

**Doctor of Philosophy
Doctor of Musical Arts
Student Handbook**



***Southwestern Baptist
Theological Seminary***

**Director of Research Doctoral Studies
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PURPOSE OF THE DOCTOR OF PHILOSOPHY & DOCTOR OF MUSICAL ARTS HANDBOOK

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

The *Doctor of Philosophy & Doctor of Musical Arts Handbook* also provides faculty with information necessary to fulfill their teaching and supervisory responsibilities for PhD/DMA students.

PREFACE

PURPOSE OF THE PROGRAMS

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

Due to the rigorous academic nature of the program, PhD students will earn a ThM in their minor area of study as a usual aspect of the program. In some cases, the earned ThM will be in the major field of study.

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

ACCREDITATION

Southwestern Baptist Theological Seminary is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the Master's and Doctoral levels. Additionally, Southwestern Seminary and the Doctor of Philosophy degree are accredited by the Association of Theological Schools in the United States and Canada and by the National Association of Schools of Music.

REQUIREMENTS

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

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

TIME ALLOWED FOR COMPLETION

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

APPEALS PROCESS

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

MAJOR AREAS OF STUDY

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

School of Theology

Biblical Studies

New Testament
Old Testament

Theological Studies

Church History & Historical Theology*
Systematic Theology

Ethics and Philosophical Studies

Christian Ethics
Philosophy of Religion

Pastoral Studies

Pastoral Studies
Preaching

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

Early Church Studies
Reformation Studies
Baptist and Free Church Studies
Modern Church Studies

Roy Fish School of Evangelism & Missions

Evangelism
Great Commission Apologetics
Missions
World Christian Studies

Jack D. Terry School of Educational Ministries

Biblical Counseling
Family and Generational Studies
Foundations of Christian Education

School of Church Music & Worship

Church Music

Church Music and Worship

D.M.A.

Piano Performance and Pedagogy
Voice Performance and Pedagogy

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

PHD PROGRAM MINORS

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

The PhD Program offers the following minors within its divisions:

School of Theology

Biblical Studies

Biblical Theology
New Testament
Old Testament

Theological Studies

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

Pastoral Studies

Preaching
Pastoral Studies

Ethics and Philosophical Studies

Christian Ethics
Philosophy of Religion

Roy Fish School of Evangelism & Missions

Evangelism
Great Commission Apologetics
Missions

Jack D. Terry School of Educational Ministries

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

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

ADMISSION TO THE RESEARCH DOCTORAL PROGRAMS

ADMISSION TO THE SEMINARY

All applicants must be accepted into the seminary before they can be accepted into the PhD/DMA program. General admission application forms can be found online at the [admissions office website](#).

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

PREREQUISITES FOR ADMISSION TO THE RESEARCH DOCTORAL PROGRAM

Applicants must hold a master's degree in their intended area of study from a regionally accredited college, university, or seminary. Acceptable degrees for entrance into the PhD program include the Master of Theology (ThM) and the Master of Divinity (MDiv) or, for the School of Church Music and Worship, a Master of Music (MM). The Master of Arts (MA) may be acceptable for some majors depending on the overall content of the degree curriculum. When possible, the school will offer opportunities for otherwise-qualified applicants who do not have the required prerequisite degree to attain degree equivalency through additional studies. This option is available solely at the discretion of the RDS Director who will work in conjunction with the appropriate Dean and the Registrar to determine the necessary coursework.

Generally, applicants must have at least two transcribed semesters of biblical Greek and biblical Hebrew (though some departments may require more). In the School of Educational Ministries, Greek and Hebrew may serve as research languages to be acquired during the seminar stage, and the research degrees offered in the School of Church

Music and Worship do not require the biblical languages as prerequisites.

Applicants with a grade point average of 3.5 or higher in graduate studies will be well-qualified for the limited spaces available in the program. Applicants with a grade point average below a 3.3 will normally be requested to take additional graduate courses to demonstrate academic ability before being considered for the program.

PROGRAM APPLICATION PROCESS

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

Transcripts

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

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

Test Scores

Each applicant for all PhD programs must submit scores from the Graduate Record Exam Standard Examination (GRE). The GRE should be taken at least four months prior to the SWBTS PhD entrance examination and must have been taken no more than five years prior to applying for admission to Southwestern's PhD program. Applicants must take the GRE at a testing center since Southwestern Seminary does not administer the GRE. Current GRE testing sites are listed at www.ets.org. Each applicant must take the Verbal, Quantitative, and Analytical Writing portions of the General Test.

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

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

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

Writing Sample

PhD applicants must submit a research paper (4000-6000 words) on a subject in the student's chosen major. The form and style should follow the most recent edition of the Turabian *Manual for Writers*. In matters not addressed by Turabian, the paper should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*.

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

Letters of Recommendation

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

Entrance Interviews, Auditions, and Examinations

Applicants who submit their application (including all supporting materials) by the deadline may be in-

ited to sit for an entrance examination, audition (for the DMA), and attend an interview. The entrance examination probes the applicant's knowledge in the chosen major field and tests the ability to organize and express thoughts logically and clearly. These examinations have a two-hour time allotment. Applicants invited to sit for the entrance examination will be notified by the RDS Office of relevant details. Study aids for these examinations are available from the RDS Office.

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

DMA Auditions

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

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

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

APPLICATION TIMELINES

FALL MATRICULATION TIMELINE

Timeframe	Action
Preliminary Step Academic year prior to the intended beginning of studies	Applicant gathers application materials: Transcripts, Test Scores, Writing Sample, Letters of Recommendation
Application Deadline January 21	Applicants must submit to the Admissions Office: application, official transcripts, GRE scores, SpanTran (if applicable), TOEFL (if applicable), and writing sample.
Entrance Exams RSVP Deadline February 10	Applicants confirm intent to sit for examinations and interviews by RSVP to the RDS Office.
Entrance Exams, Auditions, & Interviews 3rd Monday in February	Applicants travel to campus to complete entrance exams and interviews with faculty in their chosen areas of study.
Decision Letters No later than April 15	RDS Office issues decision letters to applicants.

SPRING MATRICULATION TIMELINE

Timeframe	Action
Preliminary Step Academic year prior to the intended beginning of studies	Applicant gathers application materials: Transcripts, Test Scores, Writing Sample, Letters of Recommendation
Application Deadline August 21	Applicants must submit to the Admissions Office: application, official transcripts, GRE scores, SpanTran (if applicable), TOEFL (if applicable), and writing sample.
Entrance Exams RSVP Deadline September 10	Applicants confirm intent to sit for examinations and interviews by RSVP to the RDS Office.
Entrance Exams, Auditions, & Interviews 3rd Monday in September	Applicants travel to campus to complete entrance exams and interviews with faculty in their chosen areas of study.
Decision Letters No later than November 15	RDS Office issues decision letters to applicants.

ACADEMIC REQUIREMENTS

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

In some instances, an applicant may be accepted into the program on the condition that the applicant completes leveling course work. In those cases, the supervisor in the applicant's major field, in consultation with the RDS Director, will determine what leveling course work must be completed on the basis of the applicant's graduate transcripts. No more than two leveling courses may be assigned to students accepted into the program.

