
HANDBOOK FOR PARTICIPANTS

The Doctor of Philosophy Program in Biblical and Theological Studies

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Wheaton College Graduate School
Wheaton, Illinois USA

Wheaton College Graduate School
501 College Avenue
Wheaton, Illinois 60187-5593

Graduate Biblical and Theological Studies: 630-752-5197
Fax: 630-752-5902
E-Mail: PhDBTS@Wheaton.edu

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1. OVERVIEW OF THE PhD/BTS PROGRAM

1.1. HANDBOOK FOR PARTICIPANTS

The Handbook for Participants is designed to help orient students to the PhD/BTS program. The Handbook contains requirements, policies, and procedures that govern the PhD/BTS program. This edition of the Handbook reflects the latest actions of the PhD/BTS Program Committee as of the publication date and should be regarded as an official supplement to Wheaton's PhD/BTS program policies and procedures found in the current edition of the Wheaton College Catalog.

1.2. WHEATON COLLEGE CATALOG

Students admitted to Wheaton College are subject to the requirements of the catalog and coinciding handbook that is current at the time of their initial enrollment. The catalog is updated annually. Students may complete the graduation requirements for their program as outlined in the catalog and coinciding handbook at the time of initial enrollment or any subsequent catalog and coinciding handbook in effect while they are enrolled for credit as degree-seeking students.

1.3. PROGRAM PURPOSE AND ACCREDITATION

The PhD/BTS program is designed to train scholars who can serve the church worldwide as teachers, researchers, pastors, and leaders. The program aims at fostering faithfulness to the teaching of Scripture with a view toward strengthening and equipping the church in its mission. The program is thus a natural extension of the overall purpose of Wheaton College, as reflected in the institutional mission statement:

Wheaton College exists to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education. This mission expresses our commitment to do all things “For Christ and His Kingdom”

The PhD/BTS program has received accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

1.4. PROGRAM PROSPECTUS

The PhD/BTS program is a hybrid, borrowing some of the best elements from North American, British, and German doctoral models. Formal courses are minimal, with emphasis placed on guided research and independent study. With only six students admitted each year, the program facilitates close peer relationships as well as enabling professors to devote considerable time to mentoring students. Each student will be provided a full tuition scholarship for as long as they remain in the program. Students will pay no tuition fees for any Wheaton course recommended by the student's mentor and approved by the appropriate field coordinator as important for the student's program. This tuition scholarship, along with a research assistantship, enables students to devote themselves to advanced learning as fully involved community members. While located in the Middle West of the USA, the

program exposes students to perspectives from other parts of the world through consideration of methods and results of non-western scholars and through interaction with visiting international scholars.

Students will focus on either Biblical Studies or Theological Studies (the two program “fields”). But the nature of Scripture and the theological task demands that theology be rooted in Scripture and that Scripture be interpreted theologically. The Wheaton PhD program therefore requires that its students take a holistic approach to biblical and theological studies. Students will write dissertations that focus on one of the traditional areas of academic competence (Old Testament, New Testament, Systematic Theology, or Historical Theology; these disciplines are the student’s “concentration”). But the entire program requires integration between the fields of biblical studies and theology. In order to facilitate this integration, students in the Wheaton PhD program will write dissertations that are distinctly theological in nature. The integrative element is not intended to detract from the level of expertise developed in the concentration, but to strengthen it. Students may therefore find the program more demanding than some others, but it offers the distinct advantage of a more rounded understanding.

The Wheaton PhD/BTS program is designed on a three-year, full-time model. Students are expected to remain in residence for at least three academic years. Completion of the program in three years assumes strong biblical and modern language skills at the time of matriculation, exceptional masters-level work, serious preparatory thinking about a dissertation topic, and a disciplined work ethic.

While an introductory course orients students to the nature of PhD studies and to the particular environment of Wheaton College, at the heart of the residence course work are five PhD seminars. At the recommendation of their mentor, students may be required to take regular graduate courses from the BTS curriculum and undergraduate courses related to their dissertation. In addition, as a means of fostering broader exposure to biblical and theological studies, students will take an advanced graduate course at a non-evangelical institution. Students will also be required to participate in the PhD/BTS colloquium program. In their second or third year, students will work with a faculty member in a directed pedagogical experience. To ensure breadth of competence in their fields, they will also be expected to read widely enough in their chosen concentration (Biblical Studies: New Testament/Old Testament; Theological Studies: Systematic Theology/Historical Theology) so as to have an adequate foundation for teaching a variety of subjects within their disciplines. But the focus of the Wheaton PhD/BTS program is on independent research for the dissertation, conducted under the guidance of the student’s mentor. The production of an excellent and publishable quality dissertation should be the student’s main goal in the program. Students are expected to engage in serious dissertation research from the time they matriculate.

