Ph.D. Program
Manual

2022-2023

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The Ph.D. Program

CHAPTER 1: GENERAL INFORMATION

Mission Statement

"The Hebrew Academy International – an institution creating new courses for better Hebrew education worldwide – creating innovative Hebraic courses of learning that contribute to the spiritual health and advancement of the Hebrew Community around the world." We aim to be a learning institution that continues to be trusted by the Hebraic Community by contributing to the education of the richer and healthier lives of the Greater Hebrew Community around the world.

Letter of Welcome from the Director

Choosing to do your doctorate at the Hebrew Academy International is a decision well made. You are the forerunners of academics and researchers in the Hebrew Community, which will be known for the originality and significance of your work. You will have a host of opportunities for intellectual stimulation, to nurture your passion of ancient path discovery. And you will have the help you need to equip you with the skills to succeed in your specific research topic.

It is with great enthusiasm that I welcome all of you to this PhD program. You have signed up to become a greater servant than you already are. You represent a magnificent group of awakened leaders that have been challenged in many ways during your lifetime; you are the ones who have traveled your own path ordered by Yahuah and made discoveries who many have yet to see. You have often questioned Yahuah about where Yahuah was leading you, but never as much as you are questioning Yahuah today. I could say have no fear, but fear is appropriate at this time. If you remember, it was that fear and anxiety that brought you through so many dangers, toils and snares. Now that you have found your way here you will find that your determination not to give in to fear, but to reach down deep inside your soul and latch on to your faith which will be more than sufficient to bring you through the challenges of this program.

Hebrew Academy International PhD program provide you with the opportunity to study with superb faculty who are strongly committed to their roles as teachers and as scholars. A ruach of exploration, discovery and innovation unites the work of our faculty and students, whether they are probing the fundamental questions in their specific focus or applying new knowledge, often through Hebraic interdisciplinary approaches, to solve some of the most challenging problems in the Awakened/ Hebrew Community.

Students must assemble and defend their dissertation / thesis proposal no later than May of their 2nd year. By this time, rotations are finished, Core classes have been completed and we have identified a mentor, peer reader, and faculty chair who has agreed to support you in the development of your project.

I feel certain that you will soon find other colleagues who have also taken that desert path that sometimes seems to have no end, but in reality, is only one hill away from the fresh water of a spiritual oasis. No one in this program travels alone; all of you will bond with other travelers who will support you as you support others. Everyone brings to this table failure and success, despair and hope, sorrow and joy, curse and blessing, death, and life. Most of all, by the time you finish this program you will have experienced a transformation. Finally, everything you gain in this process, whether academic or practical, is yours to keep forever; no one can take it away from you and angels will applaud you as you walk pass. Welcome to the most thrilling academic experience you will ever have in life. – **Dr. Kenneth Howard**

The Purpose of This Manual

The purpose of this manual is to provide a guide for students, mentors, faculty, staff, and administrators working together to enable PhD colleagues to find their way through the challenges of the PhD program and not only graduate but become more valued leaders and facilitators in the Hebrew community. This is a special PhD program, both academically and practically woven together into an ensemble of spiritual magnificence. It is a different kind of educational process for many of its participants. The manual is not intended to be a cookie-cutter for all the dissertations; each dissertation is unique and stands on its own merits. However, the manual demonstrates the standards required to bring the written document up to a level so that it will warrant a doctoral degree, add to the body of knowledge in Hebrew Community and provide benefits to the participants in the study and the diaspora near and far. **It is required that all assignments and the dissertation <u>must</u> be written in the latest edition of the Turabian Manual.**

Registration

Once you have been accepted into the PhD. Program, detailed registration information will be <u>e-mailed</u> to you prior to each ERW. Registration must be completed online by the due dates. **Full tuition payment or contract payments are due on or before the Wednesday prior to the beginning of each ERW.** Early registration is always encouraged (contact the Dean's Office for further information).

Administration

Academic Year

The academic year runs from August 1 to July 31 for the Doctorate Program. Emergent Residency Weeks are held the **2nd <u>full</u>** week in August **2nd <u>full</u>** week in January, and the **2nd <u>full</u>** week in April.

The annual Hebrew Academy International commencement celebration for all HAI graduates from the PhD, as well as Certificate, Master of Arts, and Master of Divinity Programs are celebrated in early June.

Grading/Assessment

We look forward to the day that grading will not be an issue for us, but we will do such a good job of assessing persons entering into academic programs that all of them will be eager to achieve as much as they can without the urging by grades. However, until we reach that point grades are necessary to indicate whether a person is achieving appropriately or not.

Inasmuch as we must write grades for colleagues, our grades will consist of Pass or Fail. For the most part the grades will be assigned by the mentor of each **Mishpacha Colleague Group** with the exception of core courses; the grades for each core course will be given by the professor of the core course. The work of the degree is scheduled over the period of **two and a half years**. After each Emergent Residency Week (ERW) papers are required to be written, reviewed by the Mishpacha Colleague Group and the Mentor, refined by the colleague, and turned into the Mentor. The mentor is responsible to assess whether the colleague is keeping pace with the requirements throughout the entire process. If in the Mentor's assessment that colleague is on track with his or her work, he or she will receive a grade of Passing (P); if not, a grade of Failing (F).

Assessment is something that we must have regardless as to whether a colleague is passing or failing. There are various different assessments throughout the process of the PhD program; a vital one is the **Preparation for Candidacy**, the **Core Course** in the second ERW.
This is one of the most important courses in the program because it includes the proposal for the **Doctoral Project**. The professor (or the PhD Program Director) for this course will designate certain requirements to be completed, after this core course. He/She will designate a date for the requirements to be completed and give feedback to the colleague on the work that was turned in. He/She will designate whether the work is satisfactory or unsatisfactory with a P or F.

If the assessment is unsatisfactory, the professor may require certain improvements for the colleague to gain a satisfactory grade. If this is not accomplished in a timely manner, the professor, the colleague, and the mentor will have a meeting. The results of that meeting could lead to termination of the colleague's program, requirements that must be achieved before candidacy, or some other decision that appropriately grows out of the situation. Unless this issue is resolved before the third ERW the candidate will not be able to pursue candidacy.
Another vital course is the **Research Methodology Core Course**. This course is graded satisfactory or unsatisfactory based on the colleague's work in the requirements of the course. The professor will set a date for material to be turned in and will give feedback on the material. Colleagues will need to complete this paper before going for Candidacy Review.

If the professor gives an unsatisfactory grade to the colleague, it will be reported to the Mentor and especially to the Faculty Chair and the colleague will not be allowed to do the project until the methodology is satisfactory.

Assessment Tools

 See Appendices B, C, D-1, D-2 (Refer to Table of Contents)

General Program Description

HAI PhD program is composed of a two-and-a-half-year process of personal and professional growth: Academic, Practical and Reflective. The process combines academic achievement with practice, and reflection on that practice in a Hebraic context or field of study. The PhD Program aims to foster community among participants and faculty in the ongoing process of transformation in the learning and doing.

Throughout the world, past and present, there are two major forms of philosophy, Western and Eastern and these two forms of philosophy are very different from each other. The Bible was written by Hebrews in a culture that was predominately Eastern in its philosophy, while we, the readers and descendants of the Bible, live in a culture that is predominately Western in its philosophy.

Eastern philosophy is the form of philosophy of all ancient cultures (as well as all primitive cultures that still exist today). Western philosophy was developed in the Greek culture by its ancient philosophers about 3,000 years ago. When we read the Bible or interpret our ancestral past, which was written from an ancient Eastern Hebrew perspective, we will frequently misinterpret the text because we are reading it from a Western Greek perspective.

The PhD Program embraces the Eastern Hebrew perspective. This means that HAI PhD program is uniquely designed to clearly reflect the four major differences between Hebrew and Greek thought must be kept in mind: concrete vs. abstract thinking, passive vs. active descriptions, impersonal vs. personal relationships and linear vs. block logic. Thus, HAI PhD isn't just hard cultural or scientific research (abstract) but encourages the researcher to do studies in a real-life cultural context (concrete).

The PhD Program is designed to prepare graduates for leadership according to a specific ethos. The HAI PhD Degree Program is designed around an ethos which may be characterized as preparing leaders through a process of wholeness which emerges out of a focus on the characteristics of **knowledge, integration and performance of Hebraic reflection**, cultural competency, group dynamics and leadership.

> **Knowledge**: of yourself (past, present and future potential), of others (multicultural awareness and appreciation), of the varied Hebraic traditions and theological stances
> **Integration**: self-awareness, acceptance and appreciation (living comfortably with yourself so you can live comfortably with others).
> **Performance**: ability to communicate effectively in written and oral forms (good performance often defines effective leadership).
> **Hebraic Reflection**: your ability to find evidence of your concept of and belief in Yahuah in the Scriptures, nature, Hebrew culture, personal experiences and events of individuals and the Hebraic community.
> **Cultural Competency:** ability to appreciate and respect people of the book in diaspora and to function effectively in more than your own setting.
> **Group Dynamics and Leadership**: to understand the dynamics of group behavior and to

use the natural group process to educate and give leadership to Hebraic assemblies and communities.

The PhD Program focuses on the renewal of yourself as an awakened leader as well as a renewal of the setting or context in which you live, worship, and serve. Your studies will equip you for **competent research and practicums** at a new level of competence beyond which you have gained in the basic professional education of a Master's degree. Within this framework you will develop an academic and practical program with an emphasis geared to your specific needs. **Your program of study is developed within the experience of a Mishpacha Colleague Group.**

The HAI PhD Program is designed to be **completed over a two-and-a-half-year period**. The major components of this program are compacted into **three Emergent Residency Weeks** (January, April, and August) each year.[*]

Intensive experiential Mishpacha Colleague Groups provide the settings in which you, your peer students and faculty mentor "colleagues," learn, teach and grow together. Your understanding of the **theory and praxis** grow together through **personal vulnerability, and mutual support and challenges, thus modeling faithful and effective** scholarly leadership. Interpreting the meanings of theological symbols in the lived Hebraic experience brings the whole context of the Hebrew faith to bear on immediate existential challenges of life.

Worship, prayer, meditation, and reflection are an important part of your program and are implemented as a basic way of understanding and living the way of Torah.

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[*] ***Emergent*** is a word chosen intentionally because it seems to convey what the PhD process is all about. According to the Oxford American College Dictionary, 2002, *emergent* means "in process of coming into being or becoming prominent." By derivation, emerge is a process of becoming more, greater, and/or prominent. Each Emergent Resident Week of the PhD program centers on the process of coming into being and/or becoming prominent. We *emerge* better now than when we started and by this time next year we will be better yet.