Additional Music Requirements (DMA)

Southwestern M.M.C.M. Graduates

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

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

Non-Southwestern Graduates

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

Research Language Requirements

Each program requires students to demonstrate competency in at least two research languages and determines its own specific research language competencies. Research languages should be chosen under the guidance of the student's supervisor. English may not serve as one of the two research languages, nor may any native language that does not directly pertain to the student's area of research.

The first research language should be completed by the end of the first year of reading seminars and the second research language by the conclusion of the second year.

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

Students may demonstrate research language competency in one of two ways:

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

Research language competency exams will be offered at stated times in the academic year—generally once in the Fall, once in the Spring, and once in the Summer. Please check with the RDS Office regarding the language exams and the times at which they will be offered. Students will be assessed a \$50 fee for each research language competency exam administered.

- 2) Alternatively, students may submit transcripts indicating completion of at least 2 semesters of language study (undergraduate or graduate, passed with a grade of B or higher) at a regionally-accredited college, university, or seminary. Students must then

enroll in the Reading Seminar in Theological German or Reading Seminar in Theological French that are offered in the Spring or Fall semester of each year and pass the course with a grade of B or higher.

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

With the exception of Latin taught at Scarborough College, SWBTS does not provide tuition-based elementary or intermediate language instruction in most research languages. However, SWBTS does provide graduate-level courses in Rhetoric, Intermediate Logic, and Arabic, as well as access to Rosetta Stone instructional materials in other research languages through the Roberts Library. The following policies govern RDS student use of Rosetta Stone materials through the Roberts Library:

Designated librarians will manage and monitor enrollment of students in Rosetta courses. Students enrolled but with no activity within the first two weeks will be automatically dropped. Students who are inactive for a period of one month will be warned and subsequently dropped after another two weeks (six weeks total) of non-activity. Students dropped by the Rosetta program will not be able to retrieve any previous work and will be required to complete the whole level in its entirety.

A limited number of Rosetta Stone licenses are available in any given year and RDS students have first opportunity to use these instructional language programs on a first-come, first-served basis. The use of Rosetta Stone materials will be at no cost to the RDS student. Rosetta Stone is designed to be a helpful tool for acquiring working knowledge of a living language. In general, RDS students should not expect to pass a research language competency exam on the basis of Rosetta Stone courses alone.

Suggested Major Field Research Language Competencies:

All RDS students will choose their research language competencies in consultation with their supervisors. For example, students may be required to demon-

strate competency in biblical languages, German, French, Latin, Logic,** or statistics.

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

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

PhD program minors do not require additional language competencies.

ADMISSIONS DECISIONS

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

After all admissions materials have been received, faculty in the applicant's major area carefully review all documents in an applicant's portfolio and make a recommendation regarding admission to the RDS Director. While the supervisors' recommendation is normally accepted, in rare instances the RDS Director may reject their recommendation after consulting with the supervisors and the Dean of the appropriate School. Applicants will be notified by the RDS Office of their admissions decisions. The RDS Office notifies students in April for Fall matriculation and in November for Spring matriculation.

Applicants denied admission to the program may reapply only once. All application materials are confidential. The RDS Director and faculty have no obligation to divulge information regarding admission decisions.

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

POST-ADMISSION PROCEDURES

Upon admission to the program, the student will be assigned a major supervisor and minor advisor. Both of these will be members of the SWBTS faculty who specialize in the student's areas of research. The student will schedule a meeting with the supervisor to determine the student's area of specialization within the major.

The admitted student will receive seminar information for the next academic year. Students should confer with their supervisor and, when appropriate, their minor advisor, in order to register for the appropriate seminars. Registration is completed by the student, and, thus, students are responsible to ensure they take all seminars required for their program. Students may consult the RDS Office for assistance.

Admitted PhD students will receive comprehensive bibliographies for both the major and minor fields of

study from the RDS Office. The student will be examined over the comprehensive bibliographies in the major and minor field during the Oral Comprehensive Examination.

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

NEW STUDENT ORIENTATION

All first-through-third year RDS students must attend and complete an orientation program in three installments on campus. All announcements concerning the schedule of RDS Orientation are issued by the RDS Office.

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

Carrels in Roberts or Bowld Library

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



TERMINATION FROM THE PROGRAM

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

Failure to meet research language competencies during the first two years of seminar work.

Failure to complete the program in the allotted time. While students have a maximum of 7 years from the point of matriculation to complete the program, the time missionaries serve on foreign fields does not count against their seven-year deadline nor does time spent on military deployment.

Failure to maintain continuous enrollment. Each student must enroll in the Fall and Spring semesters each year and pay the required fees from the time seminars begin until graduation. No research seminars are offered during summer sessions; consequently, no continuous enrollment fee is required during those sessions. Failure to pay enrollment fees results in termination from the program.

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

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

For PhD students, in case of failure at the comprehensive examination or dissertation stages, upon the request of the student and the supervisor, the RDS Director may recommend to the faculty the awarding of a Master of Theology (ThM) degree af-

ter the student successfully completes a summative exam. If the student has passed comprehensive exams, the summative exam is waived, and a ThM may be awarded.

Issues of ethical and moral concerns will be referred to the Dean of Students.

Issues of academic concern are handled by the RDS Office.

LEAVE OF ABSENCE

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

All requests for a leave of absence should be received in the RDS office no later than the last day to drop classes of the current semester. A leave of absence does not automatically extend the 7-year deadline for completing doctoral studies.

The student's transcript will be notated with "leave of absence" or "LOA" during the appropriate semester(s).

WITHDRAWAL FROM THE PROGRAM

RDS students in good standing may withdraw from their program by submitting written notification of their intent to the RDS Director. Students who withdraw from the RDS program may subsequently apply

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

TUITION

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

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

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

Financial assistance is not available through the RDS Office. However, students in good standing and in the first eight semesters of their program may be eligible for a Research Doctoral Grant. All inquiries regarding the grant or any other financial assistance should be directed to the [Student Financial Services of the seminary](#).

HEALTH AND SAFETY CONCERNS FOR MUSICIANS

Introduction

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

Hearing Loss

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

Physical Strain and Injury

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

Resources

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

SEMINARS

Faculty Supervisors

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

Supervisors may determine that a student lacks doctoral level competence in English, the biblical languages, or other areas of such significance that the student's academic progress is in jeopardy. In such cases the supervisor, in consultation with the RDS Director, will require the student to complete remedial studies in the area(s) of weakness.

Changing Majors and Minors

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

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

Registration and Dropping Seminars

The RDS Office schedules seminar registration approximately four months prior to the beginning of the academic year. Each student receives an email with seminar schedules, dates for registration, and other information. With the exceptions of World Christian Studies courses, independent studies, and courses requiring manual registration, all students complete registration online.

Entrance into any seminar outside the student's major or minor discipline requires the approval of the seminar professor and the student's supervisor.

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

Residential and Flex Access to Seminars

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

Grading

Each professor determines the requirements and method of evaluating students in the seminar. Any grade lower than "B" is a failing grade (i.e. "B-" and below). Any student who fails a seminar will be placed on academic probation for the remainder of the seminar stage. Failure of any seminar requires that the student retake the seminar, or an equivalent, as soon as possible. Failure of any two seminars results in immediate dismissal from the program. Students may be terminated from the program if

their work does not merit their continuing in doctoral studies.

