reading of the assigned texts.

- Because the on-campus schedule allows no time for completing assignments on campus, no assignments should be due at any time during the week of on-campus seminars.
- Each on-campus seminar lasts three days, Monday through Wednesday for the first seminar and Thursday through Saturday for the second. Although precise time frames will vary, a schedule similar to this one is suggested:

| First/Fourth Day | Second/Fifth Day | Third/Sixth Day |
|---|---|---|
| Session One: 8:30 AM—11:30 AM | Session Four: 8:30 AM—11:30 AM | Session Seven: 8:30AM—11:00AM |
| Lunch: 11:30AM – 1:00 PM *Assign questions to discuss during lunch break* | Lunch: 11:30AM – 1:00 PM *Assign questions to discuss during lunch break* | Lunch: 11:00AM – 1:00PM *Doctoral Chapel and Lunch* |
| Session Two: 1:00PM—5:00PM | Session Five: 1:00PM—5:00PM | ***Wednesday afternoons & evenings are reserved for action research. Do not plan activities at this time.*** |
| Dinner: 5:00PM—6:30PM *Encourage students to make appointments to meet with faculty members to discuss thesis development* | Dinner: 5:00PM—6:30PM *Encourage students to make appointments to meet with faculty members to discuss thesis development* | |
| Session Three: 6:30PM—9:00PM | Session Six: 6:30PM—9:00PM *Interactive learning experiences or group presentations* | |

- One session in each course must include a guest lecture from a visiting faculty member, addressing the content of the course from the perspective of his or her discipline. Faculty should provide the Ed.D. program director with the names of guest lecturers at least two months before the relevant on-campus seminars so that honoraria may be distributed appropriately.
- Faculty instructors may, at their discretion, require online discussions after the on-campus seminar.

## Learning Experiences

Typically, each course will include five graded components, twenty points each, in assessment of final grades. The program director will provide grading rubrics for each standard component.

| | Foundational Online Discussions | Foundational Research Assignment | Open Assignment | Advanced Research Assignment | Action Research (or) Thesis Research |
|---|---|---|---|---|---|
| Purpose | To develop practitioner scholars through reading and discussion of significant texts | To develop practitioner scholars and problem solvers through research and writing | To develop practitioner scholars, problem solvers, or servant leaders in a manner determined and designed by the faculty instructor | To develop practitioner scholars and problem solvers through revision and presentation of research | *Action Research* (4 seminars): Develops students through a team-based, interdisciplinary approach to complex social/organizational issues *Thesis Research* (4 seminars): Develops practitioner scholars through original, applied research and writing |

| | | | | | |
|---|---|---|---|---|---|
| Content | Assigned reading in preparation for on-campus seminar | As assigned by faculty instructor in keeping with course description | As assigned by faculty instructor in keeping with course description | Revision of Foundational Research, based on feedback from faculty instructor | *Action Research* (4 seminars): Social or organizational issue, assigned to research team<br>*Thesis Research* (4 seminars): Research necessary for draft of designated thesis chapter |

| | Foundational Online Discussions | Foundational Research Assignment | Open Assignment | Advanced Research Assignment | Action Research (or) Thesis Research |
|---|---|---|---|---|---|
| Design | Asynchronous discussion on the course website, beginning the day after Memorial Day (for July on campus seminars) or the Monday after Thanksgiving (for January on campus seminars), discussions close the Friday before on campus seminar week. | Research paper or project, fifteen to twenty-five pages long, due Friday before on-campus seminar week | As determined by faculty instructor in keeping with course description, due at instructor's discretion but not during or immediately after on-campus seminar week. Possibilities include:<br>▪ Critical book reviews of significant required texts<br>▪ Online discussions after on-campus seminar week<br>▪ Presentation during on campus seminar week, as long as it's due no later than the Friday | Revision of research paper or problem-solving project, no fewer than fifteen but no more than twenty-five pages in length, due four weeks after on campus seminar week | *Action Research* (4 seminars): Presentation during off-campus community gathering on Wednesday afternoon of on-campus seminar week<br>*Thesis Research* (4 seminars): Chapter provided to faculty instructor eight weeks after on campus seminar week |
| Evalu-ation | Five discussions, up to four points for each discussion, rubric provided by program director | Up to twenty points, rubric provided by program director | Up to twenty points, rubric developed by Faculty instructor | Up to twenty points, rubric provided by the program director. Before final grade is issued, research must be submitted to academic or professional journal, or, presented to a group of practitioners | Action Research (4 seminars): Up to twenty points, graded by Coordinated learning Community and faculty instructor, Rubric provided by program director Thesis Research (4 seminars): Up to twenty points, rubric provided by program director |

## ACADEMIC INTEGRITY POLICY

In light of changing technologies and resources, and in an effort to maintain the highest academic and ethical standards, the Office of Doctoral Studies is instituting the following practices to ensure the academic integrity of our doctoral degrees. Failure to abide by this policy will result in administrative withdrawal from the program. The new policy includes the following guidelines:

- According to the Academic Catalog, "Plagiarism is the use or theft of intellectual property without attribution. It is both a moral and educational transgression."
- The Student Handbook clarifies, "Whatever the type of borrowing or the context of its use, the appropriated material should be attributed to its source. At the least, the name of the individual or source should be given with the material."
- In accordance with this policy, students may not employ third-party research consultants, including executive summaries, for any portion of their academic degree including but not limited to coursework, seminar papers, comprehensive examination preparation, and prospectus/thesis/project/dissertation writing, with the exception of quantitative statistical analysis previously approved by a student's supervisor.
- A student must conduct his or her own research, specifically: finding and identifying resources as well as processing, summarizing, and synthesizing material for the production of original research projects.
- All proposals, prospectuses, culminating projects, theses, and dissertations must be accompanied by a signed copy of the following "Statement of Academic Integrity."

"I, _____ , hereby affirm that the following thesis is comprised entirely of my own original research except where explicitly noted. To the best of my knowledge, this work does not contain nor was it produced using any unauthorized resources including but not limited to (1) unattributed published or unpublished material created by someone other than myself, (2) research compiled by a consultant, whether an individual or a group, or (3) any unattributed borrowing of ideas or their expression which the original creator might identify as personal intellectual property."

## ACADEMIC PROBATION

Students are placed on academic probation following a semester in which they fail a course. Since the minimum passing grade for Ed.D. students is a B, receiving a B- or lower will result in failing the course and academic probation. Once a student is placed on academic probation they will have a meeting with the program director to determine next steps. The possible next steps include: retaking the course at a later time; applying the earned credit toward the completion of a Master of Arts or Master of Theology degree; seeking transfer to the D.Ed.Min program. These possibilities will be decided by the program director in consultation with the Ed.D. faculty.

**action research**. Practical research developed by research teams in response to a particular, complex social or organizational issue. Research teams present their responses to one or more coordinated learning communities on Wednesday afternoons in an off-campus context that relates to the issue. For example, presentations related to homelessness and poverty are conducted in an urban refuge for the homeless, immediately after students have served and eaten with persons at the shelter. Presentations related to the impact of factories on educational processes occur immediately after a tour of a factory, and so on.

**coordinated learning community**. Cluster of three or four research teams that remain together throughout their Ed.D. seminars.

**faculty instructor**. Primary instructor for a particular seminar.

**faculty mentor**. Faculty member assigned to lead a research team. This faculty member serves as an advisor and guide for students assigned to his or her research team.

**research team**. Group or "pod," consisting of no more than four students, that focuses on a particular topic together throughout the Ed.D. program. Together, the theses written by each member of a research team form a comprehensive response to a particular education- or leadership-related problem. A designated faculty mentor advises and guides each research team.

[PROSPECTUS APPROVAL FORM]    SBTS Research Doctoral Studies

Student's Name: _____    Student ID: _____

Area of Study: _____

Proposed Title:

_____

_____

_____

Date defended in colloquium: _____

Dissertation Committee Signatures:

      Supervisor: _____

      Committee: _____

      Committee: _____

_____

Action of the Assistant to the Director of Research Doctoral Studies:

Coursework Audit Complete:  Yes _____  No _____

Action needed: _____

_____

_____

Action of the Director of Research Doctoral Studies:

Approved: _____

Approved with the following title change:

_____

_____

Additional Comments:

_____

_____

_____

## APPENDIX 2: STYLE READING APPROVAL FORM

STYLE READING APPROVAL FORM          SBTS Research Doctoral Studies

**The Style Reading must include the following; Copyright page, Title page, Approval Sheet, Dedication Page, Preface, Table of Contents, List of Tables and Figures, any significantly footnoted chapter, Bibliography, Abstract and Vita.**

Student's Name: _____  Student ID Number: _____

SBTS Student Email Address: _____@students.sbts.edu (Remarks will ONLY be sent to the student email address.)

Dissertation Title: _____

_____

_____

_____

Received in the Office for Doctoral Studies on: _____

COMMENTS OF THE STYLE READER:

Signature of Style Reader: _____  Date: _____

**PROSPECTUS SUBMISSION CHECKLIST**   <span style="background-color:brown;color:white">SBTS Research Doctoral Studies</span>

This style submission checklist must be turned in with both the initial style reading and the defense draft. Students whose submissions do not generally conform to the Southern Seminary style manual will have their submissions returned to them to be corrected and then resubmitted for a style reading.

_____ 1. Correct font and font size (10 to 12 point for notes/12 point for everything else). You are not required to use 10 point for notes. Some software defaults to 10 point when it inserts notes, but you may change this default to 12. Notes are easier to read at 12 point. Review font guidelines in the SBTS manual.

_____ 2. *All* pages accounted for as listed in the SBTS doctoral guidelines.

_____ 3. *All* pages in compliance with the models in the SBTS guidelines (including copyright page title page, approval sheet, appendices, abstract, vita).