CHAPTER 2: PROGRAM REQUIREMENTS

Program Requirements

I. Course Requirements

- ❖ Total of **12 courses** required of all Colleagues (2 per 6 Emergent Residency Week)
- ❖ Each **Emergent Residency Week** (ERW) will involve the completion of **1 Thematic Course** (5 morning sessions), and **1 Core Course** (4 afternoon sessions)
- ❖ Total of **72 Hours of Mishpacha Colleague Group Course** required of all Colleagues
- ❖ Each Emergent Residency Week will involve the completion of **1 Mishpacha Colleague Group Course** (4 afternoon sessions). Balance of hours are completed monthly between each Emergent Residency Week.

II. Emergent Residency Weeks

There are **three Emergent Residency Weeks of study per year in this program** (six in the two-year period). As a PhD colleague you are **required to participate** in these six Emergent Residency Weeks. Each week includes four major components: worship, thematic course, core course, and Mishpacha Colleague Group (interactive time). The PhD Emergent Residency Weeks (ERW) occur in January, April, and August each academic year**. All PhD colleagues are required to complete 12 courses throughout the process**: **six (6) thematic courses** and **six (6) core courses**. These courses are only available during the Emergent Residency Weeks which are held the second full week in **January, April, and August**.

A. Thematic Courses
The Theme Course (varies in each ERW) is a seminar developed around topics of interest and importance to Hebraic researchers and leaders[*]. Topics are selected based on your interest and needs and that of the program and will be designed to challenge your thinking and enhance your research and practice in the way of Torah. The thematic courses will include a bibliography to enlarge your knowledge of each theme. You will be expected to prepare for each theme course by doing preparatory reading; there may be other requirements during the week. Following the completion of the theme course, you will develop a **scholarly summary paper** integrating the material from the course and your own experience during the ERW. **Six (6) Theme Courses** and **summary papers** are required for the PhD degree.

B. Core Courses

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[*]Such themes will include spirituality, leadership, racism and the Torah studies, and a nuclear world.

Core courses coincide with your stage in the process. Your **first two courses** will introduce you to the PhD Process and Clarifying Your Call to Ministry. During the **second two courses** you will take Theoretical Foundations and Practical Research and Methodology. In your **third two courses** you will take courses that focus on implementing your **Practicum Event** and completing the final document. The last course is presenting your work and planning future use thereof.

- **Introduction to the PhD I**
  The purpose of this course is to orient you and the other new students to one another, the Hebrew Academy International, and to the HAI PhD process. This course is designed to aid you, the researcher and practitioner, to better evaluate yourself and your ministry setting as you develop your theory for your project.
- **Introduction to the PhD II: Clarifying the Call**
  The purpose of this course is to guide you into the process of developing a proposal for the doctoral project, which will form the basis of your dissertation.
- **Theoretical Principles**
  The purpose of this course is to help you decide the focus of your project and those questions that need more exploration. You are expected to reflect theologically, biblically, Hebraically, philosophically, ecclesiastically, and politically in light of the literature of the experts related to your project and write your theory of the conceptual framework.
- **Practical Research and Methodology**
  The purpose of this course is to fine tune and finalize your **research design** and your **practicum event project** to include justification for the decision chosen. Basic theories and accepted practices that are necessary to design an appropriate research study will be explored. Concepts addressed will include qualitative and quantitative research designs, appropriate methodologies used with those designs, the analysis of data, drawing defensible conclusions, and identifying the limitations of your study.

- **Dissertation I: Review of Findings**
  The purpose of this course is to assist you with writing and organizing your dissertation with a view towards preparing you for your defense.
- **Dissertation II: Defending Your Work**
  The purpose of this course to help you to prepare to defend your dissertation and Explore the possibility of publication and other possible broader usage of your work.

C. Mishpacha Colleague Group

Another essential component of the ERW is the meetings with your **Mishpacha Colleague Group Members**. Mishpacha Colleague Group (MCG) is the setting for the interactive learning that takes place in the small group of colleagues. Active membership in a Mishpacha Colleague Group is required monthly during each year that you are in the PhD program. Your Mishpacha Colleague Group is an essential context for personal community support, accountability, deepening communal and personal prayer and meditation, receiving consultation on issues in your ministry setting, integrating the learning of the program, and presenting and receiving feedback on written work.

This **group meets each day** of the Emergent Residency Week for a total of eight hours.
*Your time will be spent developing and deepening relationships with each other, reflecting on material presented in the thematic and core courses, planning times for future meetings and celebrating progress as a group and as individuals. **Your Mishpacha Colleague Group continues to meet once a month for an average of six to eight hours per session. The time is scheduled according to the needs of the group, for a total of **72 hours per year**. Individual time between the mentor and the colleague is also counted as group time.

*(If the group makes alternative arrangements these hours are made up during the semester schedule).

III. Written Assignments

A. Preparatory Papers
Some of the **Theme Courses** will require a preparatory paper in addition to the reading assignments. Assignments will be detailed in the syllabus prepared for the course. **You will receive the syllabus only after you have registered for the Emergent Residency Week.**

B. Summaries/Reflection Papers
There are three Emergent Residency Week (ERW) theological reflection papers required, based on your experiences of each Emergent Residency Week. **The paper is the result of your reflection**:

1) individually and within your Mishpacha Colleague Group; **2)** on the thematic course; **3)** the core course; and **4)** the insights gained from the entire week of experience. You are expected to reference the texts recommended by the course instructors as well as other resources. **Each paper should be 7-10 pages**. These **papers must be written in a scholarly fashion and in Turabian (current edition) format. These papers are due 30 days following ERW 1, 3 and 5 and are to be submitted to the colleague's mentor**. You **will not receive credit for the week** until your summary paper has been submitted.

C. Papers Specific to Emergent Residency Week (ERW)
During the **first two ERW** of the PhD program, following the **First Emergent Residency Week** (**ERW I**) the colleague will write the following papers:

1. **Spiritual Awakening Autobiography**
2. **Context Analysis**
3. **Setting praxis**
4. **Reflection Paper (Required within 30 Days)**
5. **Project Proposal (Draft)**

Spiritual Awakening Autobiography Paper:
The Spiritual Awakening Autobiography is a detailed account of your life identifying events that are spiritual in nature, having influenced who you are today as an awakened believer and a person (significant deaths, sickness, abuses, rites of passage, addiction in the home, etc.). This

paper should also include your sense of calling to research or ministry and in what ways you have responded to your call (i.e., education, Moreh, Morah, certification, etc.).

Context Analysis Paper:
The context analysis is a full description of the Hebraic context where you serve, live, worship and where you most likely will do your practicum event project. The paper should include the history of the context, when did it started, what is its purpose, what is its mission, what makes up its membership and clientele, what is the decision-making process, what are its strengths and weaknesses, etc. The context analysis paper will give you a better appreciation of the system in which you do ministry.

Setting Praxis Paper:
The praxis paper will help you become aware of your values and passions in ministry. It will address how you serve in your setting: what is the theory, philosophy, and practice of your setting; what do you do well and not so well, what would you like to change, what would make things better, what are the encumbrances to the setting, and ultimately, what specific aspect of the your setting would you like to examine more closely to see how it may add information to the body of knowledge in the field of that Hebraic setting, enhance the context and community? **The underlined may well become your practicum event project.**

Project Proposal
The colleague will be introduced to the **Project Proposal** (two to three pages) by the mentor in the Mishpacha Colleague Group during the period after the first ERW and before the start of the second ERW. The components of the paper are listed below:

Project Proposal Components
The two-to-three-page project proposal includes:

1. **Statement of the problem**
2. **Context in brief**
3. **Research or Project Question**
4. **Theory (beginning)**
5. **Goal of the Practicum event project**

Statement of the Problem
Problem in research language and does not mean bad; it could be something that is going so well the researcher may want to find out why it is going so well and if it will work in other settings. Once you understand the *problem* you realize that anything you want to study, for any reason, is referred to as **The Problem;** meaning the focus of your study. Your problem is something you want to understand well enough that you can find a way to influence it, for better or for worse. It must be something you can design and do in a way that lends itself to assessment.

Context
The context is the place, the venue, the area, the target population, a special group (i.e., women of

childbearing age, etc.). The contexts include all of those who fit in a certain category or a description, which you would like to influence. The description and human dynamics are a very important part of the context.

Research or Research or Project Question

Some colleagues come to the PhD program certain of the question they want to explore, however, it rarely turns out to be the question they use because most of time it is too large for the time limits of the PhD the program. Other colleagues are confused about their question of interest and still many have absolutely no idea what they want to study. This is not a problem; the program is designed to help all of the **colleagues find their passion for the problem** they want to study. The three papers you write: Spiritual Awakening Autobiography, Context Analysis and Setting praxis are designed to bring out your passion for a question you want to pursue.

Theory

The theory grows out of your consultation with the experts in the field. One way to develop an outline for your theory is to make a list of **heuristic** questions about your subject and find experts who talk about it and for the most part agree with you. As you answer the questions you see the theory coming into being. Ultimately, your theory is your understanding of the people that make up your **population** (all the people that are represented in your study), what their issues are (especially the issue you are studying), how the issue came to be, what has been done to resolve it and, finally, what ministry you feel needs to be done to bring about the desired change.

Goal of the Practicum event project

The goal for your practicum event reaches all the way back to your personal life experiences. You have found hope, gained freedom or in some ways have been made better in a similar situation and now you desire to demonstrate a method of deliverance for many of our people who find themselves in a similar situation; like the one that held you down for so long. Once you test it out and find it to be helpful, you want to tell all the people in churches and communities what you have discovered and how it will help. That is the goal and drive of your practicum event project.

Following the Second Emergent Residency Week (EW II) the colleague will write the following documents:

1. **Project Proposal (Final)**
2. **Literature Review/other resources**
3. **Theory Paper (Final)**
4. **Research or Project Question and Hypothesis Draft**
5. **Annotated Bibliography Draft**
6. **Annual Review**

Two to three months after the second ERW (date set by instructor of Core Course Cor200) each candidate will have updated his or her **Project Proposal** and have begun making a list of

Related Literature Reviewed and **Other Resources**. This list of written material, workshops, interviews, seminars, videos, etc. will include at least **three experts** that agree with your position and at least **one** who disagrees, at least in part, with your position. All the resources used must be verifiable and scholarly.

Literature Review (Estimate: 25-50 pages)
The purpose of the Literature Review (Chapter Four in your Dissertation) is to listen to contemporary voices and how they speak to your project. This is not a book report. This is a conversation with those who have —made their mark in an area that is relevant to your project. Your task is to come up with a flow of ideas that come from reading multiple authors. What is the logical flow of questions, propositions, topics, or concepts?

The contents of chapter three must address the purpose statement. This means that the questions you will ask in the review of the literature must answer the research question. Your literature review will answer the questions you ask in an effort to help answer the research question.

The purpose of this assignment is to review the literature of the focus of the project. Your review will include a review of those contemporary resources which speak to your project. These resources should include theories, data, models, and programs that others have presented when applicable to your project. This material will provide a theoretical frame and a contemporary setting for your project.