Academic Probation

Students who receive a grade lower than B, or who demonstrate any tendency or activity that would fail to fulfill the high standards of the doctoral program, may be placed on academic probation by the RDS Director. Also, any student who does not maintain a

3.3 GPA throughout their period of research will be placed on academic probation. Individuals who are placed on probation will be reviewed by the RDS Director and the major department faculty. Individuals may be removed from probation only by action of the RDS Director. Failure to remedy the conditions that led to probation will be grounds for termination from the program. Students on probation will not receive the Research Doctoral Grant for that academic year.

SEMINAR REQUIREMENTS BY SCHOOL

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

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

SCHOOL OF THEOLOGY ROY FISH SCHOOL OF EVANGELISM & MISSIONS

Students in the School of Theology, School of Evangelism & Missions, or School of Preaching must complete the following courses:

• 3 Orientation Seminars/GRS*	3 hours
• 4 Major Research Seminars	16 hours
• 4 Major Reading Seminars	8 hours
• 2 Minor Research Seminars	8 hours
• 2 Minor Reading Seminars	4 hours
• Teaching in Higher Education	2 hours
• 2 Research Languages	4 hours
• Prospectus Writing and Defense	2 hours
• Comprehensive Examinations	2 hours
• Dissertation Writing and Defense	16 hours
	65 hours

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

JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRIES

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

• 3 Orientation Seminars/GRS	3 hours
• Advanced Writing Practicum	2 hours
• 4 Reading Seminars: 1 General, 2 Major, and 1 Minor	8 hours
• 4 Major Seminars	16 hours
• 2 Minor Seminars	8 hours
• Supervised Research and Teaching*	2 hours
• 2 Research Languages	4 hours
• Colloquium	2 hours
• Comprehensive Reading Prep	1 hour
• Research Seminar	2 hours
• Prospectus Defense	2 hours
• Comprehensive Exams	2 hours
• Dissertation Writing and Defense	16 hours
	68 hours

*During the seminar stage, the student is required to complete a Supervised Research and Teaching component. The supervising faculty members will oversee this component. The student must have completed at least two (2) seminars in the major field of study before becoming eligible to complete the Supervised Research and Teaching component. Depending on the student's major and interests, this can be completed in several different formats as assigned by the professor. The student is not remunerated for this experience; however, it carries two (2) hours of academic credit.

WORLD CHRISTIAN STUDIES

Students in World Christian Studies must complete the following courses:

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

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

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

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

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

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

SCHOOL OF CHURCH MUSIC AND WORSHIP

PHD PROGRAM

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

- 3 Orientation Seminars 3 hours
 - Research & Writing in Church Music and Worship Studies 3 hours
 - Teaching in Church Music and Worship Higher Ed 3 hours
 - Special Research in Worship Studies 3 hours
 - 7 Major Seminars 21 hours
 - 2 Minor Seminars 6 hours
 - Colloquium 4 hours
 - 2 Research Languages 4 hours
 - Prospectus Defense 2 hours
 - Comprehensive Examinations 2 hours
 - Dissertation Writing and Defense 16 hours
- 67 hours

DMA PROGRAM

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

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

Transfer Credit

In general, students applying for acceptance into the research doctoral programs at SWBTS may not transfer doctoral-level credits from other institutions. Exceptions to this policy require the approval of the supervisor and the RDS Director. Students already in the doctoral program may be directed by their supervisor, in consultation with the RDS Director, to complete doctoral-level work at another institution. The maximum amount of external study that may be credited to a student's program is the equivalent of two research seminars (eight hours).

Completion of the Master of Theology at Southwestern Seminary may reduce seminar requirements, provided the student earned a "B" or higher in them; otherwise the student must retake the class to receive PhD credit.

Special Categories of Seminar Participation

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

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

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

Seminar Paper Research Standards

The purpose of the seminar determines the nature of the seminar paper. Each seminar paper must comply with the most recent edition of the Turabian Manual for Writers and the SWBTS Checklist. In matters not addressed by Turabian, the paper should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*. The preparation of seminar papers allows students to prepare to write their dissertation. Each seminar paper should thus uphold the same high standards as the dissertation itself.

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

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

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

Annual Evaluation

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

COMPREHENSIVE EXAMINATIONS

Comprehensive Bibliographies

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

Oral Comprehensive Examination

The oral comprehensive examination requires mastery of the field bibliographies distributed at the beginning of the student’s program. The supervisor and minor advisor may make minimal alterations to their respective bibliographies throughout the seminar stage, but no later than four months prior to the oral comprehensive examination. Any change to a comprehensive bibliography must be communicated in writing both to the student and to the RDS Office.

The examining committee for the Oral Comprehensive Exam consists of the supervisor and additional members as appointed by the RDS Director.

After completing the seminar requirements for their major and (if applicable) minor studies, students should work with their supervisor to determine readiness for the comprehensive examination. Once the student and supervisor determine the student is ready for the comprehensive examination, the RDS Office should be notified in writing. The RDS Office will then make arrangements for the examination.

Normally, students will sit for oral comprehensive exams during the semester following their final research seminar. This date can be delayed with approval from the student’s supervisor.

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

Oral comprehensive examinations for the major and minor studies are allotted a total of three hours.

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

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

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

School of Church Music and Worship: Doctoral Qualifying Examinations

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

the first point of reference for preparation for these examinations.

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

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

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

Ph.D. Written Qualifying Examinations

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

Evaluation of Written Examinations

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

Oral Qualifying Examination

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

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

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

Evaluation of Oral Examination

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

THE PHD PROSPECTUS

General Information

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

The student should discuss dissertation topics with the supervisor and other faculty throughout the seminar stage of the program. As soon as a viable topic is identified, the student should begin to conduct initial research to test its potential. The student should report the results of such research to the supervisor.

After completing the oral comprehensive examination, the student must register for Dissertation Research and Writing while conducting research on a topic suitable for a dissertation. When the supervisor approves the prospectus, the student submits the prospectus to the RDS Office for evaluation by the second reader, the RDS Center for Writing Excellence Director, and the RDS Director.

The student who does not complete the prospectus by the end of the first semester of Dissertation Research and Writing may register for Dissertation Research and Writing for a second semester. The grade the supervisor assigns for the Dissertation Research and Writing course reflects the quality of research undertaken and progress made toward producing a sound prospectus.

The body of the prospectus consist of 7,000-10,000 total words (excluding footnotes and bibliography), double spaced, using Times New Roman 12-point font.

Selection of Dissertation Supervisor

Normally, the supervisor during seminars also serves as the first reader on the dissertation and head of the Dissertation Committee. This supervisor is responsible for the dissertation's quality; thus, stu-

dents are advised to heed the advice of the supervisor. To change supervisors requires the approval of the RDS Director.

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

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

Purpose of the Dissertation Prospectus

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

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

Writing the Prospectus

The student begins by identifying the research question, establishing a method for research, and writing a resulting thesis statement (the proposed answer to the research problem). Because the prospectus for the dissertation is a formal presentation of the candidate's intentions, the writing style should conform to the most recent edition of the *Turabian Manual for Writers*. In matters not addressed by Turabian, it should adhere to the most recent edition of (1) *The Chicago Manual of Style* or (2) *The SBL Handbook of Style*.