_____ 4. Footnote and bibliography formats in compliance with models found in chapters 16 and 17 of Turabian (9th ed.) and in the SBTS manual. NOTE: Footnote placement set at "below text, as indicated in the SBTS manual (5th ed.), rather than the MS Word "bottom of page" placement can prevent footnotes that jump to the wrong page.

_____ 5. Left and right margins of 1.25" on *all* pages of manuscript.

_____ 6. Indentation of 0.7" for each new paragraph and first line of each footnote.

_____ 7. Indentation of 0.35" for left margin of all block quotations and the second and subsequent lines of a bibliography entry.

_____ 8. Single spacing for all block quotations and *within* each footnote and bibliography entry (with double spacing *between* footnotes and bibliography entries). Remember that "single" means "exactly 12 point" and "double'' means "exactly 24 point."

_____ 9. Correct top margin of 2" from the top of the page to the top of the first line of type on the first page of each section—table of contents, lists (if any) in preliminary pages, preface, chapters, appendices, bibliography, abstract, vita.

_____ 10. Correct top margin of 1" from the top of the page to the top of the first line of type on the second and subsequent pages of each section.

_____ 11. Correct abbreviations for biblical book names—as indicated in the SBTS manual (5th ed.), pp. 44-45.

_____ 12. Pages numbered consecutively from the first page of the actual text as p. 1 through the last page of the bibliography. (Preliminary pages are numbered with small roman numerals. See the SBTS guidelines.) Put all page numbers bottom center.

_____ 13. Footnotes starting anew with number 1 in each chapter.

_____ 14. Each work in every chapter is given full citation the first time it appears in that chapter. In other words, use no shortened format for any work until you have cited that work in full previously in the same chapter.

_____ 15. Consistent inclusion or omission of state abbreviation with same city of publication in both notes and bibliography entries. In other words, don't put IL with Downers Grove in some places but not others. See Turabian (9th ed.) 17.1.6.1 for guidelines about which state abbreviations to include and which to omit.

_____ 16. Shortened format notes in compliance with SBTS preference—author's last name, title of the source minus any subtitle, relevant page numbers—NOT just author's last name plus page numbers. "Ibid." may be used when a note refers to the same source as the immediately preceding note or "Ibid." plus a page number if the source is the same but the page is different. Notice that "ibid." is an

abbreviation and is always followed by a period, even if you add a comma and a page number: Ibid., 46. Some professors prefer that you skip ibid. and use the author's last name/main title/page no. format for all references to a work once it is cited in full previously in the same chapter. Ask your supervisor's preference. No page may have ibid. as the first or only note on the page. Use ibid. only when a previous note on the same page indicates the source to which ibid. refers.

_____ 17. Correct spacing above and below all subheadings—two single-spaced lines above any subheading that follows text and one line below any centered and side subheadings. You cannot achieve two single-spaced lines by hitting the enter key twice when the computer is set for double spacing; if you do so, you will get *three* blank lines. Instead, you will have to set the correct spacing to be automatic above subheadings (no, I can't tell you how to do this) or switch to single spacing and then hit the enter key twice, type the subheading, and then switch back to double spacing. If you are using the templates provided at the SBTS library web site, this spacing should be set, but you will need to confirm it is correct.

_____ 18. Three blank lines separating all tables and figures from text above and/or below.

_____ 19. No line of a centered title or subheading exceeding 4". (Use two single-spaced lines if necessary, in an
inverted pyramid.) No line of a side subheading exceeding 3". (Use two or more single-spaced lines, each starting at the left margin.)

_____ 20. No bold print in the manuscript except for subheadings and the label "APPROVAL SHEET" on that page. No colored ink without a special exemption from the RDS Office. Ask the style reader for details.

_____ 21. Bibliography entries in correct alphabetical order of the authors' last names. Reverse only the first author's name. Coauthors' names appear in normal order. Multiple works by the same author may be put in further alphabetical order by the first main word of each title.

_____ 22. No justified right margin anywhere in the manuscript.

_____ 23. Spell-check used on everything. But do not trust spell-check completely. Be sure to spell your supervisor's name correctly! Also be aware that spell-check does not "read" words typed in all capital letters (for example, dissertation title, chapter titles, and appendix titles) unless you change the auto-correct format to do so.

_____ 24. Every work cited in a note appears in the bibliography as well—with the same form of author's name, same form of title, same publication information. You are supposed to use the form of the author's name as it appears on the title page of the work you are citing. For an author who does not use the same form of his or her name
on all works, see *The Chicago Manual of Style* (17th ed.), 14.72.

_____25. Each entry in the table of contents has the right page number once all other editing is done.

_____ 26. All instructions in the comments with the Library templates have been followed, including those for the
dissertation's Table of Contents (download the template again to read through the comments and instructions).

_____ 27. One space between the footnote number and the first word of the footnote.

_____ 28. Edition numbers not superscript—for example, 3rd rather than 3rd.

I have read the above checklist and revised my style submission to conform to the Southern Seminary style manual. I understand that if I have not complied adequately, I will be required to resubmit the draft.

_____

Student Signature                    Date