This is a list of written material, workshops, interviews, seminars, videos, etc. will include at least three experts that agree with your position and at least one who disagrees, at least in part, with your position. All resources used must be verifiable and scholarly.

Dr. Howard will assist you in the Literature Review and support the thinking and ideas of the colleague as he or she begins to develop a **Theory** about the issue that is the focus of the project. The theory includes **what** the issue is, **why** it is and **how** it can be influenced by the **Research and Practicum event project**.

As the colleague continues to develop the **Practicum Event** (the steps that will be taken to influence the issue under study) the guiding dynamic will be **The Question** that the colleague puts forth will serve as the plan of activity to be assessed after the **practicum event** is completed**.**

Research or Project Question and Hypothesis
Students are required to develop a guiding research question and learn research methodologies appropriate to that question early in the program. This research question will guide each student's work between courses and will serve to further shape and clarify and focus the relationship between course work and each student's ministry event. A **hypothesis** sets an anticipated expectation for the outcome of the practicum event which will be supported or not at the conclusion of the event activity.

Most research questions in PhD studies come as a "grand tour." That is, the research question gives in its most abstract form what will direct the study or what the researcher wishes to know,

learn, explain, or clarify as a result of the project. Typically, the research question will use wording that points to the research method that will be employed or at least to its quantitative or qualitative nature.

A research hypothesis is simply an educated guess as to what results the researcher expects. In quantitative research, the hypothesis will be quantified with a numerical or percentage increase or decrease. In qualitative research, the hypothesis simply helps the researcher to be precise in describing anticipated results, even though the results are not normally quantified.

Annotated bibliography
An **Annotated Bibliography** will follow everything that has gone before and will continue to be added to as the process continues. An annotation is more than just a brief summary of an article, book, Web site or other type of publication. An annotation should give enough information to make a reader decide whether to read the complete work. In other words, if the reader were exploring the same topic as you, is this material useful and if so, why?

Although annotations can be descriptive, they also include distinctive features about an item. Annotations can be evaluative and critical as we will see when we look at the two major types of annotations.

An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length.

Depending on the assignment, an annotated bibliography might have different purposes:
- Provide a literature review on your particular subject
- Help to formulate a thesis on your subject
- Demonstrate the research you have performed on a particular subject
- Provide examples of major sources of information available on your topic
- Describe items that other researchers may find of interest on a topic

Following the Third Emergent Residency Week (ERW III) the colleague will write the following documents:
1. **Reflection Paper (7-10 pages due by 30 Days)**
2. **Finalize Annotated Bibliography**
3. **Refine Question**

Following the Fourth Emergent Residency Week (EW IV) the colleague will write the following documents:

1. **Formalize Methodology**
2. **Write-up Draft of Practicum event and Analysis**

Research Method or Methodology (Estimate: 10-15 pages)

In this section you will briefly describe the method or methods by which you will research and write your project, and why you have chosen it/them. Such methodologies might include, for example: historical or sociological research and analysis; personal reflection on experience; case studies; assessment instruments; surveys of existing literature on the subject; biblical exegesis and linguistic analysis, etc.

State in some detail the process you will follow in securing input, data, and feedback from project (practicum event participants. Will you do a pre-project survey? Post-project survey? Interviews? Be as specific as possible. What statistics will you use to evaluate whether your project made any statistically significant difference? If you are using pre- and post-surveys, it is normally best to match a participant's pre- and post-survey so that you can determine the statistical change (if this is the case, then you will want to use a t-test for dependent samples). Use literature to support your statistics/analysis choice and explain the statistics to the novice reader.

Quantitative Research. In quantitative research, data are numerical, analysis is statistical, and methods are objective. Replicability is an important aspect of research design since findings are verified when replicated by other researchers. Most scientific advances are the fruit of quantitative research and quantitative assumptions continue to dominate research in the natural sciences.

(Quantitative)

Research Design
Research Questions and Hypotheses
Population and Sample
Instrumentation
Data Collection
Data Analysis
Conclusion

Qualitative Research. In qualitative research, natural settings are respected, human interactions, processes and relationships, not only quantifiable variables, are of interest, data are verbal, analysis employs interpretative methods, and findings typically are not replicable. Qualitative research assumptions and methods are widely embraced within the social sciences.

(Qualitative)

Research Design
Research Questions
Setting
Participants
Data Collection
Data Analysis
Conclusion

Research rarely is purely either quantitative or qualitative; most research in ministry employs a **Mixed Methods Approach**. This name is misleading, however, since the differences between

quantitative and qualitative research are less methodological than philosophical. It is no more necessary to embrace the naturalistic assumptions often associated with quantitative research than to subscribe to the epistemological relativism that underlies much current qualitative research. It should be noted, furthermore, that very few research methods are solely quantitative or qualitative, grounded theory research being the principal exception.

(Mixed)

Research Design
Research Questions and Hypotheses
Setting and Sample
Data Collection
Data Analysis
Conclusion

Data Analysis
This chapter presents the results of the analyses, usually in order by research question, and any results of further analyses (that is, analyses that were not proposed but which were carried out). Results should be presented without interpretation; interpretation is reserved for the discussion in chapter VII.

Following the Fifth Emergent Residency Week (EW V) the colleague will write the following documents:

1. **Reflection Paper** (7-10 pages due by 30 Days)
2. **Refine Write-up**
3. **Experience and Outcome**
4. **Complete Manuscript Draft**

Experience and Outcomes / Findings
Results are interpreted in light of the research questions and discussed in conjunction with other literature. Limitations of interpretation and implications for further research may be Presented in this paper. Conclusion. The student should summarize all the major points made throughout the practicum event and make a conclusive statement regarding the solution to the problem addressed. Students may also include a statement regarding opportunities for further development of the project. This is an opportunity to use and cite bibliography sources.

Following the Six Emergent Residency Week (EW VI) the colleague will write the following documents:

1. Submit Completed Manuscript
2. Mock Defense
3. Share How Work Will Be Used
4. Recommendations
5. Final Reflections

Conclusions

Conclusions should be based on the research questions in Chapter 1. They should be presented in the same order as the research questions. This last chapter of the research paper should bring the research full circle. Be very clear about stating conclusions and the discussion of the conclusions. This chapter is anything and everything that the researcher wants to say about the research that has been conducted. It is the chance to tell the reader what the research thinks about the research. Therefore, be sure to use references in this chapter to support what is being said!

Students should feel free to disagree with what was found in the literature, just be sure to explain what is being thought. As the researcher, you may draw upon life experiences to support your thoughts, views, and ideas. Tie everything together. The student should analyze, synthesize, and evaluate what was found in the research with what they think.

Conclusions (organized by Research Questions or Hypotheses)
Discussion
Suggestions for Future Research

Submitted Completed Manuscript

Once the student has made the required corrections to their dissertation to the satisfaction of the examining committee, they will submit printed copies of your thesis to the office of the PhD Program Director per the requirements in this guide.

Recommendations

In the review of literature and in the research that was studied, several "holes" were probably questionable. Give some recommendations as what further could be studied in the area of research conducted. When stating what should be studied, also indicate why this is important. Provide a rationale for why the additional research should be done.

Dissertation Component Papers (Length of Project: 125-175 pages)

The six Dissertation Components require scholarly papers written by students during their progression through the program that become part of their dissertation. **The dissertation represents the foundation of the culmination of all of these scholarly pieces of work enhanced to a higher level.** The Dissertation is a biblically based, Hebraically sound analytical paper, complete with sustained argument in an area that has a broader scope and application beyond a specific ministry.

Focus:
A Dissertation is meant to influence the broader Hebraic world rather than a specific area.

Audience:
A Dissertation is meant to influence peers is written for the wider Hebraic community.

Research:

A Dissertation is a well-researched, high-quality manuscript in the area of theory and/or praxis that makes a unique or creative contribution to the literature in the field.

Content:
A Dissertation is a sustained argument of a theme that requires a higher level of research and scholarly justification than a Focus Paper, which centers on addressing a specific localized problem.

Once your practicum event has been implemented and the data has been collected, the components will be assembled into one final document within the appropriate chapters. You will submit to your Dissertation Committee the final draft of your manuscript for review. After approval is given, you will defend your dissertation to the Dissertation Committee and to the public as a final requirement for the PhD degree.

Dissertation Components

Component 1
- **Spiritual Awakening Autobiography (The Journal)**
- **Context Analysis**
- **Setting praxis**

Component 2
- **Proposal**
- **Literature Review**
- **Theory**

Component 3
- **Research Method or Methodology**

Component 4
- **Implementing Practicum Event**

Component 5
- **Data Analysis and Findings**

Component 6
- **Conclusions, Recommendations and Reflections**

Correlation: Timeline – Core Courses – Dissertation Components

Time	Core Courses	Dissertation Component
1st Week of 1st Yr.	Intro to PhD I: Clarifying the Call	Dissertation Component 1 – *Clarifying the Call* (completed and approved by next Core Course)
2nd Week of 1st Yr.	Intro to PhD II Prep for Candidacy Annual Review	Dissertation Component 2 – *Project Proposal* (completed and approved by the end of Year I)
3rd Week of 1st Yr.	Theoretical Foundations	Dissertation Component 3– *Theoretical Foundations* assignments (completed and approved by next Core Course)
1st Week of 2nd Yr.	Practical Research Candidacy Review	Dissertation Component 4 – *Research Methodology* (completed and approved by next Core Course)
2nd Week of 2nd Yr.	Dissertation I Dissertation Review of Results	Dissertation Component 5 – *Practicum Event* (completed and approved by next Core Course)
3rd Week of 2nd Yr.	Dissertation II Preparation for Publication	Dissertation Component 6 – *Recommendations and Reflections (*Completed and approved by Feb. 1/Oct. 1 of 2nd Yr.)

CHAPTER 3: PROGRAM ASSESSMENTS

THREE STAGES OF PROGRAM ASSESSMENT

There are three stages of assessment in the PhD program including the **Annual Review** following the second EW, **Candidacy** following the fourth EW, and the **Dissertation Defense** following the sixth EW. (See more on the following pages)

I. Annual Review

The first stage of a major assessment in this program which comes after the second EW is the **Annual Review**. This review will include the **Program Director**, the colleague's **Mentor** and the **Colleague** meeting together to review all of the material above to determine whether the colleague is progressing academically and scholarly (writing, thinking, openness and conclusions supported by their peers and mentor). While the work is still in the beginning stage, a determination will be made as to whether the project as it appears thus far can be completed by the candidate. Does it rise to the level of a doctoral degree, is it in fact, a ministry that is theologically, biblically and philosophically sound and is it helpful to the participants in the study and possibly the world. Finally, does the level of scholarship meet the standards of the HAI PhD program?