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

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

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

1. **Introduction:** introduces the theme or topic.
2. **Literature Review:** surveys the current state of scholarship in the area and seeks to persuade readers that the proposed dissertation does not merely duplicate previous work on the topic. The literature review shows the best research already available in the area and demonstrates how the dissertation will make a significant addition to the field.
3. **Research Question:** identifies a question that the dissertation seeks to answer.

4. **Thesis Statement:** proposes an answer to the research question. In most cases, it should be one sentence that includes both the major claim and the warrant (the reasons why the claim will be argued). The thesis is generally followed by an additional paragraph(s), providing clarity for the thesis and indicating how the research fits into the schema of existing literature.

5. **Definition of Terms and Delineation of Thesis Argument:** defines key terms of the project.

6. **Method of Research:** explains what the student will do and how the student will do it, allowing readers to evaluate the reliability and validity of the research.

7. **Structure of Argument:** Out of the thesis statement flow the dissertation's argument and its structure.

- a. Title
- b. Table of Contents: indicates potential chapters to show the argument's structure, as well as its proposed content.
- c. Outline: includes proposed chapter divisions and subdivisions.
- d. Chapter Summaries: include the biblical/theological/ exegetical issues to be addressed.

8. **Bibliography:** A working bibliography will receive careful scrutiny. The bibliography should be sufficiently detailed to indicate that enough material exists to develop the dissertation. Primary sources should receive special attention. Students must not overlook foreign sources in the preparation of the bibliography. The prospectus should give the faculty confidence that the student has read widely from the bibliography and possesses sufficient maturity to articulate the general direction of the research.

9. **Appendices** (if needed): additional or supplementary material that support the main text.

SUBMISSION OF THE PROSPECTUS

With the approval of the student's supervisor, the student bears the responsibility to submit to the RDS Office a .pdf copy and any paper copies required for the readers.

The RDS Office distributes copies of the prospectus to the second reader, and the RDS Director.

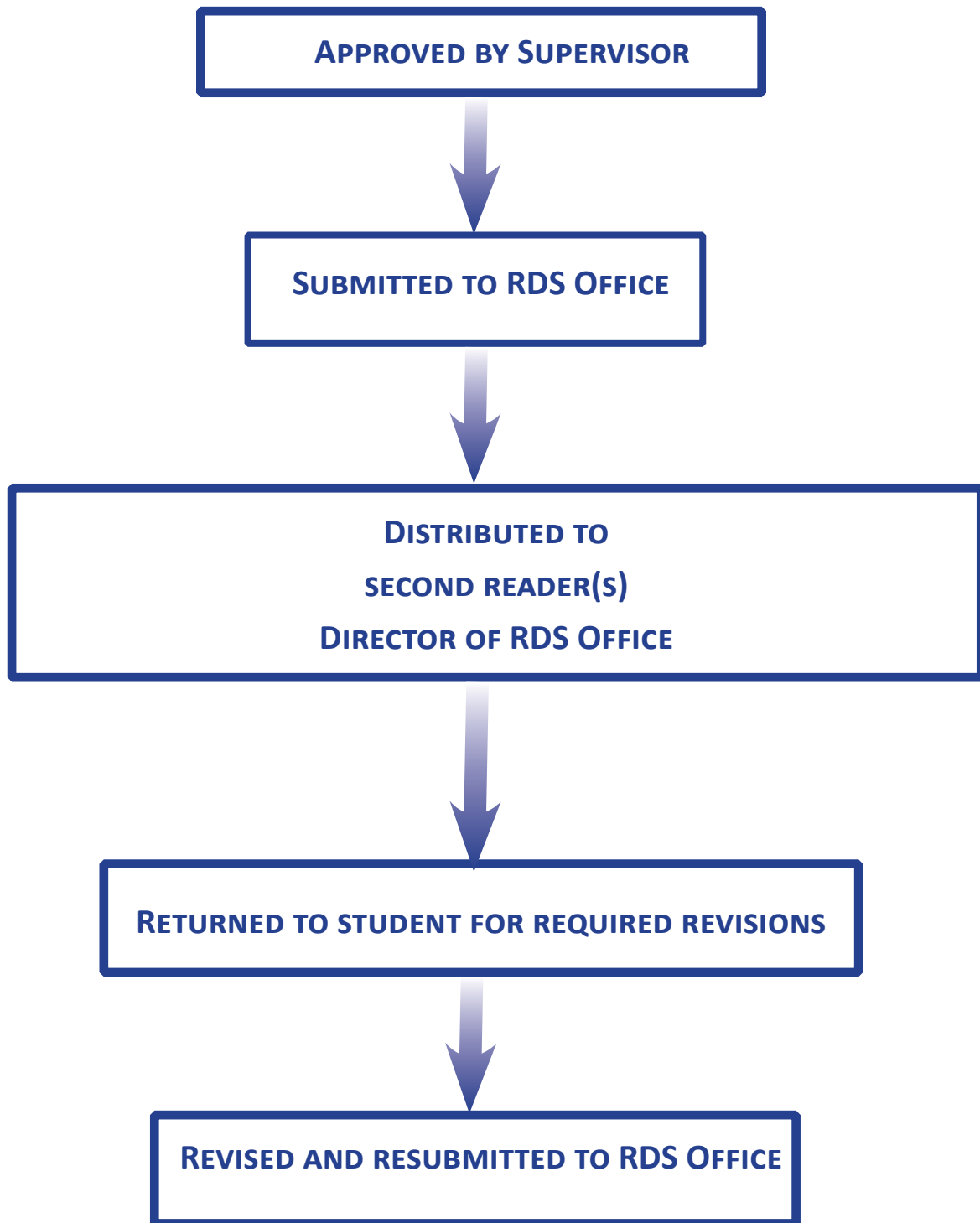
Using the Prospectus Approval Form, the second reader(s), the RDS Engagement Studio (to ensure style conformity), and RDS Director each decline, return for further development, or approve the prospectus. When the prospectus has been approved by all parties, the RDS Office will notify the student.

If changes are required to the prospectus, the student may have to resubmit the five (5) paper copies of the revised prospectus and a .pdf copy by email to the RDS Office by the end of the semester. In rare circumstances, students may be granted a one-semester extension.

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



PROSPECTUS APPROVAL PROCESS



THE PHD DISSERTATION

Student Progress in Dissertation Stage

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

Writing the Dissertation

The PhD dissertation must argue for a clearly articulated thesis which constitutes a contribution to scholarship in its field. It should demonstrate the candidate's ability to design a viable research project, pursue the research in relative independence,

and write with clarity and force. PhD dissertations should contribute knowledge that has the potential for publication, whether in professional journals or in books, articles, or media distributed in faith-based communities, and for potential application in church, family ministries, or the marketplace.

The student works with the supervisor throughout the preparation of the dissertation. The supervisor must approve the student's Dissertation Defense Draft prior to formal submission to the RDS Office. The supervisor and the RDS Office together identify the second and third readers for the student's dissertation.