The time students take to complete the program depends on their level of academic preparation, as noted above, as well as their aptitude, and the time they are able to devote to the program. It is hoped that many students will be able to complete the PhD/BTS program requirements in three years. Some, however, will take longer. Whatever the program length, students are strongly encouraged to remain as residential students at Wheaton until all requirements are completed.

1.5. THE LEARNING COMMUNITY

As a distinctly Christian program, the Wheaton PhD/BTS program puts great emphasis on the learning community. Students are encouraged to study together, to consult regularly with faculty (in both formal and informal contexts), to be fully involved in the colloquia program, and to take advantage of the many

opportunities for interaction with theological students and faculty in the wider Chicago area. It is also important for those in the program to participate as much as possible in the Chicago Society for Biblical Research and the regional and annual meetings of the Evangelical Theological Society, the Institute for Biblical Research, the American Academy of Religion, the Society of Biblical Literature, and other similar bodies. Many of the papers at the national and regional conferences of these organizations are read by doctoral students. Aside from the intrinsic importance of offering worthwhile material to a wider audience and the valuable experience to the participant, involvement in professional societies can be a significant career development opportunity. Students should also consider revising seminar papers for publication: professors will offer advice and encouragement and help point manuscripts in the direction of suitable publications.

2. ADMISSIONS

Wheaton College's purpose is to educate women and men who have dedicated their lives to the service of the Lord Jesus Christ and to equip them for worldwide ministry. Therefore, it is our desire that students be believing men and women who are in sympathy with the College's statements of faith and purpose.

Admission to Wheaton College is open to qualified persons of all denominations and fellowships, of any race, color and national or ethnic origin, without regard to gender or handicap.

2.1. ADMISSION REQUIREMENTS

In addition to the general requirements for admission to Wheaton College, requirements for admission to the PhD/BTS program are:

- An MA (in an area of biblical or theological studies) or MDiv degree, or the equivalent.

Students applying in the Biblical Studies (Old or New Testament) track should be able to demonstrate (normally in conjunction with transcribed course work):

- Competence in Biblical Hebrew and Biblical Greek
- Competence in the field of Old Testament studies
- Competence in the field of New Testament studies
- Familiarity with Systematic Theology
- Familiarity with Historical Theology

Students applying in the Systematic Theology track should be able to demonstrate (normally in conjunction with transcribed course work):

- Competence in Biblical Hebrew and Biblical Greek
- Competence in the field of Systematic Theology
- Competence in the field of Historical Theology
- Familiarity with Old Testament studies
- Familiarity with New Testament studies

Students applying in the Historical Theology track should be able to demonstrate (normally in conjunction with transcribed course work):

- Competence in Biblical Greek and either Biblical Hebrew or Latin, if pursuing patristic, medieval or Reformation era studies
 - Competence in Biblical Greek, and an additional ancient language recommended, if pursuing modern or contemporary theology
 - Competence in the field of Systematic Theology
 - Competence in the field of Historical Theology
 - Familiarity with Old Testament studies
 - Familiarity with New Testament studies
- Normally, a minimum GPA in masters-level studies of 3.5.
 - An acceptable score on the GRE.
 - Evidence of potential for doctoral-level research in the form of a substantial research paper.
 - Reading ability in theological German (expected by the time of matriculation, not necessarily at the time of admission).
 - Strong recommendations from three of the applicant's teachers and his or her pastor.
 - For international students and permanent residents of the US whose native language is not English, three tests are required, outlined below with minimal scores indicated.
 - TOEFL 600 (=computer based, 213)
 - TWE 5.0 (=computer based, 18)
 - TSE 50 (=computer based, 16)

Exceptions to these test requirements are made in the following instances:

1. If the student is a citizen of Great Britain, Canada, Australia, New Zealand, or the British West Indies and is a native speaker of English the GRE will be required instead.
2. If the student has acceptable scores on the tests within the past two years, there is no need to retake the tests.