The colleague will setup an appointment with the Program Director, the mentor and the colleague to meet for the Annual Review. A form will be used **(Appendix D)** for the mentor to evaluate all the work done thus far and the colleague's work ethic; the use of the group (positive or negative). The Program Director will evaluate the most recent work of the colleague. By the end of the meeting of the **Annual Review** the result will be one of the following decisions: 1) the colleague will continue in the program incorporating the feedback given in the review; 2) the colleague will be put on probation with certain required achievements to be accomplished by a set timeline; or 3) the colleague will be discontinued from the program.

Faculty Chair
The next important step in the process follows the third ERW. As soon as the required papers are written by the colleague and accepted by the mentor, a packet will be turned in to the Academic Dean who will assign a **Faculty Chair**. The purpose of this assignment at this time is so the Chair and the colleague can get to know each other on paper primarily. The candidacy review will not take place until after the fourth ERW.

II. Candidacy

The second stage of major assessment in the program will be the **Candidacy Review.** It is the first official step in the **Dissertation Process. Candidacy** is not only a major review, but perhaps the most critical one of the colleague's process. He or she cannot move forward

until this review has taken place and *Candidacy* has been awarded. The Chair will be assigned before the fourth ERW, but the Candidacy Review will not take place sooner than thirty days after the fourth EW. All of the candidacy's process and work including Core Courses, Preparation for Candidacy, Theoretical Foundations and Methodology will be reviewed by the Chair who will help prepare you for the candidacy and determine when you are ready for the review.

There is an application form in the **appendixes** of the PhD Manual that must be filled out and signed by you, the chair, your mentor and your peer before you can be scheduled for your candidacy review. When the candidates feel they are ready for the Candidacy Review, they must fill out the form and get all the signatures. The Chair will not sign the form until he or she believes everything is in proper order to conduct a Candidacy Review. Once all of the signatures are in place; you will call the **Academic Assistant** to schedule an appointment for the review The Candidacy Review is the second most vital step in the entire PhD degree process. It authenticates whether or not you are qualified to continue in PhD process and supports the expectation that you will complete the degree.

Purpose

There are several purposes for the candidacy process:

1) To bring a Faculty Chair on board for each colleague, (after third Emergent Residency Week)

2) To allow colleagues to present all the work completed up to that point and have it examined by an objective member of the faculty to determine whether it is in keeping with the mission statement and the academic standards of Hebrew Academy International,

3) To determine if there are problems with the colleague's proposal and/or other aspects of the work done so far; the candidacy process helps the colleague get on track before going any further; and whether the practicum event project when completed would rise to the level of warranting a PhD degree;

4) To allow colleagues the opportunity to demonstrate that they are academically strong enough to complete the doctoral degree or not, and finally,

5) If an assessment of colleague's work demonstrates inadequate academic standing, the colleague may be delayed until further work has been submitted to demonstrate quality work required or if not possible, the colleague may be dismissed from the PhD program.

6) Refer to Appendices E-1, and E-2

If you fail for any reason, to present yourself for Candidacy after the fourth Emergent Residency Week, the Dissertation Committee {see -Dissertation Committee}, (Faculty Chair, Mentor, Director of the PhD Program [another PhD faculty person if the Director is the Mentor] and the Dean) will meet and determine if and how you may continue the PhD process or decide to

terminate you from the program. This decision will be made no less than two weeks before the Fifth Emergent Residency Week begins. You will not be allowed to register for that Emergent Residency Week.

Implementation Process

The Candidacy Process requires you to put together a candidacy packet following the third Emergent Residency Week. This packet should include the following items:

1. Spiritual Awakening Autobiography
2. Context Analysis
3. Setting praxis
4. Project Proposal (refer to p. 11-12)
5. Theory (growing out of a review of related literature and resources)
6. Annotated bibliography (the beginning list of at least 25 entries)

The packet must be approved by the members of the **Mishpacha Colleague Group** and the **Mentor**. Once the packet is approved it is delivered to the Dean who will identify a Faculty Chair for you.

The Faculty Chair will review the packet and determine if it is adequate and appropriate for the candidacy committee to meet. Following the Candidacy Review Meeting the committee will decide whether you may become a candidate and if your practicum event project may be implemented (see Candidacy Review Evaluation, Appendix E-1 and E-2).

III. Defense

A project defense is required for the PhD. To graduate you must submit your project you must schedule a defense and Appendix F form is returned to colleague, the colleague must submit a copy of the form to: Director of PhD, 2) Registrar Office. You may schedule your defense before this date or shortly thereafter. In either case, your committee must receive your thesis/dissertation at least two weeks before the scheduled defense. It is important to schedule your defense so that you allow enough time afterward to make final revisions before the final submission. HAI defenses are open sessions.

In all cases, the student must submit copies of the project to the members of their committee at least two weeks prior to the defense. The project defense must be held within one month after it is submitted. Final approval by the student's committee needs to be made by May 30th. This approval should be noted on the PhD Project Defense Appendix G form. If, however, the project is not approved as it stands, you will be required to make revisions or re-write

Final approval by the student's committee needs to be made by October 15th and/or April 15th. Once a project has been approved, The PhD Oral Defense Presentation Evaluation form (Appendix G), must be given to the PhD. Director and Registrar at the close of the meeting due by November 30th or May 30th to the Assistant Dean for Academic Programs. At this time, if not yet obtained, the student should also obtain original signatures from the committee on each copy of the title page printed on the proper paper with the proper formatting that follows Doctoral Dissertation

Guidelines.

After a successful defense and final revisions are made and approved, you must send two complete sets of your project to the Dean's office along with the completed PhD Publishing and Binding form.

CHAPTER 4: DISSERTATION PROCESS

DISSERTATION PROCESS

The PhD Dissertation is the third and final stage of assessment of the PhD Program. It is a formal, academically written document of everything pertaining to a topic which has been researched, analyzed and interpreted by the author of the document. The dissertation should include spiritual autobiographical material, i.e., personal, family, and professional and ministry context and leadership position. It should also include a question of inquiry for the author as a passion; this question should be discussed in light of at least one hundred published books and articles. Finally, the topic should be tested by a practicum event project designed and conducted by the author and its findings analyzed and conclusions drawn there from. When this document is presented to a committee, the author will defend its contents and explain its benefits, to the participants in the study and future users.

Dissertation Committee
The Dissertation Committee consists of an HAI **Faculty Chair, the Mishpacha Colleague Group Mentor, and your Peer Reader.** This committee is responsible for your Candidacy review. After Candidacy, a Content/Context Specialist (CCS) is added to this committee. You will defend your work before this Committee which will engage you in dialogue including the results of the practicum event and resulting reflection; they also approve your written dissertation and recommend you for the PhD degree. If editing and/or revisions are necessary, changes must be made and given to the Faculty Chair of the committee, by a date set unless otherwise instructed.

Mishpacha Colleague Group Mentor
The Mentor is responsible for leading a group of colleagues collectively and individually from the beginning to the end of the process over a two-and-a-half-year period. The Mentor will facilitate the process by which you as colleagues become a worshipping, supporting, challenging, and studying group. In the course of time the Mentor will develop a relationship with the entire group and you as a member of the group, communicating the PhD process and standards of HAI, while guiding you to maximize your participation in the PhD process.

Your Mentor collects and reviews all required papers, gives feedback to you on your paperwork and facilitates feedback from the Mishpacha Colleague Group on each colleague's work. During the Emergent Residency Weeks, the Mentor engages the group in reflection on the Thematic Course and other activities of the week. The Mentor meets with the Mishpacha Colleague Group in between Emergent Residency Weeks for group building, reflection on the group members' work, and reflection on each individual's progress. The Mentor also participates in your evaluation process.

Faculty Chair
A member of the HAI regular faculty will serve as the chair of the colleague committee. Following the third Emergent Residency Week prior to the Candidacy Process, you will be notified of the name of your chair. After the Candidacy Review the Chair will indicate

satisfaction with your work by signing the Candidacy form. The role of the Faculty Chair is to chair your committee and examine the material for its content, scholarship, potential contribution to the field of ministry as well as its potential benefit to the context in which the project will be done. **The Faculty Chair is not expected to edit grammar for you, only the overall content of the document. If materials turned in do not represent high academic scholastic quality, the materials may be returned to you requiring editing before turning it in again. In all cases, the faculty will give feedback to you within thirty (30) days or less.**

Content/Context Specialist
A Content/Context *S*pecialist (CCS) may be chosen before or after candidacy is achieved. You with the help of your mentor and faculty chair, engage a CCS who will serve in the role of a Consultant to assist you with methodology, literature and resources. The Content/Context Specialist must have a terminal degree in the area of your specialty, and familiar with research design, as it relates to your dissertation question and focus. The CCS must be approved by the PhD Director and your Faculty Chair **(see Appendix A)**. Your CCS also serves on your Dissertation Committee.

Peer Reader
A Peer Reader is a member of your Mishpacha Colleague Group chosen by the mentor and you and serves as an additional reader for your dissertation. The Peer Reader needs to have full knowledge of your project and process in order to provide an opportunity for ongoing feedback and dialogue with you. The Peer Reader is a member of the Dissertation Committee and participates in the final evaluation process, including the vote for the doctoral degree.

EMERGENT RESIDENCY WEEK ASSIGNMENT OUTLINE

Dissertation Chapter	Dissertation Courses/ Components	Written Outcomes For Mentor

Chapter II
Spiritual Journey
(12 to 20 Pages)
	Week 1
	1. Introduction to PhD 1
	   Foundations
	   *Autobiography
	   *Context Analysis
	   *Setting praxis
		*1. Reflection Paper (30 Days)
		**2. Spiritual Awakening
		Autobiography
		**3. Context Analysis
		**4. Setting praxis
		
		*7-10 Pages due by 30 Days
		**Due by Emergent Residency
		Week 2

Chapter III
1. Context Analysis
2. Setting Praxis
	Week 2
	1. Introduction to PhD II
	   Begin Preparation for
	   Candidacy
	   *Lit. Review/Resources
	   *Research or Project
	Question
	   *Project Proposal
		1. List of Resources/Lit. Review
		2. Research or Project Question
		3. Project Proposal Draft
		4. Student Annual Review

Chapter IV
1. Literature Review
	Week 3
	1. Theoretical Principles
	   *Biblical
	   *Community
	   *Economics
	   *Ethics
	   *Sociological
	   *Theological
	2. Theory/Conceptual
	   Framework
		*1. Reflection Paper
		2. Annotated Bibliography
		3. Refine Question
		4. Develop Theory
		5. Complete Ministry Event
		   Proposal
		6. Chair Assigned
		
		*7-10 Pages due by 30 Days

Chapter V	**Week 4**	1. Candidacy Review

1. Methodology	Methodology Practical Research and Methodology	2. Content Specialist Assigned 3. Formalize Methodology 4. Refine Practicum event 5. Implement Ministry Event 6. Write-up Draft of Ministry Event and Analysis
Chapter VI 1. Analysis of Findings	**Week 5** Dissertation I Review of Results	*1. Reflection Paper 2. Refine Write-up Experience and Outcome 3. Complete Manuscript Draft *7-10 Pages due by 30 Days

Chapter VII
1. Reflection
2. Conclusions
3. Recommendations
	Week 6
	Dissertation II
	*Reflect on Usage of
	 Doctorate Work
	*Explore Opportunities
	 for Published Work
		1. Submit Completed
		   Manuscript
		2. Mock Defense
		3. Share How Work Will
		   Be Used
		4. Recommendations
		5. Final Reflections

CHAPTER 6: ACADEMIC POLICIES

GRADUATION

Upon completion of all requirements, the colleague will be recommended to the Hebrew Academy International Board of Directors for their approval of your PhD degree. Degrees are conferred at the annual Commencement of HAI.