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



FORMAT OF THE DISSERTATION

DEFENSE DRAFT

Abstract

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

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

Arrangement of Dissertation

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

Style

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

Length

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

* See RDS Office for empirical studies addendum.

Printing

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

Evaluation of the Dissertation Defense Draft and Oral Defense

The RDS Office distributes the Dissertation Defense Draft to the Dissertation Committee and a third reader. The RDS Office will also submit a copy of the Draft to the Director of the RDS Engagement Studio (ES) for approval of style and formatting. If the dissertation defense draft does not comply with Tura-

bian style requirements, the student will be required to pay for editing by an ES-approved style editor.

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

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

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

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

The Oral Defense

Dissertation oral defenses are closed sessions (only the student, dissertation readers, and RDS Director may be in attendance).

If the student passes the dissertation defense, the student will have up to four weeks to complete required revisions. After the supervisor verifies that the final revisions are complete, the student must submit four copies of the defended and revised dissertation to the RDS Office no later than two weeks before the next scheduled commencement. All four copies of the revised, approved dissertation that has been successfully defended should be submitted to the RDS Office on **24 lb. weight, 100% cotton content paper**.

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

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

Dissertation Grading

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

Pass/Pass with Distinction: (No Revision Needed)

Solid research and argumentation. No further revisions are required.

Pass: (Revisions)

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

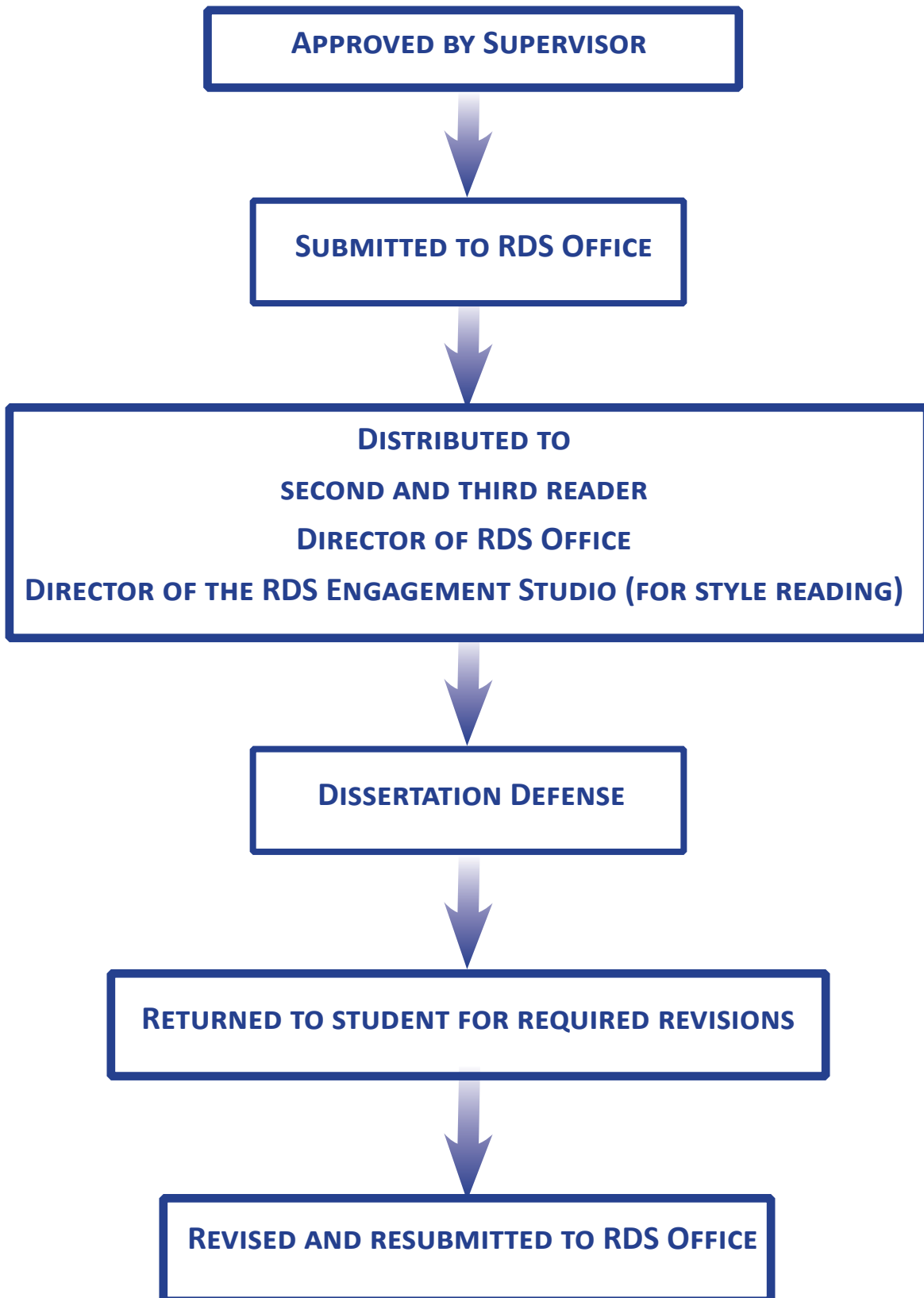
Fail: (Revision Permitted)

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

Fail: (No Revision Allowed)

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

DISSERTATION APPROVAL PROCESS



DISSERTATION EVALUATION TIMELINE

Deadlines for Fall Graduation

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

Deadlines for Spring Graduation

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

The Preservation and Use of Dissertations

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

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

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

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

THE DMA DOCUMENT PROSPECTUS

General Information

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

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

Purpose of the Document Prospectus

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

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

Writing the Prospectus

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

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

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

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

Submission of the Prospectus

With the approval of the student's supervisor, the student bears the responsibility to submit to the RDS Office a .pdf copy and any paper copies required by the committee. The RDS Office distributes copies of the prospectus to the second reader and the RDS Director. Using the Prospectus Approval Form, the second reader, and the RDS Director each opt to 1) decline, 2) return for further development, or 3) approve the prospectus.