The GRE will be required of international applicants where the GRE test is accessible.

2.2. APPLICATION PROCEDURES

Application materials can be secured from the Graduate Admissions Office. Completed applications are due by December 1. Personal interviews with selected applicants will be conducted in late February, and applicants will be notified of their status in March. Successful applicants must notify Wheaton of their intention to enroll by sending a \$500 deposit on or before April 1. The deposit will be refunded when the student begins the program,

2.3. SCHOLARSHIPS AND FELLOWSHIPS

All PhD students are granted a tuition waiver for the entire length of their study in the Wheaton PhD program. In addition, each student is granted a \$9,500-per-year fellowship, paid in bi-weekly installments during the academic year. This fellowship is available for three years and, in some cases, four. In return

for this fellowship, students will be expected to serve the institution for an average of 8–10 hours per week during the academic term. The service will include, but not be limited to, research and classroom assistance to specific professors, tutoring of undergraduate and graduate students, and clerical support of the program and the department

2.4. FULL AND PART-TIME STATUS

A student is defined as “full-time” in the PhD/BTS program when enrolled in at least 10 hours of doctoral-level classes per semester or engaged in at least 30 hours a week on average of dissertation research and writing. Students are expected to maintain full-time status throughout the consecutive three years of their residence at Wheaton. While not encouraged, summer employment may be allowed, pending consultation with the student’s supervisor.

2.5. ADVANCED STANDING AND TRANSFER OF CREDIT

Advanced standing and transfer of credit will not normally be possible in the Wheaton PhD/BTS program. In exceptional circumstances, an applicant to the program may petition the PhD Committee for credit transfer. In any case, advanced standing or transfer of credit will be granted only at the time of admission to the program.

3. PROGRAMS OF STUDY

3.1. BIBLICAL LANGUAGES

All PhD/BTS students (with certain exceptions in Historical Theology noted below) are expected to be proficient in Biblical Hebrew and Greek at the time of matriculation. The student’s mentor will assess proficiency and recommend any further work in the languages. Proficiency is generally deemed to be equivalent to the level required of students who have completed the Wheaton M.A. in Biblical Exegesis.

3.2. MODERN LANGUAGES

Competent research at the PhD level requires that students have a minimal reading knowledge of two modern languages other than English. Proficiency in theological German is expected of all PhD/BTS students at the time of matriculation. A proficiency test will be administered every Fall semester. Students will be asked to translate a passage of theological German with the help of a lexicon,. The student’s mentor will be responsible for assessing the test and recommending any further German language work.

The second required modern language is typically French, though at the recommendation of their mentors, students may opt for a different language. The student should make such a request in conjunction with the dissertation proposal; it must be agreed to by the PhD committee. Proficiency in a second foreign language should be demonstrated before entering the second year of the program. A proficiency test, identical in structure and procedure to the German test, will be administered during each Fall semester.

3.3. FIRST-YEAR EVALUATION

Toward the end of the student's first academic year, the student's fitness for PhD-level study will be evaluated. Student progress is assessed by several criteria: quality of seminar work, timely completion of requirements, progress on the dissertation, writing aptitude, and promise of teaching/research ability. The student's mentor will be responsible for making a recommendation concerning continuation in the program to the PhD Committee. Any recommendation that a student not continue in the program will require the endorsement of the PhD Committee before the action becomes official.

3.4. MID-PROGRAM CONSULTATION

Toward the end of the student's fourth semester in the program, each student's progress will be formally evaluated by their mentor. The mentor will assess the student's dissertation research, course work, and progress in meeting deficiencies identified at the time of admission and in their comprehensive knowledge of the field. The evaluation, along with specific recommendations, will be shared with the student and placed in the student's file.

3.5. CANDIDACY

The PhD/BTS student is granted candidacy following the successful completion of all degree requirements, excepting the passing of the comprehensive exam and completion of the dissertation.

3.6. PROGRAM STRUCTURE

The PhD/BTS program consists of a mixture of structured course experiences and independent study—with an emphasis on the latter. A minimum of 40 and maximum of 60 hours is required. The total number of hours required of each student is determined when an offer of admission is made. The student's mentor, in consultation with the student, will provide a preliminary and revisable outline of the specific program structure at the time of matriculation. The following are the components of the program.