A. Requirements

6 Thematic Courses	1 Candidacy Review
6 Core Courses	6 Dissertation Components
3 Emergent Residency Week Summaries	2-3 Years of MCG
1 Annual Review	1 Approved Dissertation
6 Emergent Residency Weeks	

B. Application

Colleagues cannot graduate without applying for graduation by February 15, preceding June Commencement and September 15, preceding December Commencement. There is a form that is available for graduation and a fee that must be paid. The best way for this to happen is to ask the registrar to come to the sixth Core Course (Cor600) one day during ERW and bring the forms to be filled out. While it is the instructor's place to invite the registrar, anybody can ask him or her if it can be worked out. If the registrar does not come to the class, it is still the responsibility of the colleague who plans to graduate to get the form, fill it out and return it with the fee.

Academic record is maintained by the Dean and registrar and is available to you upon written request.

Expenses

Fees

The annual tuition and fees are due in April, August or January, depending on your month of entry. For further information on payment plans, please contact Student Accounts or for federal financial programs and scholarships please contact the Dean.

Other Expenses

At the time of graduation additional expenses will include the **printing and binding 2 copies of the dissertation, graduation fee,** the **purchase of the doctoral Hebraic regalia**, **travel and other related expenses for your Content/Context Specialist**, **technology fee.**

All fees are subject to change without notice.

Program Completion Time–Line Guidelines

Application Information
A Master of Divinity or an equivalent Master's degree in a theological field and/or Hebraic studies is required for admission to the PhD program. If your Master's degree is not the equivalent of a Master of Divinity degree, you may be required to take the foundational courses at the Masters level before beginning the PhD Program.

Normal Progress: You should normally complete the PhD Program **within three years** after the prerequisites requirements are finished.

Last Emergent Residency Week: During the last Emergent Residency Week (ERW), you must submit to your mentor, and peer reader a **complete copy of their full dissertation manuscript** during the first Mishpacha Colleague Group session of that Emergent Residency Week. Copies of their full manuscript must also be submitted to their Faculty Chair and Content Specialist by the end of that Emergent Residency Week.

Colleagues, who complete their last Emergent Residency Week (ERW)in August, must schedule their defense **on or before November 15th**. Defenses will not occur beyond this date. Colleagues whose dissertations are **not approved by December 15th must file for a formal extension by completing Request for Extension of Dissertation Form. Colleagues, who complete their last Emergent Residency Week** (EW) in January, must schedule their defense on or before April 15th. Defenses will not occur beyond this date. Colleagues whose dissertations are **not approved by May 15th** must file for a formal extension by completing Request for Extension of Dissertation Form (**See Appendix L**).

Scheduling Defense: Before colleagues can schedule their defenses, they must have a title for their dissertation (**nine words or less**), complete the Request for Defense Form (**See Appendix G**) have the form signed by their chairperson, and e-mail the form to the Admirative Assistant to the Dean.

Colleagues must supply three (3) possible dates and times as options (most defenses are scheduled in two (2) hour slots). Colleagues must get prior approval by the colleague's dissertation chair; and collaboration with the mentor, content specialist and the peer reader. Upon review and space availability, Administrative Assistant will schedule the defense according to the colleague's priority dates. Once the defense is scheduled, the Admirative Assistant will e-mail a copy of the Request for Defense Form to the student with the designated date and time scheduled. The colleague will then be required to send the confirmed copy to the Director of PhD Program, and the Dean's / Registrar Office to complete this step of the process. It is the colleague's responsibility to notify their defense committee members regarding the confirmed day, date and time of the scheduled defense.

Extensions/Leaves/Withdrawals

Extension of Dissertation: Some colleagues will not complete their work in the prescribed time. It is not in keeping with the spirit of the academy to terminate all colleagues who fail to graduate. If a colleague does not complete all of the work necessary to fulfill the final Dissertation project the colleague must request an Extension of Dissertation (**see Appendix L**). The extension request must be approved by the Dissertation Chairperson before reviewed by the PhD Director in consultation with the Mentor and the PhD Administration Committee. If the extension is granted, the colleague may be given from six months up to twelve months to complete their work. If the work is still not completed it may still be possible, but less likely that a second year of extension will be granted. In the rare case that a second-year extension is granted, and the colleague's work is still not completed a degree will not be granted by HAI.

During the extension, the colleague will be under the supervision of a faculty member and will participate with other colleagues on extension as required. Colleagues will be charged the current extended dissertation fee for the academic year which will be calculated at one-third the cost of the semester's tuition to cover faculty costs and it must be paid in full at the beginning of each Emergent Residency Week. If you are approved for an extension, you must register for course number EOD 900, if it is for 1 semester extension or EOD 901, if it is for 2 semester extension.

Leave of Absence: If for some extraordinary reason you find it necessary to take time away from studies, you should submit the form "Request for a Leave of Absence" to the PhD Director stating the reason for the request. **This form is available from the Registrar or on our website**. A leave of absence is normally granted for a one-year period. An additional year may be recommended in some cases. At the end of the leave of absence you may rejoin the program, entering at the level at which you took your leave. If you need additional time away, you need to voluntarily withdraw from the program and reapply when you are ready to resume studies.

Voluntary Withdrawal: If you would, for any reason, wish to withdraw from the PhD Program; you may do so by petitioning the PhD Director in writing. All fees that are due at the time of withdrawal must be paid.

Administrative Withdrawal: If you miss an Emergent Residency Week without the approval of the PhD. Director and have not communicated with your Mentor or Dean regarding continuation in the program, you will be administratively withdrawn. You may apply for readmission to the program at a later date.

Readmission: If you are applying for readmission to the program, you must submit a complete and current admission application. New transcripts are not needed unless additional courses or credits have been added to your record. The following considerations must be completed before a request for readmission will be considered:

> *Colleagues applying for readmission must present evidence that the reasons for the previous difficulties in pursuing the degree have been identified and resolved.

*Any previous indebtedness to the academy must be satisfied.

The decision for re-admission will rest with the PhD. Administration Committee as they review and evaluate the above submitted information

Academic Probation: You may be placed on academic probation or suspended from the program for the following reasons: 1) failure to pay tuition and fees on a timely basis, 2) failure to turn in required work, 3) inability to function in an educational context and as a member of the learning community or PhD Mishpacha Colleague Group of which you are a part. When any of these conditions exist, the PhD Director will notify you of the academic probation. Probationary status if not rectified will lead to your suspension. You will not be allowed to attend classes while on suspension. This may prevent you from proceeding on schedule with the degree completion and graduation.

Academic Standards Policies (e.g., Attendance, Honesty, etc.)

The faculty at HAI expects that the academic work you submit will be your own. Without this presumption, the work of our community loses vision, meaning and purpose. As a result, while you are expected to consult the works of others in the formulation of your own submitted work, it is vitally important to document such sources in a manner consistent with the principles of academic honesty expected of all members of a scholarly community.

Plagiarism is the use of another person's spoken or written words, ideas, concepts, programs, opinions, models, theories, results, graphs, charts, artwork, drawings, photographs, video, or any other intellectual property, whether by quoting, summarizing or paraphrasing without giving proper credit to the author of the material being used. Plagiarism may be avoided by using the style manual approved for the PhD Program: Turabian current edition.

It is the policy at HAI that a documented case of academic dishonesty, notably of plagiarism, will be cause for a conference with your instructor, mentor and the Dean and could lead to failure of the course and/or dismissal from the Academy.

Because classes are offered in an intensive format, your attendance is very important. However, if you must miss a class due to illness or emergency, it is important that you notify your instructor ahead of time. Please call your instructor or call HAI before the class is to begin. If you miss two classes without notifying your instructor, the registrar will be told to inform you that you will be dropped from the class.

RIGHTS AND RESPONSIBILITIES

1.) Confidentiality and Retention of Colleague Records

Colleague records are maintained with integrity and discretion and in keeping with the guidelines of the *Family Educational Rights and Privacy Act (FERPA)*. A colleague's academic record is available for review by the colleague, to the extent specified by law, during regular working hours of the Registrar's Office.

A colleague's record is held in confidence by the academy as permitted or required by law, and is not released to persons, other than appropriate academic offices of the academy, without authority of the colleague. Records in other offices are held in confidence and can be discussed with colleagues in the context of procedures operating within each office.

2.) Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords colleagues certain rights with respect to their education records. They are:

a. The right to inspect and review the colleague's education records within 45 days of the day the academy receives the request for access.
Colleagues should submit to the registrar a written request that identifies the records they wish to inspect.

b. The right to request the amendment of the colleague's education records that the colleague believes are inaccurate or misleading.
A request for an amendment to a record should be written to the academy official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the academy decides not to amend the record as requested by the colleague, the academy will notify the colleague of the decision and advise the colleague of her or his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the colleague when notified of the right to a hearing.

c. The right to consent to disclosures of personally identifiable information contained in the colleague's education record, except to the extent that FERPA authorizes disclosure without consent.
One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the academy in an administrative, supervisory, academic or support staff position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibility.

d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

> Family Policy Compliance Office
> U.S. Department of Education
> 400 Maryland Ave., SW
> Washington, D.C. 20202-4605

3.) Public Information Act
The academy has traditionally included certain information regarding each colleague in a directory published annually. Items classified as public information are indicated below and are continued in this category unless the registrar is **notified in writing** during the fall registration week of every academic year.

The following is considered public information unless the registrar is notified in writing of exceptions: Name of student, name of spouse, photograph, local address, phone number(s), e-mail address, religious affiliation, program in which enrolled, confirmation of current status' place of birth, degrees and academic awards received, most recent college attended, and degrees awarded.

4.) PhD Administration Committee

This committee is convened to deal with student issues and needs which require consultation and action beyond the colleague-mentor or colleague-program director relationship. If the issue is not resolved in dialogue with the mentor or program director, the colleague may appeal to the Dean. The PhD Administration committee makes all decisions to terminate colleagues from the program.