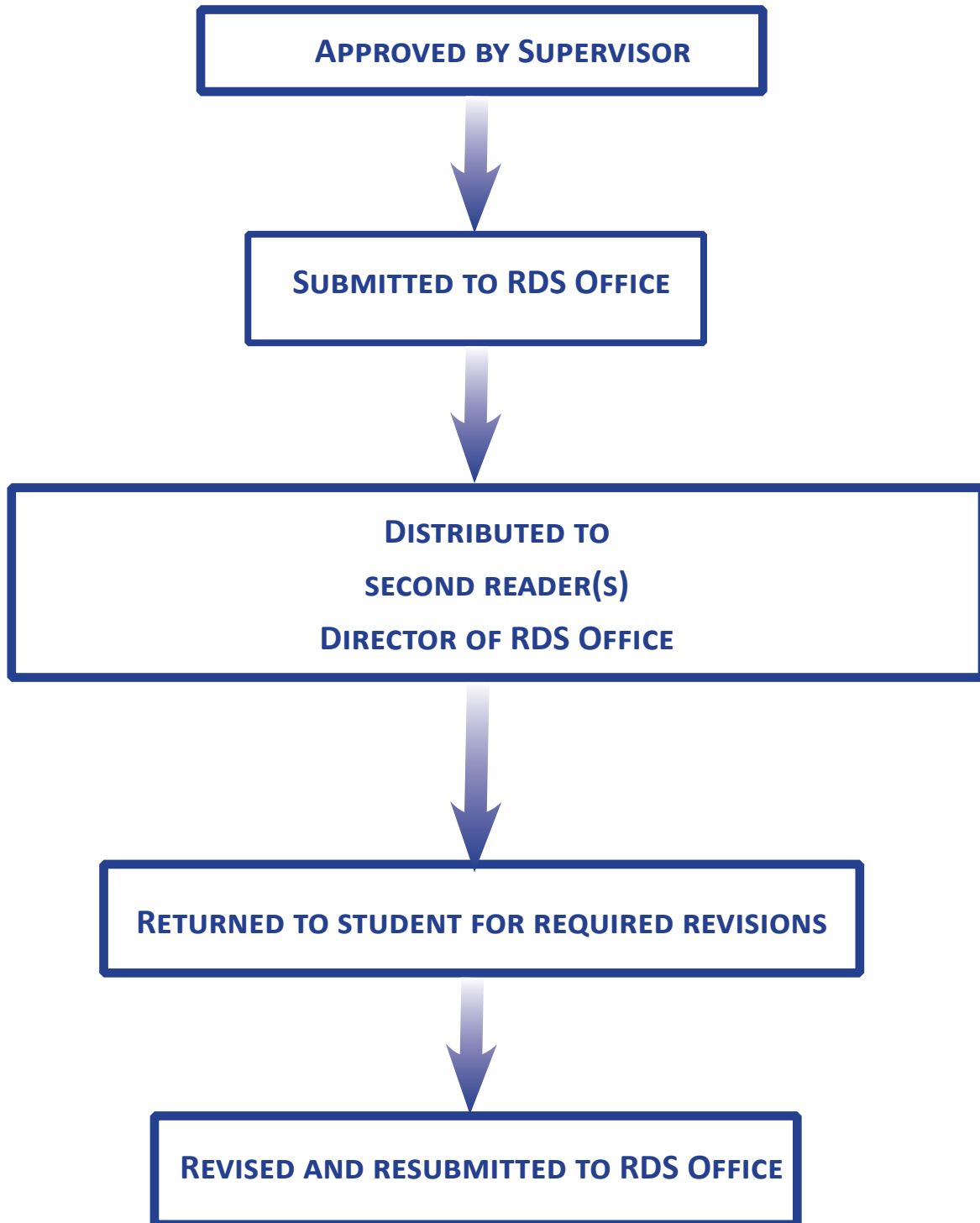
When the prospectus has been approved by all parties, the RDS Office will notify the student.

If changes are required to the prospectus, the student may have to resubmit paper copies of the revised prospectus and a .pdf copy to the RDS Office.

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



PROSPECTUS APPROVAL PROCESS



THE DMA DOCUMENT

General Information

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

Writing the Document

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

Copyright

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



FORMAT OF THE DMA DOCUMENT

Abstract

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

- Purpose of the document
- Principal conclusions

Arrangement of Document

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

Style

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

Length

Documents are generally a minimum of 100 pages.

Printing

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

Evaluation of the Document Defense Draft and Oral Defense

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

Readers of the draft have 15 days to provide an initial review of the document's readiness to advance to the oral defense. Each member of the Document Committee will complete an independent evaluation of the defense draft and will submit those evaluations to the RDS Office. After the Document Committee approves the defense draft, the RDS Office schedules an oral defense at a time convenient for all parties.

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

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

The Oral Defense

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

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

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

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

Document Grading

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

Pass: (No Revision Needed)

Solid research and argumentation. No further revisions are required.

Pass: (Revisions)

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

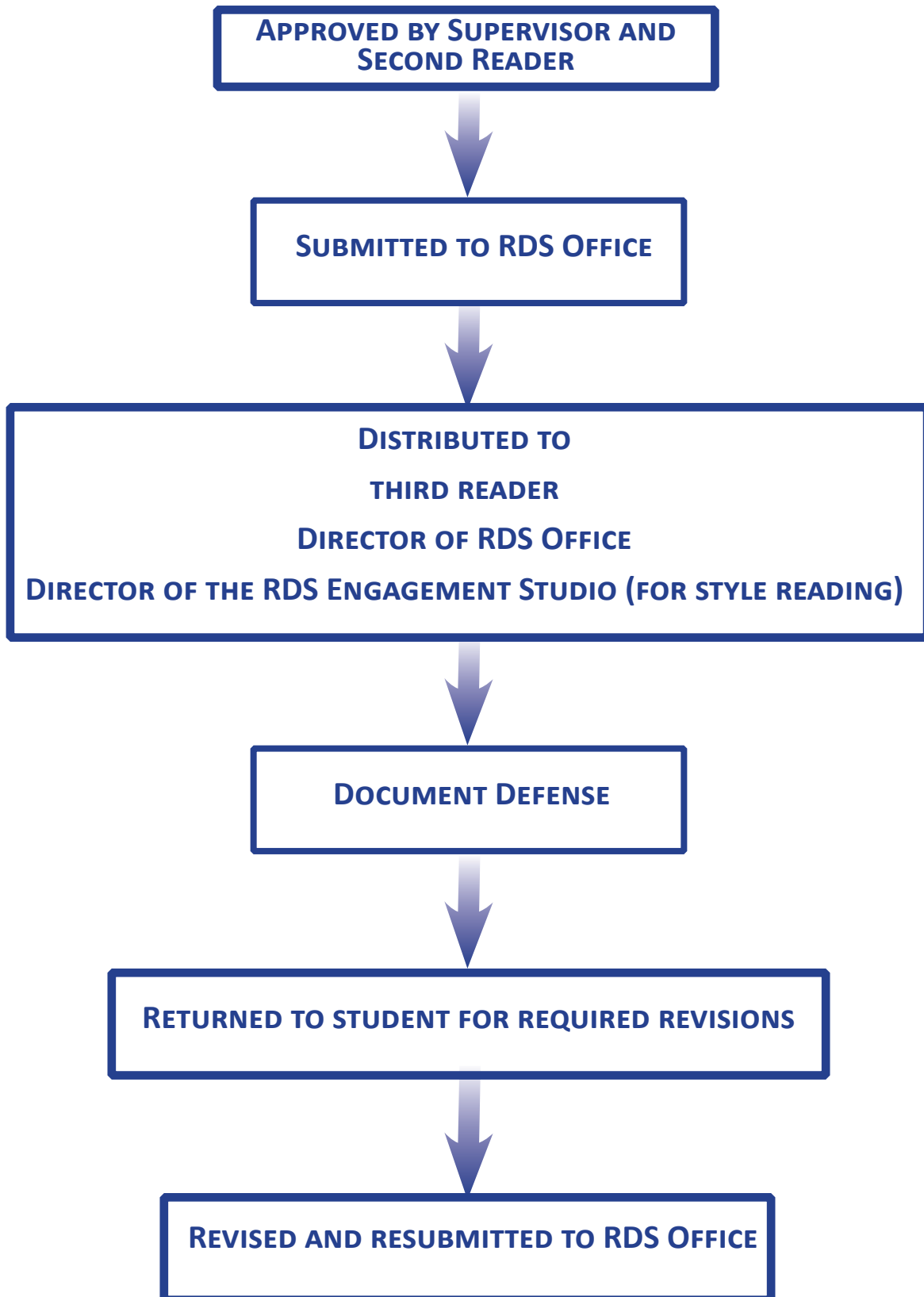
Fail: (Revision Permitted)