Introduction to Doctoral Research—1 course, 1 credit

PhD/BTS students will register for this course (BITH 751) in the first quad of their first semester, though it may be divided into two, with a portion being taken at the beginning of each of the first two semesters. The course provides a general orientation to doctoral studies at Wheaton and to the composition of dissertation prospectuses.

Seminars—5 seminars, 2–4 credits each

Doctoral seminars focus on a particular issue and demand significant student participation. They are offered on a 3+1 credit basis (4 credits are given for the equivalent of three hours of class work [e.g., approximately 2000 minutes of time in class]). These minutes may be spread equally throughout the semester (e.g., 27 sessions of 75 minutes each) or concentrated in fewer sessions.

All students will enroll in five seminars over their first two years. The first seminar is the common seminar, BITH879, taken in the student's first semester, followed by BITH 881 in the student's second

semester. Beyond this, each student must also enroll in two seminars in their major field and one in their minor field (the two fields are Biblical Studies and Systematic/Historical Theology). Biblical Studies students will therefore take one section each of BITH 879 and BITH 881, two of BITH 882, and one of BITH 883; Systematic/Historical Theology students will take one section each of BITH 879 and BITH 881, two of BITH 883, and one of BITH 882.

Directed Research—1 or more courses, 2–4 credits each

Directed research courses in the BTS department. (BITH 793) combine independent study with participation in an existing formal Wheaton class. Students will be expected to attend the relevant class and do the required readings but will not normally be expected to write a paper or take tests – although, at the discretion of the student’s mentor and the class instructor, these may be required. The mentor may assign additional reading or require a paper that blends the focus of the course with the student’s dissertation interest. The mentor will be the professor of record for directed research classes, but the mentor must consult with the classroom instructor about requirements and in assessing student performance in the course.

Students may also take at least one directed research course in conjunction with a Wheaton College liberal arts class outside the BTS department (BITH 794). Students should register for BITH 793 or 794, but also indicating (in parentheses) the associated classroom course. The permission of the classroom teacher should be secured and indicated by the signature of the classroom teacher on the registration form. Which and how many directed research courses a student is required to take is at the discretion of the student’s mentor.

Guided Research—1 or more courses, 2–4 credits each

Guided research courses (BITH 795) provide credit for research toward the dissertation. They are normally taken with the student’s mentor, who is responsible for setting requirements, monitoring progress, providing a final evaluation, and registering grades.

Off-Campus Course—1 course, 2–4 credits

Each student is required to take at least one course for credit at an institution other than Wheaton Graduate School. Students are especially urged to take a course that will expose them to methods and approaches that are not typical of Wheaton. The student’s mentor and the Program Administrator will help the student choose an appropriate course and must approve the course.

Pedagogical Experience—1 course, 2 credits

Each student will be involved in a directed pedagogical experience (BITH 798), normally in the second or third year. The student will work with a professor (possibly but not necessarily his or her mentor) in teaching a specific Wheaton College class. The student will assist in syllabus construction, class set up, evaluation procedures, and classroom teaching. The student is responsible to identify a professor and/or specific class through which the pedagogical training will take place. The student’s mentor and field coordinator can also assist in identifying an appropriate venue for the experience.

Colloquia—3 courses, 1 credit each

The PhD program organizes colloquia in Biblical Studies and in Theology throughout the academic year, at which department professors, visiting professors, or students read papers or lead discussions. PhD/BTS students are expected to attend colloquia in their major field; they are also encouraged to participate in colloquia in the other field. Reading of an article or chapter in advance is expected. Students will be granted one credit for each of their second, third, and fourth semesters in residence for regular participation in the colloquia (BITH 752, 753, 754). The Program Administrator will be the professor of record.

Dissertation – zero credit

BITH 898: Dissertation. This number is used for students to register once during their first three years in the program. This is used when students are full-time in the program.

BITH 899: Dissertation Continuation (Full-Time). This number is used by students in the program when they are working full-time on the dissertation. This number can be used as many times as necessary, up to their six years maximum in the program, provided they are working on the dissertation at least 30 hours per week and do not have paid employment for more than 24 hours per week. This registration status means that students are eligible to purchase health insurance, to receive student loans and to obtain loan deferment. Faculty mentors and the program administrator will verify the accuracy of their reported employment status and dissertation progress.