CHAPTER 7: MANUSCRIPT AND GUIDELINES

Hebrew Academy International

Dissertation Manuscript
and
Dissertation Defense Guidelines

November 17, 2022
By: Dr. Kenneth Howard

Table of Contents
Dissertation Documents

Operational Definitions

1. **Dissertation** -- a lengthy, formal document that argues in defense of a particular thesis. The research performed to support a thesis must be both original and substantial. In particular, a dissertation highlights original contributions. The dissertation must use an accepted methodology to investigate the topic. The essence of a dissertation is critical thinking. A dissertation concentrates on principles: it states the lessons learned and not merely the facts behind them. In general, every statement in a dissertation must be supported either by a reference to published scholarly literature or by original work.

2. **Defense** -- an oral presentation of your dissertation that is followed by a question-and-answer time.

3. **Methodology** -- the way, e.g., survey, case study, interviews etc., that you answer the question(s) of the dissertation.

4. **Hypotheses** -- an educated guess or prediction of what the results of your research will demonstrate.

5. **Spiritual Awakening Autobiography** -- a section of your dissertation, normally chapter one, where you trace your spiritual development and the context of your setting.

6. **Style Manual** -- a guidebook of regulations about how to format some piece of writing. For your dissertation the required style manual is *Publication Manual of the American Psychological Association* **6th or most recent edition**.

7. **Plagiarism** -- the use of another person's words, ideas, concepts, programs, opinions, models, theories, results, graphs, charts, artwork, drawings, photographs, video, or any other intellectual property whether by quoting, summarizing, or paraphrasing that person's spoken or written words without giving proper credit to the author of the material being used.

8. **Operational Definitions** -- technical terms used in your dissertation. Each of these terms should have a precise definition of how the term is used within your dissertation.

Copyright for Dissertations

According to US copyright law, you control all rights to your dissertation as soon as you write it. If you claim your copyright, you should place a copyright notice on the page after the title page for example:

Copyright 2002 by Student's Name
All Rights Reserved

To formally register for copyright protection, you can apply to the Copyright Office at the Library of Congress by sending in an application, fee, and copies of your dissertation. You

can find more information and the correct forms for this process on the Library of Congress website.

If you do not want to hold the copyright, you may place a notice of public domain on the page after the title page. This notice would not allow someone else to claim your work as their own, but people could reproduce, sell, or give away copies of your dissertation without your permission.

HAI does ask all students to place a library waiver form in their dissertation. This allows the library to reproduce a photocopy of your dissertation for other students or faculty who desire it for scholarly reasons and to migrate your dissertation into another form of media if it is necessary; you as the writer retain all publication rights to your dissertation.

Use of Copyrighted Materials in a Dissertation

If you use copyrighted material, beyond the legal definition of Fair Use, you must obtain written permission from the copyright holder and include a copy of the permission in your dissertation as an appendix. For example, if you include an entire poem to illustrate a point, then you need copyright permission from the copyright holder of that poem. Pulling quotes from copyrighted work to support a point normally falls under Fair Use, and you do not need permission from the copyright holder. A full explanation of Fair Use may be found at the US Copyright Office's website.

Dissertation Style:

Your dissertation should be written in a clear and concise style. The writing should demonstrate an easy-to-understand logical flow with good grammar, spelling, and should have a formal educated tone. **Please refer to the *Turabian-Chicago Style For Students and Researchers*, current edition, for more information on the writing style.**

Diction

Since this is a formal document, the language should contain no contractions, hidden jokes, colloquialisms, slurs, jargon, slang, and the meaning of words should reflect their standard dictionary meaning.

Grammar and Spelling:

Your dissertation should reflect proper American English grammar, spelling, usage, and mechanics.

Terms and Phrases to Avoid

There are a number of words and phrases that should be avoided in your dissertation:

➢ *Good, perfect, wrong, bad, nice, terrible, and stupid* – all of these terms reflect moral judgments and are very hard to defend

- ➢ *Today, currently, modern times, soon, in the near future, and presently* – these words reflect time for the writer not the reader instead be precise to the time frame to which you are referring
- ➢ *In light of, lots of, kind of, something like, number of, and due to* -- all of these terms are vague and colloquial
- ➢ *Seems, seemingly, probably, and maybe* – these words reflect that you are guessing or not sure if your results support these conclusions
- ➢ *This and that* -- these words can be used as ambiguous pronouns
- ➢ *You* -- this word is the second person voice and has no place in a dissertation
- ➢ *I* -- this word is the first-person voice and should only be found in the Spiritual Awakening Autobiography section of your dissertation
- ➢ *We* -- this word is a trap (who exactly does the writer mean?)
- ➢ *A famous, well respected, or important (researcher...)* -- these terms reflect opinions and should be avoided
- ➢ *Must, always, prove, or all* – all of these reflect absolutes and are very hard to defend
- ➢ *Few, most, a majority, any, some, or every* -- these terms are vague

Verb Tense

The great majority of your dissertation should be written in the present verb tense.

Self-Assessment

As you write your dissertation, you should avoid statements of negative or positive self-assessment.

CHAPTER 8: DISSERTATION PREPARATION

Dissertation Preparation

Style Manual
      All Hebrew Academy International dissertations must follow the rules for quotations, citation systems, style, grammar, mechanics, and other relevant guidelines found in the **current edition of the *Turabian-Chicago Style For Students and Researchers*. When a new edition of the Turabian is published**, all dissertations that are in their final year may continue using the older edition but dissertations that are a year or more from defense should follow the guidelines in the new edition.

      All students are expected to purchase their own copies of the style manual for reference. Students with questions or problems with the style manual should go to the library for help.

Paper
      The paper that you use in your dissertation must meet <u>**all**</u> of the following requirements:

➢ It must be 8 1/2 by 11 inches.
➢ It must be plain white paper without any woven pattern or textures.
➢ It must also be at least 20-pound weight and contain at least 25% rag or cotton fiber and be marked "acid-free."
➢ It must not have any holes punched in it, have been stapled, bent, or torn.

Printing
      The dissertation should use only one side of each page of paper. No double side copying is permitted. The dissertation should be printed only in black ink, and all pages must be printed in the portrait position.

Type Font
      The dissertation should be typed using Times New Roman font in size number 12 point. Headings should be larger at 16-20 size point and done in bold to make them stand out (refer to Turabian Manual). This applies to all text of the dissertation including page numbers, charts, tables, and bibliographies.

Spacing
      The entire dissertation should be double-spaced including the abstract, quotations (short and long), endnotes, and bibliographies.

Margins
      In order to make the dissertation easy to read once it is bound, the margins need to be 1.5 on the left margin to accommodate binding of the dissertation and 1.25 on all other sides. Everything including page numbers, graphs, and text should be inside these margins.

Pagination

The title page of your dissertation is not numbered, but every page after it must have a page number. The pages before chapter one such as the copyright page, abstract, table of contents, and acknowledgments should be numbered with lower case **Roman numerals: i, ii, iii, iv etc**. Starting with the first page of chapter one and running to the end of the last appendix, you should use **Arabic numerals: 1, 2, 3, 4 etc.**

Page numbers should be **printed on the bottom center of each page** of the dissertation and run consecutively through the entire document. The Roman numerals and the Arabic numerals are two separate series, and each should begin with the first symbol (i or 1). Your dissertation should not have Roman numerals i through xxi and then start chapter one on page 22; rather it should be Roman numerals i through xxi and then chapter one starts on page 1. The page numbers only need the digit without the word page before the digit.

Name

Your full name must appear in your dissertation exactly how it appears on your academic records in the Registrar's office. If your full name contains a hyphenated surname, an initial, or any additional elements such as Jr., it must appear consistently in your dissertation, your academic records, and on all paperwork for the program. If you wish to change the appearance of your name on records, please contact the Academy Registrar.

The order of your name will follow the common design used in the United States of first (given) name followed by a last(s) or family name unless you ask for a different order. On the title page of your dissertation, your name should be followed by the highest degree that you have previously earned. This degree should be listed by initials such as M.Div. or M.A. and should not mention majors or specialties. You **should not use any title or offices in front of your name** on your title page for example Rev., Sister, or King. Following are two examples of correct name format for your dissertation:

Saige M. McGiness, M.A.
Saige Marie McGiness, M.Div.

Title

The title of your dissertation should be clear and should reflect the content of the dissertation. **The title should be no longer than three (3) to nine (9) words and must appear exactly the same in all locations**. It should be written in English and should include only foreign language characters that appear in a Standard English language word processing fonts such as ü or é. It should not contain any symbols, superscripts, subscripts, or foreign language characters. Titles are very important and should be given considerable thought. The title is the first thing that a reader sees, and the first impression is very important. It must convey the meaning, importance, and substance of the entire document in nine or fewer words.

Subtitles should appear after the main title and a colon and should be typed in a smaller font size than the main title. **The words of the subtitle are counted against the three to nine word limit.** The first letter of the title and the first letter of each word except "a," "an," and "the" should be capitalized and short prepositions. The title should not contain any first person pronouns. Following are several examples of acceptable titles:

The Hebrew Community:
 A Locus for Health Promotion

A Moreh's Spiritual Journey into Congregational Sanctification

Job Mapping:
An Effective Tool for Responsible Stewardship

Date

The date on the title page of you dissertation should be the date of your dissertation defense. It should be typed in month, day, and year style. For example: May 3, 2005

Title Page

The title page of your dissertation should include: title, your name, defense date, defense location (city and state), degree name, and Hebrew Academy International as the granting institution. You should follow the title page format **found on page 39** of this manual.

Acknowledgments

The dissertation may include a page of acknowledgments to recognize those people who helped you with your dissertation in any manner. This page of your dissertation should be **placed between the abstract page and the table of contents**. It should be numbered with a Roman numeral.

HAI Library Release

This page is a standard copyright wavier for HAI. It gives HAI the right to copy your dissertation for interlibrary loaning and to migrate your dissertation into another format if it is necessary. (**See page 41 for the format and text).**

Abstract

All dissertations must have an abstract. **This abstract is located after the copyright page and before the table of contents**. It should have a bold heading of "Abstract" at the top center of the page in 16-20 point font. **The abstract should be a single paragraph with a limit of 150 words**. It is doubled-spaced in 12 point Times New Roman Font. Your abstract is not an introduction to the dissertation, but rather it is a summary of the entire work. The abstract should include something about the purpose, methodology, results, and conclusions of the dissertation. It should be self-contained and report on the entire dissertation without evaluation.

Table of Contents

You need to provide a table of contents in your dissertation. This table of contents should give a list of materials in your dissertation including chapters, appendices, bibliography, and indices with corresponding page numbers. You should include the name of each chapter and not just list it as **Chapter 1..........Page 1.** The title or heading of each entry should be listed exactly as it appears in the text of the dissertation.