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

Fail: (No Revision Allowed)

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

DOCUMENT APPROVAL PROCESS



DOCUMENT EVALUATION TIMELINE

Deadlines for Fall Graduation

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

Deadlines for Spring Graduation

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

The Preservation and Use of Documents

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

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

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

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

APPENDIX A: RECOMMENDED SEMINAR SEQUENCES

SCHOOL OF THEOLOGY

ROY FISH SCHOOL OF EVANGELISM & MISSIONS

Prior to Matriculation: Research Language Study/Competency Exam*

- * Research language study is required but not credited as hours toward the PhD degree.
- Students receive two hours credit towards the PhD degree at the completion of all three PhD Orientation, Training, and Graduate Research components.

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	•		
Leveling Coursework (if required)		Leveling Coursework (if required)	
Major Field Reading Seminar I	2	Major Field Reading Seminar II	2
Minor Field Reading Seminar I	2	Minor Field Reading Seminar II	2
Research Lang. Study/Competency Exam		Research Lang. Study/Competency Exam	
		Summer Term	Hours
		Reading Minor Field Comprehensive Bibliography	
		Major Field Reading Seminar III	2
		Research Lang. Study/Competency Exam	

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	•	Research Seminar in Major Field	4
Research Seminar in Major Field	4	Research Seminar in Minor Field	4
Research Seminar in Minor Field	4		
		Summer Term	Hours
		Reading Minor Field Comprehensive Bibliography	
		Major Field Reading Seminar IV	2

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation III	•	Oral Comprehensive Exam	-
Research Seminar in Major Field	4	Submission of Dissertation Prospectus	-
Research Seminar in Major Field	4		
Teaching in Higher Ed. Seminar	2		

JACK D. TERRY SCHOOL OF EDUCATIONAL MINISTRY

- Students receive two hours credit towards the PhD degree at the completion of all three PhD Orientation, Training, and Graduate Research components.

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	•		
Advanced Writing Practicum	2	Major Reading Seminar II	2
General Reading Seminar	2	Major Research Seminar I	4
Major Reading Seminar I	2		

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	•	Major Research Seminar III	4
Major Research Seminar II	4	Minor Research Seminar I	4
Minor Reading Seminar	2	Supervised Research and Teaching**	2

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation III	•	Research Seminar	2
Major Research Seminar IV	4	Colloquium (Spring only)	2
Minor Research Seminar II	4	Comprehensive Exam Reading Prep	1

Candidacy	
Comprehensive Examination	0
Submission of Dissertation Prospectus	0
Completion of Dissertation	8

*Major and Minor reading seminars are non-sequential and may be taken in any order.

**At least two (2) research seminars in the student's major field of study must be completed prior to registration for Supervised Research and Teaching.

WORLD CHRISTIAN STUDIES

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

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

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

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

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

SCHOOL OF CHURCH MUSIC & WORSHIP (PHD)

First Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation I	•		
Research & Writing in CMW Studies	3	Major Research Seminar II	3
Major Research Seminar I	3	Major Research Seminar III	3
Colloquium	2	Colloquium	2

Second Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation II	•	Major Research Seminar V	3
Major Research Seminar IV	3	Minor Research Seminar	4
Minor Reading Seminar	2		

Third Year			
Fall Semester	Hours	Spring Semester	Hours
Orientation III	•	Teaching in CMW Higher Ed	3
Major Research Seminar VI	3	Special Research in Worship St.	3
Major Research Seminar VII	3		

Candidacy	
Written Qualifying Examinations**	0
Oral Qualifying Examinations**	0
Submission of Dissertaiton Prospectus	0
Completion of Dissertation	6

*Major and Minor reading seminars are non-sequential and may be taken in any order.

**Qualifying examinations will cover music ministry, music history, and music theory as well as a student's breadth of knowledge in the field and his/her ability to synthesize and integrate knowledge from other fields of study.

Need DMA seminar sequence

SCHOOL OF CHURCH MUSIC & WORSHIP (DMA)

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

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

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

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

APPENDIX B: RUBRICS

Seminar Engagement Rubric

Seminar Paper Rubric

Oral Comprehensive Examinations Rubric

Prospectus Evaluation Rubric

Dissertation Defense Rubric

EM Ecclesiological Understanding Rubric

RDS SEMINAR ASSESSMENT

Student: _____ Professor: _____

Seminar: _____ Term: _____

	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
ENGAGEMENT Assess the student's overall contribution to the seminar.	Failed to meet expectations	Needs major improvement. The student needs to work on confidence and/or ability to succinctly demonstrate	Average ability. Improvements need to be made.	The student not only made major contributions but did so with confidence and significant leadership ability.
RESEARCH Assess (for breadth and accuracy) the student's ability to research an assigned topic	Failed to meet expectations. The student needs significant work on research methods.	The student needs to improve in the ability to find poignant, relevant resources beyond the cursory level.	The student's research is as expected of most students. The skill should be improved before dissertation stage.	The student brings originality and clarity to the research project. Continuing in this manner will result in an excellent basis for the dissertation.
WRITING Assess the student's written contributions for clarity, style, and content.	Writing did not meet doctoral standards.	Writing needs significant work in order to meet doctoral standards.	Writing met an acceptable standard but needs work before the student moves on to the dissertation stage.	This student's writing set the standard for this seminar. In form and style, the writing met its objectives with demonstrable skill.
ARGUMENTATION Assess the student's ability to defend a position (across all platforms of the seminar)	Does not meet doctoral standards.	Demonstrates severe weaknesses in defense of positions	The student was able to engage with various arguments and form an opinion but had difficulty defending the opinion when pressed.	Reasoning abilities were exceptional with unique research being wielded in responsible fashion. Conclusions were well-defended and convincing even after thorough analysis.
CRITICAL THINKING Assess the student's ability to demonstrate biblically, historically, and theologically thought.	Does not meet doctoral standards.	Demonstrated thought had significant weaknesses both factually and in the synthesizing of those facts.	The student demonstrated a maturing understanding of the historical, biblical, and theological issues. More work continues to be needed.	The student has demonstrated a fully-formed maturity of thought.

HISTORICALLY CHRISTIAN § ACADEMICALLY RIGOROUS § INNOVATIVELY ENGAGED

RDS SEMINAR ASSESSMENT

	1 Not Satisfactory	2 Needs Improvement	3 Satisfactory	4 Exemplary
TEACHABILITY Assess the student's ability and willingness to learn. For example, consider whether the student completed requested corrections on papers or in presentations.	The student did not receive or act upon suggested corrections.	The student consistently resisted correction and made only a few changes.	The student made requested changes but had difficulty applying those changes without clear direction.	The student sought correction, made corrective adjustments, and became a helpful teacher in the seminar.
CHARACTER Assess the student's demonstration of Christian character.	COMMENTS:			
OVERALL SEMESTER GRADE	The student has significant deficiencies.	The student's deficiencies outweigh the strengths. Major work is required in order to meet doctoral standards.	The student meets expectations. Additional development will be required in order to meet future requirements in the program.	The student stands out as an exceptional student at this point in the program.