BITH 999: Dissertation Continuation (Part-Time). This number is used by students when they are working part-time on the dissertation. This number can be used as many times as necessary, up to their six years maximum in the program. This applies when students have paid employment of 24 or more hours per week and/or are working on the dissertation less than 30 hours per week. This registration status means that students are eligible to purchase health insurance but are not eligible for students loans or loan deferment. Faculty mentors and the program administrator would verify the accuracy of their reported employment status and dissertation progress.

3.7. OVERVIEW OF COURSE REQUIREMENTS

Program Component	Classes	Credits
Seminars	5	16
Common Seminars (BITH 879 and BITH 881)	2	4
Major Field Seminars for BT students: BITH 882 for ST/HT students: BITH 883	2	8
Minor Field Seminar for BT students: BITH 883 for ST/HT students: BITH 882	1	4
Classes	3 or more	8 or more
Intro. to Doctoral Research (BITH 751)	1	1
Course at an institution other than Wheaton	1	3–4
Directed Research Course in conjunction with a Wheaton Liberal Arts Course (BITH 794)	0–	0–
Directed Research Course in conjunction with a Wheaton masters-level BTS class (BITH 793)	0–	0–
Guided Research (BITH 795)	1 or more	4 or more
Independent Study supervised by the mentor or another faculty member (for dissertation research)		
Pedagogical Experience (BITH 798)	1	2
Faculty-supervised teaching experience		
Colloquia (BITH 752, 753, 754)	3	3
Participation in occasional special lectures and visiting scholar sessions		
Dissertation		0
Totals		40–60

3.8. COURSE ENROLLMENT AND REGISTRATION

Students should consult with their mentors before official registration. The mentor must approve the proposed course schedule each term. Students will submit their registration forms to the Program Administrator, who in turn will submit them to the Registrar’s Office.

PhD/BTS seminars are designed for Wheaton’s own PhD/BTS students. Enrollment of students from other institutions or of masters-level students from Wheaton, however, is allowed in cases where the professor of record and the field coordinators deem that the seminar experience will not suffer by and may benefit from the presence of the additional students.

3.9. GRADING

PhD/BTS seminars are awarded grades of “High Pass,” “Pass,” or “Fail.” Other PhD/BTS classes will be graded simply as “Pass” or “Fail.”

3.10. COMPREHENSIVE KNOWLEDGE OF THE FIELD

Since the Wheaton PhD/BTS program is designed to prepare teachers who are able to handle a potentially wide variety of classroom assignments, students in the program are expected to attain a sufficiently comprehensive knowledge of their concentration (Biblical Studies/New Testament; Biblical

Studies/Old Testament; Systematic Theology; Historical Theology) by the end of their program of study. In addition, since the Wheaton PhD/BTS program seeks to foster integrative learning, students will also be expected to become acquainted with significant literature, issues, and approaches pertaining to the other three concentrations. Since only exceptionally well-prepared students are admitted to the program, a high level of competence in the student's concentration will normally be in evidence at the time of matriculation. Comprehensive knowledge of the field is further encouraged and monitored during the program by the requirement of a portfolio. It will consist of the following:

- A transcript of the student's previous educational work.
- A record of any significant academic projects that may have fostered the student's general knowledge of the field before entering Wheaton.
- A transcript recording the student's course work in the Wheaton PhD/BTS program.
- A record of the results of the "Mid-program Consultation."
- A record of the student's other significant program activities, including but not necessarily limited to, their involvement in formal class teaching, informal tutorials, their attendance at special lectures, research related to their teaching fellowship duties, and papers read or published.
- A record of their general reading in their areas of specialization, especially that reading recommended in bibliographies prepared by faculty in each of the areas of specialization.

The student's mentor, with the assistance of another BTS faculty member (normally, the student's second reader), will have the responsibility of assessing this portfolio, following up with any pertinent questions (especially those related to the dissertation), and attesting to the student's completion of this degree requirement. The examination of the portfolio and the student's comprehensive knowledge of the field will normally be scheduled between the time when the dissertation defense draft is submitted and the time of the dissertation defense.

Note: When students first enroll in the program their supervisors will provide them with a reading list of scholarly works with which scholars with earned doctorates in their fields should be familiar. Students should include written records of their reading in their portfolios and use the completion of required works as occasions for regular conversations with their supervisor. The assigned readings must be completed before students defend their dissertations.