Parenthetical Citations

When you use the intellect property of others in your dissertation, you must provide a parenthetical citation whenever you quote, summarize, or mention their work. All parenthetical citation must have a corresponding reference citation in the bibliography.

Endnotes

Your dissertation should not have any footnotes, but rather endnotes should be placed at the end of the last chapter and before your bibliography. There are two types of acceptable endnotes: (1) a content notes that provides supplemental information to the material in the text of the dissertation and (2) a copyright permission note. If you consider the information that you are presenting in an endnote as important to your dissertation, then you should strongly consider moving the information out of the note and into the text of your dissertation.

Charts and Illustrations

Your dissertation may include charts, graphs, tables, and/or photographs. Any form of illustration must be printed directly onto regulation paper and conforms to the set margins. The illustrations must be in black and white. The HAI library offers a high quality scanner to help with producing regulation photographs. A list of illustrations should be placed after your table of contents.

Appendices

Your dissertation may include appendices of letters to subjects, instructions, surveys, and any other document that you created to help you answer your question and which you referred to in your text.

Addenda

The dissertation may also include computer disks, CD-ROMs, audiotapes, pamphlets, or other special supporting material with the approval of the dissertation committee. These materials should be clearly labeled with the title of the dissertation, description of the contents, and instructions for use. The addenda should be listed on the table of contents without page numbers.

Length of a Dissertation

HAI's dissertations are **no less than 120 to 150 pages (excluding charts and appendices)**, but this is not a strict limit. The dissertation must be long enough to cover the topic, therefore a dissertation may be longer than 150 pages under certain circumstances upon approval by the colleague's Chairperson and Mentor.

Multi-Volume Dissertation

If your dissertation is **longer than 400 pages**, it must be bound in more than one volume. For such a dissertation divide the pages evenly between the two volumes but do not break the consecutive page numbers. Each volume should contain its own title page with Volume One of Two or Volume Two of Two under the title.

Order and Contents of Dissertation

Page	Page Number
Title page/Signature page	not numbered
Copyright page (if used)	Roman numeral ii
Library release	Next consecutive Roman numeral
Abstract	Next consecutive Roman numeral
Preface, Acknowledgments, Dedications (if used)	Next consecutive Roman numeral(s)
Table of contents with page references	Next consecutive Roman numeral(s)
List of illustrations with page references	Next consecutive Roman numeral(s)
List of charts with page references	Next consecutive Roman numeral(s)
Chapter 1 through Chapter 7	Arabic numerals
Endnotes (if used)	Next consecutive Arabic numeral(s)
Appendices (if used)	Next consecutive Arabic numeral(s)
Bibliography	Next consecutive Arabic numeral(s)
Addenda (if used)	Not numbered

Foreign Languages

- ➢ You must write your dissertation in English unless you have received special written permission from the Program Director.
- ➢ You must provide an English language translation of quotations within your dissertation.

CHAPTER 9: DISSERTATION DEFENSE

Dissertation Defense

Scheduling:
To schedule your dissertation defense, you should contact your committee's chairperson (**see Appendix G**).

Sending Your Dissertation to the Committee
The complete copy of your dissertation manuscript must be sent to all of your readers (**see Last Emergent Residency Week,** p. 21 for policy guidelines). The draft should not be sent in an e-mail; rather it should be a paper copy that is mailed or dropped off to the readers.

Time Allocation
Your dissertation defense will **last one hour**. **You will have only 20 to 25 minutes** to present your dissertation (**usually Power Point presentation**). **This is not the time to preach or do a workshop.** Next there will 20 to 25 minutes for your committee to ask you questions and the final 10 minutes will be used for questions from the attending faculty, students, and guests.

Invitations
Your dissertation defense is open to the public. You may invite friends and family to come to your dissertation defense.

Audio-Visual Equipment
If you need any audio-visual equipment for your dissertation defense, then you must request the equipment on the Request for Defense Form **(see Appendix G)**. The library may provide: a lap-top computer, overhead projector, and other media equipment as available.

Viewing Other Defenses
One of the best methods to prepare for your dissertation defense is to **observe other dissertation defenses**. **It is strongly suggested that you watch one or more dissertation defenses before your own defense.**

Copies of the Dissertations:
You must bind at least three copies of your dissertation. One copy goes to the HAI Library, one copy is for your student records at the Academy, and the third copy is for you. Two copies must be sent to HAI signed by your committee members and dated with their original signatures.

Signing of the Dissertation Signature Page
Bring at least four (4) original copies of your signature page (see pg. 39**) on the appropriate paper (**see p. 32**) to your defense in order to obtain that day the signatures of your committee members.**

After the final approval of your committee, you need to have two copies of the dissertation bound and delivered to the Academy. The dissertation may be bound in any color of hard cover binding and the **book's spine should contain the title of the dissertation**, **your name with appropriate PhD degree following**, and year. **The bound copies of the dissertations should be submitted to the Registrar no later than two weeks before graduation.**

Sample:

Hebrew Diaspora: Impact on African American Woman   Name of Student, PhD.   2024
 (Title and Name Printed Laterally Across Spine)   ↔   ↔ ↔   Date Printed Horizontally ↕

CHAPTER 10: DISSERTATION FINAL PREPARATIONS

Title of the Dissertation
(No More Than 9 Words)

By: Author's Name

Date

Submitted in Partial Fulfillment of the Requirements for the PhD Degree

Hebrew Academy International
Detroit, Michigan

Approved: Date:

_____   _____
(Name and Degrees of Committee Chair)

_____   _____
(Name and Degrees of Mentor)

_____   _____
(Name and Degrees of Content Reader)

_____   _____
(Name and Degrees of Peer Reader)

Library Release Form:

(Please print your name and the document title.)

Author:

Dissertation Title:

Copyright Law protects an unpublished manuscript against unauthorized use. By my signature below, I attest that I understand that a copy of my dissertation will be placed in the collection of the HAI Library for the purpose of sharing my scholarship with interested readers. I also understand that I am allowing the HAI Library at Hebrew Academy International to photocopy this dissertation for the purposes of interlibrary loans for scholars who request this document and to migrate this dissertation into another form of media for archival purposes.

_____   _____
Signature   Date

Dissertation Chapter Content Guidelines

Chapter 1:   **Introduction**
- A Clear Statement of the Problem (In Brief)
- Describe Context
- The Issue In Question
- Why It Is An Issue
- Why The Need for the Study
- An Overview of the Other Chapters

Chapter 2:   **Spiritual Awakening Autobiography (Journey)**
- Introduction Paragraph (Brief- include the order and format of your Spiritual Awakening Autobiography)
- Chronology of life and Spiritual Experiences (Beginning to Current)
- Purpose for the Study
- Researcher's Qualification to do the Study (Practicum event

project**)**

- Purpose and Passion for the Study

Chapter 3:   **Context and Praxis**
- An Overview of the Context for the Research
- A Summary of the Writer's Praxis

Chapter 4:   **Literature Review/Theory**
- Start with an Extensive Review of the Experts in the Fields of Study (Issues to be Covered in your Study)
- Finish with Your Theoretical Conceptual Framework in Consultation with the Experts
- The Need and Benefit for Raising and Answering the Research Question
- The Hypothesis Expected in the Outcome

Chapter 5:   **Research Method or Methodology**
- Identification of Research Design and Method Used
- Reason for the Use of This Method
- Reason Why Other Methods Might Not Be Appropriate
- Identify Independent and Dependent Variables
- Participant Selection, Context and Demographics
- Data Collection Tools (Focus Groups, Interviews, Surveys,

etc.)
- Implementation of the Practicum event(Research Study)
- Full Description of Practicum event(Research Study)

Chapter 6:   **Findings**
- Determine Method of Reporting Your Findings (Tables, Charts, Graphs, etc.)
- Analyze, Report and Explain Findings
- Limitation and Delimitation of Study

Chapter 7:   **Conclusions and Reflections**
- Implications and Impact of Findings
- Value to Participants, Assembly, and Community
- Unanticipated Discoveries
- Recommendations for Future Studies

References/Bibliography
Appendices

APPENDICES: FORMS AND DOCUMENTS

Hebrew Academy International
Dissertation Forms
and
Documents

Table of Contents
Dissertation Forms and Documents

Definitions and Usage of Forms

1. **Appendix A - Content/Context Specialist Approval Form**
   This is an agreement between two parties, Hebrew Academy International (HAI) and the Content Specialist. Contract must be approved by the Director of PhD before implementation of the Practicum event project.

2. **Appendix B - Summary of Learning**
   Use this form as a way of developing an outline for your critical reflection paper

3. **Appendix C - Mentor Evaluation Form**
   Your Mentor may choose to use this form to give you periodic feedback

4. **Appendix D-1 and D-2 - PhD. HAI Progress Summary**
   This document aims to maintain a record of the progress made by PhD students. These records are to be maintained by mentors and shared with the candidate, the registrar, the faculty chair, and the director of the PhD Program.

5. **Appendix E-1 - Application for Candidacy Review**
   This form should appear as the first page of your Candidacy Review Packet submitted to Dissertation Chair. The colleague is responsible for completing this form

6. **Appendix E-2 –Candidacy Review Evaluation**
   This form should appear as Page 2 in your Candidacy Review Packet

7. **Appendix F – Oral Defense Presentation Application Form**
   This Form should be completed and returned to the Director of PhD. on or before the colleague's dissertation defense date

8. **Appendix G – Oral Defense Presentation Evaluation Guide**
   This is a guide to assist faculty with completing the Oral Defense Presentation Evaluation on a colleague. This evaluation will be put in the colleague's file after the presentation. These are simply suggested areas in which the colleague should be evaluated. Do not hesitate to contact either the Director of PhD Program or the colleague's Mentor.

9. **Appendix H – Oral Defense Presentation Evaluation**
   This form is intended to assist and guide the examining committee member's evaluation on the colleague's oral defense.

10. **Appendix J – Dissertation Inventory**
    Points needed to be included in the colleague's oral defense

APPENDIX A

Content/Context Specialist Approval Form

Introduction

This is an agreement between two parties, Hebrew Academy International (HAI) and
_____, a Content/Context "Specialist", to consult with a PhD colleague,
_____, for about two (2) years during a three-year doctoral process. The
Specialist will   work collaboratively with the colleague's Mentor and Faculty Chair under the
direction of the Director of the PhD Program. This agreement will begin on
_____(after colleague becomes a Candidate) and end on
_____ (following the colleague's Defense).