RDS SEMINAR PAPER ASSESSMENT

Student: _____ Professor: _____

Seminar: _____ Term: _____

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

RDS SEMINAR PAPER ASSESSMENT

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

STUDENT: _____

ORAL COMPREHENSIVE EXAMS RUBRIC

MAJOR & MINOR: _____

STUDENT: _____ SUPERVISOR: _____

MINOR ADVISOR: _____ 3RD COMMITTEE MEMBER: _____

CLARITY OF RESPONSE:

1	2	3	4
Not Satisfactory No clarity at macro or micro levels, full of errors both in organization and in facts	Needs Improvement Lacks clarity & coherence, numerous errors	Satisfactory Understandable but lacks clear organization, frequent errors	Exemplary Well-organized, careful & clear presentation, virtually free of errors

COMMENTS:

ADHERENCE TO ASSIGNED QUESTIONS:

1	2	3	4
Not Satisfactory Little or no conformity to questions asked. Tendency to ramble and/or to shift focus entirely.	Needs Improvement Minimal conformity to questions asked.	Satisfactory Sufficient conformity to questions asked. This student tends to attempt to answer the question(s) but may neglect significant aspects or follow tangents.	Exemplary Virtually complete conformity with thorough responses.

STUDENT: _____

ORAL COMPREHENSIVE EXAMS RUBRIC

COMMENTS:

INTERACTION WITH PRIMARY SOURCES (RANGE & QUALITY)

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

COMMENTS:

INTERACTION WITH SECONDARY SOURCES (RANGE & QUALITY):

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

COMMENTS:

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

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

COMMENTS:

HISTORICALLY CHRISTIAN & ACADEMICALLY RIGOROUS & INNOVATIVELY ENGAGED

STUDENT: _____

ORAL COMPREHENSIVE EXAMS RUBRIC

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

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

COMMENTS:

CRITICAL ANALYSIS:

1	2	3	4
Not Satisfactory Does not move beyond a descriptive study, fails to employ critical analysis at a doctoral level	Needs Improvement Generally descriptive with severely limited critical analysis	Satisfactory Acceptable evidence of critical analysis	Exemplary Careful and thorough critical analysis

COMMENTS:

MASTERY OF THE FIELD:

1	2	3	4
Not Satisfactory Failure to understand crucial issues in the field	Needs Improvement Severely limited understanding of crucial issues in the field	Satisfactory Acceptable understanding of crucial issues in the field	Exemplary Mature understanding of crucial issues in the field

COMMENTS:

HISTORICALLY CHRISTIAN & ACADEMICALLY RIGOROUS & INNOVATIVELY ENGAGED

STUDENT: _____

ORAL COMPREHENSIVE EXAMS RUBRIC

OVERALL GRADE:

Fail (No Retake)	Fail (Retake Permitted)	Pass	Pass with Distinction
Recommend termination from the PhD Program and/or offering of the Masters of Theology degree.	Must schedule another oral exam.		

COMMENTS:

PROFESSOR NAME: _____ DATE: _____

ADDITIONAL COMMENTS:

RDS PROSPECTUS ASSESSMENT

Student: _____ Professor: _____

Dissertation Title: _____ Term: _____

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

RDS PROSPECTUS ASSESSMENT

OVERALL EVALUATION	Unacceptable (<11)	Approved with Revisions (detail revisions below and in the comments) (11-14)	Approved (15+)
<p>A prospectus should score higher than 11 points to be considered acceptable. A score of 15 or more is expected for a prospectus to be approved without revisions.</p>	<p>This prospectus needs major work and will need to be defended again at a later date.</p>	<p>This prospectus needs work, but can be approved at this point. The student will need to work with his/her supervisor to finalize the prospectus submission.</p>	<p>This prospectus is approved as is. The student is prepared to move on to the dissertation writing stage.</p>

Comments:

STUDENT: _____

DISSERTATION DEFENSE RUBRIC

DISSERTATION TITLE: _____

STUDENT: _____ SUPERVISOR: _____

2ND READER: _____ 3RD READER: _____

CLARITY & STYLE OF WRITING

1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
No clarity at macro or micro levels, full of errors	Lacks clarity & coherence, numerous errors	Readable but lacks clear organization, frequent errors	Well-organized, careful & clear presentation, virtually free of errors

COMMENTS:

STRENGTH OF REASONING & USE OF EVIDENCE SUPPORTING THESIS:

1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Failure to recognize & present reasons & evidence	Severely limited reasoning and/or use of evidence	Acceptable reasoning and use evidence	Clear, careful reasoning with thorough support

COMMENTS:

STUDENT: _____

DISSERTATION DEFENSE RUBRIC

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

	1	2	3	4
N/A	Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Not applicable	Failure to interact with original language as needed	Severely limited &/or erroneous interaction	Acceptable interaction & understanding	Competent & careful interaction at all levels

COMMENTS:

INTERACTION WITH PRIMARY SOURCES (RANGE & QUALITY)

	1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary	Exemplary
Failure to use appropriate sources	Severely limited range & interaction with sources	Acceptable interaction with primary sources	Clear, careful, & critical interaction with appropriate sources	

COMMENTS:

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

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

COMMENTS:

HISTORICALLY CHRISTIAN & ACADEMICALLY RIGOROUS & INNOVATIVELY ENGAGED

STUDENT: _____

DISSERTATION DEFENSE RUBRIC

INTERACTION WITH SECONDARY SOURCES (RANGE & QUALITY):

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

COMMENTS:

MASTERY OF THE FIELD:

1	2	3	4
Not Satisfactory Failure to understand crucial issues in the field	Needs Improvement Severely limited understanding of issues in the field	Satisfactory Acceptable understanding of crucial issues in the field	Exemplary Mature understanding of crucial issues in the field

COMMENTS:

ORIGINALITY OF SCHOLARSHIP:

1	2	3	4
Not Satisfactory No contribution to the field	Needs Improvement Severely limited contribution to the field	Satisfactory Acceptable contribution to the field	Exemplary Significant contribution to the field

COMMENTS:

INTEGRITY OF RESEARCH & WRITING

HISTORICALLY CHRISTIAN & ACADEMICALLY RIGOROUS & INNOVATIVELY ENGAGED

STUDENT: _____

DISSERTATION DEFENSE RUBRIC

1	2	3	4
Not Satisfactory	Needs Improvement	Satisfactory	Exemplary
Evidence of misrepresentation of sources and/or plagiarism	Problem areas arise throughout the dissertation either with citation or integration.	Acceptable integration of research, lacking thorough citations.	Responsible use of sources with appropriate citation

COMMENTS:

OVERALL GRADE:

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

COMMENTS:

PROFESSOR NAME: _____ DATE: _____

ADDITIONAL COMMENTS:

HISTORICALLY CHRISTIAN § ACADEMICALLY RIGOROUS § INNOVATIVELY ENGAGED