3.11. THE DISSERTATION

Each candidate for the PhD/BTS degree must submit an acceptable dissertation. The dissertation at Wheaton is expected to be a substantial contribution to research in the field of study, demonstrating originality, creativity, breadth of research, careful argumentation, interaction with modern non-English sources, and clear English style. In principle therefore a good dissertation will be publishable (certainly in the form of an article or articles).

The dissertation is the centerpiece of the doctoral enterprise. The topic should be chosen wisely, the proposal should be written after extensive appropriate reading, and the research should be done carefully and thoroughly.

3.11.1. Areas for Dissertation Research

Dissertations at Wheaton should be theological in orientation. The Biblical Studies program emphasizes issues related to biblical theology, by which we mean biblical-theological readings of particular books or authors (e.g., theology of a particular book; a theme or doctrine developed by one or more books or authors; related theologies of two or more biblical books). This does not necessarily mean that every dissertation attempts ‘whole Bible theology’ in an overall, synthetic sense. The theological studies program emphasizes theological interpretation of Scripture, the history of biblical interpretation, historical theology in selected periods, and constructive evangelical theology.

Dissertations are not expected to be “integrative” in the sense that they must involve interdisciplinary or cross-disciplinary work. While such integration is encouraged where natural and making a vital contribution to the central thesis and goal of the dissertation, it is not required that dissertations in theology involve the Old or New Testament as disciplines, nor that dissertations in Old or New Testaments involve systematic or historical theology as disciplines, nor that dissertations in Old Testament must involve the New Testament, and vice versa.

Wheaton admits to its PhD/BTS program only students who plan to write dissertations in areas of interest to the specified PhD mentors. Student admitted to Wheaton’s PhD program are encouraged to do preliminary work in the dissertation before arriving on campus. Such preliminary study will enable the student, in consultation with the mentor, to refine the dissertation area into an acceptable dissertation topic more quickly. Subject to the counsel of the mentor, students are also encouraged to consult other BTS faculty with expertise in their chosen area of studies.

3.11.2. The Dissertation Committee

The Dissertation Committee consists of the mentor, a second reader (normally from the Wheaton BTS department), an external reader, and the Coordinator of the student’s major field (Theological Studies or Biblical Studies). The mentor works closely with the student throughout the production of the dissertation, offering regular guidance regarding the direction and content of the work. In consultation with their student, mentors should invite a BTS faculty member who can complement the strengths of the mentor in the chosen dissertation area to serve as second reader. The second reader will approve the dissertation proposal. The degree to which the second reader is involved in offering advice to the student will depend on the reader, the mentor, and the student. The external reader will be chosen toward the end of the dissertation process by the mentor in consultation with the field Coordinator. The student will not be notified of the identity of the external reader until a defense copy has been submitted. The external reader and field coordinators are normally not involved until a defense draft of the entire dissertation is produced.

3.11.3. Dissertation Proposal and Hearing

A carefully designed proposal is required of all students. The purpose of the proposal is to force the student to think through the chosen topic carefully—especially in terms of its scope and method. A thoughtful and well-crafted proposal provides a roadmap for the writing of the dissertation that serves to focus and streamline the process. Students should seek to schedule a proposal hearing as early as possible in their program and no later than the end of their first academic year of study. Students who are unable to meet this deadline must submit a letter with an explanation to their mentor who will explain their situation to the PhD Committee.

The proposal should clearly and succinctly identify the proposed research topic, explain the methodology to be applied, indicate the need for such a study, provide a chapter-by-chapter outline, and conclude with a reasonably comprehensive bibliography (excluding standard reference sources and commentaries). The proposal may not exceed 10 pages in length (excluding the chapter outline, bibliography, and perhaps a timeline summary).

At the time of the proposal hearing (though not as a part of the proposal itself), students, in consultation with their mentor, should draw up a schedule for the production of the dissertation, including projected lengths and time of completion for each chapter.

The proposal should be approved by the mentor and second reader, as signified by their signatures on the Proposal Hearing Form. The student will then submit the form, along with the proposal, to the Program Administrator, who will distribute copies to the PhD Committee. The student will then explain and defend his or her proposal before the Committee.

Since the proposal describes an agreed-upon course of action, any change in content, outline, or title must be approved by the supervisor and major changes must be approved by the Ph.D. committee.