Parties Involved

_____   and   Hebrew Academy International
Name

_____   PO Box 8288
Address

_____   Eastpointe, MI 48021

_____

_____

_____
Phone Number(s)

Stipulations of This Agreement Are As Follows

The Specialist stipulates that he or she:
1. holds a doctoral degree from an accredited university or Hebraic institution or
2. has distinguished himself of herself prominently in the field of concern
3. provides appropriate documents to substantiate credentials
4. is in good standing in a recognized religious and/or professional body
5. supports the mission statement and principles of the HAI
6. will meet with the student and assess his or her proposed practicum event project
7. will help the student develop an appropriate methodology for the project
8. will recommend reading and other resources for the student's learning
9. will keep the director informed of any unusual difficulty with student
10. will help the student implement and write up the results and findings
11. will attend the final presentation (defense) of the student's work
12. will vote on the committee as to the recommendation for the degree

HAI will provide:
1. approve the professional relationship of the student and the specialist
2. provide electronically an up-to-date handbook delineating the doctoral process
3. be available for consultation if needed

Remuneration Schedule

HAI will remunerate the Content/Context Specialist Three hundred and fifty dollars ($350.00)
subsequent to the final presentation (defense) and committee vote.

Termination/Renewal of Agreement
This agreement may be terminated by either party by mutual agreement with a fifteen (15) day notice; immediately for any illegal or unethical conduct; or for any flagrant violation of the agreement. The agreement may be renewed or extended by mutual agreement.

_____   _____
Director's Signature   Date

_____   _____
Content/Context Specialist's Signature   Date

Please drop off at academy or mail in enclosed envelope to:
PO BOX 8288
Eastpointe, MI 48021

APPENDIX B

Reflection Paper
(Summary of Learning)

Student Name_____

Date of Emergent Residency Week

_____

Theme Course

- Overall Content

- Strengths and Weakness

- Application to Ministry

Core Course

- Overall Content

- Strengths and Weakness

- Position in Dissertation Process

Mishpacha Colleague Group Time

- Interactive Learning

- Discussion of Issues

- Questions and Answers

General

- Leadership

- Worship

- Future Expectations

Appendix C

Mentor Evaluation Form

Colleague_____Year_____

Mentor_____

What is your assessment of this colleague at present?

      Passing

      Not Passing

Please explain below what is needed for the colleague to move to passing.

Mentor's Signature:_____

Date:_____

Appendix D

PhD HAI Progress Summary-Year I

Name: _____Year of Enrollment: _____

Mentor: _____Faculty Chair_____

Year I: _____(Dates)

	Course or Dissertation Component	Results: Pass or No Pass	Comments
EW 1	Thematic Course:		Feedback from Mentor:
	COR 100: Intro to PhD		Grade provided by Core Course Faculty
	Dissertation Component: Spiritual Journey Context and Praxis		Mentor's Report
EW 2	Thematic Course: CG Discussion Questions in lieu of Reflection Paper		
	COR 200: Preparing for Candidacy		Grade provided by Core Course Faculty
	Project Proposal: Candidacy Review		Mentor's Report

*Since those with Advanced Standing do not participate in EW1, the only data needed to be entered for this section is the Mentor's Report that this colleague has Advanced Standing.

End of Year I: Strengths and Challenges

_____

_____

_____

Results of Project Proposal Review
(Reviewed by Student, Mentor, and Core Course Faculty, and peer reader)

Recommended Content Specialist: _____

Director: _____Date: _____

Appendix E-1

Application for Candidacy Review

Colleague Name:_____

    Address:_____

     City:_____State:_____Zip:_____

Ministry context:_____

Mentor:_____

This Application Package contains: Project Proposal ( ) Journey ( ) Context and Praxis ( ) Literature Review ( ) Reference List ( )

Working title for project:_____

_____

We have examined this material and find it complete and acceptable. Therefore, we approve this colleague's Application for Candidacy.

Faculty Chair: _____
            Signature   Print Name
Mentor:_____
      Signature   Print Name

Peer:_____
      Signature   Print Name

Director, PhD Program:_____
                Signature

Proposed Content/Context Specialist:_____

Name & Title:_____

Address:_____

City:_____State:_____Zip_____

Phone:_____ e-mail:_____

Appendix E-2

Candidacy Review Evaluation

Colleague:_____Date:_____

(5 represent excellent; 1 represent inadequate)

1. Does the program focus adequately reflect and intersecting of the needs of the context and the interests of the colleague?

              5   4   3   2   1

2. Is the ministry focus well developed?

              5   4   3   2   1

3. Is the theological foundation of sufficient scope?

              5   4   3   2   1

4. Is the material written well enough?

              5   4   3   2   1

5. Comments

Faculty Chair _____Date_____
           Signature

Appendix F

Request for Doctoral Defense

Student Name: _____Date Submitted: _____

Student Cell #: _____ E-mail address: _____

Date of Final Emergent Residency Week: _____

Title of Dissertation:_____
_____

Proposed Dates and Times for Dissertation: □ 1. _____
Date Approved Designated by √   □ 2. _____
                                            □ 3. _____

Equipment needed (please check √): _____ lap top   _____ projector
                                   _____ telephone   _____ microphone
                                   (Used For Conference Calls)
                                   _____ assistance needed to operate equipment
Additional Requirements If Any: _____
_____

Note: Always bring your flash drive with your Dissertation and Power Point information on it.

Mentor's Name:_____

Content Specialist's Name: _____

Peer Reader's Name: _____

Chairperson Signature _____ Date: _____

My signature above indicates I approve the proposed dates and times to schedule the dissertation.
....

Date Defense Scheduled:_____ Time:_____ Authorized Signature:_____

Once the defense is scheduled and this form is returned to the colleague, the colleague must submit a copy of the form to: Director of PhD, and 2) Dean's / Registrar Office

Appendix G

Oral Defense Presentation Overview Guidelines

Colleague Name: _____

I. **Participant Growth**
  1. What evidence is there that the colleague achieved personal growth?
  2. Is the colleague able to articulate a personal theological position and apply theological insight to particular issues?
  3. Does the colleague display openness to evaluation and to differing views? Has the colleague grown adequately in the ability to evaluate?
  4. Does the colleague show evidence of being able to:
     a) define a problem
     b) work with people in the definition of that problem
     c) develop strategies toward a solution to the problem
  5. What do you judge to be the level of competence of the colleague's own particular specialization?
  6. Does the colleague show evidence of growing in understanding of the nature of the Hebraic walk and in ability to take responsibility for one's study?
  7. Has the colleague moved to a style of ministry fit to represent the degree?

II. **Comprehensiveness and Depth of Program**
  1. To what degree did the colleague actually reach program goals as defined in the final document?
  2. What changes happened in the context?
  3. What will happen next in the context as a result of this program?
  4. What evidence is there that the candidate made adequate use of the social, theological and historical resource appropriate to the program?
  5. Is there evidence of extended, disciplined involvement in Peer Reader learning?
  6. Was the engagement with the consultants sufficient to ensure a quality program?
  7. To what degree was there Hebraic involvement?
  8. To what degree was the program related to the larger community and society?
  9. What do you judge to be the level of this program's contribution to ministry?
  10. Has adequate evaluation of the program been maintained to ensure a quality program?

III. **The Final Document**
  1. Does the final document meet acceptable standards for professional and formal writing?
  2. Will the larger Hebraic community be able to read the document with understanding?
  3. Does the document adequately describe what took place in the program and the contribution to the setting which was made?
  4. What, if anything, is there in the final document which is new (instruments of evaluation, resources for ministry, etc.)?
  5. In your judgment, is the document acceptable? What, if anything, is necessary to make it acceptable?

November 21, 2022

Appendix H

Oral Defense Presentation Evaluation Worksheet
(Please Review Appendix G Before Conducting The Defense)

This form is intended to assist and guide the examining committee member's evaluation. Please use it in the way that best enables you to provide the candidate and the committee with the most helpful guidance you can offer.

Name of Colleague: _____

Please evaluate the progress and achievement of the candidate in the following aspects by checking the appropriate category; leave blank if you have no comment.

Please use this form to assist the discussion and fill it out.

	Inadequate 1	Adequate 2	Good 3	Excellent 4
1. Candidate's Growth				
a. Personal Growth				
b. Theological Growth				
c. Ability to Evaluate				
d. Problem Solving Ability				
e. Competence in area of Specialization				
f. Understanding of Ministry				
g. Ability to Perform Ministry				
2. Comprehensiveness& Depth of Program				
a. Achievement of Program Goals				
b. Positive Effects of Program on Context				
c. Likely Future Effects of Program				
d. Use of Theological & Historical Resources				
e. Involvement in Peer Reader Learning				
f. Engagement with Content/Context Specialist				
g. Ecumenical Involvement				
h. Relationship to Larger Community				
i. Overall Contribution of Program				
j. Effectiveness of Evaluation Process				
3.Final Document				
a. Literary Style				
b. Clarity of Writing				
c. Completeness in Description of Program				
d. Distinctiveness of Contribution				
e. Overall Acceptability				

November 21, 2022

4. Assuming that there was evidence of growth in the Colleague through the program, do you judge that growth to be adequate for granting of the degree? Please explain your judgment. Are there any particular strengths or weaknesses that should be noted?

5. Did the Colleague's program have sufficient wholeness, comprehensiveness and depth to merit the granting of the degree? What were the most noteworthy strengths and weaknesses? Do any of the weaknesses require additional work before the program is regarded as completed adequately?

6. Is the final document adequate for its purpose? What are its strengths and weaknesses as a document? Are any revisions necessary to make it acceptable?

7. Further comments? Feel free to comment on the aspects noted on the previous page, or to state a summary evaluation or emphasis.

Signature: _____Date:_____
           Chairperson

Please: Submit this <u>COMPLETED</u> worksheet (p. 56 and 57) to the PhD. Director and Registrar at the close of the meeting.

Appendix I

Request for Extension of Dissertation

Student Name: _____   Date: _____

Student ID #: _____   E-mail address: _____

Cell # _____ Date Completed Final Emergent Residency Week:
_____

Title of Dissertation: _____

Reason for Extension (Include Specifics) _____

_____

_____

_____

Extension Request for: 6 Months ____ 12 Months ____ **Additional Extensions Made On Case by Case Basis**

Your Projected Date for Completing Dissertation: _____

Work Plan (Timeline) of Completion Attached: _____ Yes

(Before any extensions can be approved, colleagues must submit their Plan of Completion along with this request to the Dissertation Chairperson and Director of PhD Program)

Colleague Signature: _____ Submit Date: _____

Dissertation Chairperson Name: _____ Chairperson Signature : _____

Approved: _____ Yes _____ No   Date Reviewed: _____

(Signature of the Dissertation Chair is required before this form is submitted to the Director of PhD Program for final decision)

Director of PhD: Name: _____Director PhD Signature: _____

Approved: _____ *Yes* _____ *No*   *Date:* _____

Request for Extension of Dissertation along with the Colleague's Plan of Action must be submitted to the Director of PhD for final approval on or before May 30th or December30[th]which ever applies to the colleagues' corresponding completion of their last Emergent Residency Week.