3.11.4. Dissertation Composition and Editing Procedure

The process of dissertation composition leading up to the initial draft should follow these steps:

- The student composes a chapter of the dissertation.
- The supervisor (and second reader as agreed upon) approves the content, argumentation, and format.
- The student submits the chapter and two–three pages of bibliography to the Ph.D. Program Administrator, who will apprise the student of any needed corrections in regard to style and format.
- The student revises the chapter and resubmits it to the supervisor.
- The student writes the rest of the dissertation, submitting chapters serially to the supervisor (and second reader as agreed upon).
- The student submits a hard copy of the complete first draft including front matter and bibliography to the supervisor (and the second reader as agreed upon).

Prior to submission of the defense draft, the student will submit an electronic copy of the dissertation to the Program Administrator, who will apprise the student of any needed corrections of style or format. (No dissertations will be sent to outside readers that reflect negatively on the faculty of Wheaton College or on the Ph.D. program.)

3.11.5. Planning for the Dissertation Defense Hearing

As the dissertation is reaching its final stages, in consultation with the mentor the student should begin planning for the defense hearing and dissertation completion. In general, the process should follow these steps:

- Securing an external reader
When the student and mentor are reasonably sure that a full defense draft will be available within six months, the mentor, in consultation with the Coordinator of the student's major field (Theology or Biblical Studies), begins contact with an external reader. The field coordinator follows up this contact with an official letter of invitation, explaining the terms of the engagement.
- Submitting an initial full draft to the mentor
The initial draft should be in the mentor's hands in hard copy at least three months before the hoped-for defense date. Only if the initial draft is in relatively good shape will this timetable be practicable. Significant revisions of an initial draft will almost certainly mean that the defense must be delayed for some time.
- Establishing a date for the defense
Once the mentor has read the initial draft, the mentor and student determine the timing of the defense. At least 45 days should intervene between the submission of the completed defense draft and the defense itself. The mentor works with the BTS Graduate Studies Office Coordinator to establish a date for the defense.
- Submitting of the defense draft
When the defense draft of the dissertation is completed, the student must obtain the mentor's signature on the title page of the defense draft affirming that the document is defensible. No fewer than five weeks before the scheduled defense the student submits in person or by mail five unbound copies of the defense draft to the BTS Graduate Studies Office Coordinator who will forward it to the Program Administrator for distribution to (a) the external reader; (b) the supervisor; (c) the second reader; (d) the chair of the defense committee; (e) the Ph.D. Seminar Room.
The defense draft of the dissertation must be as close to letter perfect as the student can make it, written in clear and accurate English and in conformity with appropriate program style. The mentor is responsible for ensuring that this is the case. The dissertation may not be amended before the defense hearing. The defense draft (and final copies) of the dissertation must not exceed 100,000 words in length, excluding front matter and appendices. Longer drafts will not be accepted.

3.11.6. Specific Deadlines for Graduation

Given the parameters noted above, receiving the degree at a particular graduation date will depend on meeting the following deadlines. **Note that meeting these deadlines in no way guarantees graduation at the specified time. The need for extensive revisions of either the initial or defense draft and/or extra time needed by the external reader to read the dissertation may prolong the process.**

	<u>Dec. Graduation</u>	<u>May Graduation</u>	<u>Summer Graduation</u>
Contact external reader	June 15	Oct. 1	Dec. 1
Initial draft	Aug. 1	Dec. 15	Feb. 15
Defense draft	Sept. 15	Feb. 1	April 1
Hearings	Nov. 1–15	March 15–31	May 15–31

3.11.7 Dissertation Defense Hearing

The dissertation defense hearing is an open forum that other faculty and doctoral students—but in no cases family members—may attend. The Coordinator of the student’s major field (Theology or Biblical Studies) will chair the session. Normally, the Coordinator will ask the student’s mentor to open the session in prayer. The second reader and external reader will take the lead role in the oral examination. The mentor may choose to ask questions during the examination. Once the second reader, external reader, and mentor have concluded their questioning, the session will normally be open to questions from faculty and students who have read the dissertation in advance. Once the questioning has concluded, the Coordinator will dismiss the student whose dissertation is being examined as well as any students who have attended the session. The Coordinator will chair the deliberations of the second reader and external reader, and will solicit input from other faculty members present. The second reader and external reader will determine the outcome of the hearing. In the event that the second reader and external reader cannot agree on a decision, the Coordinator will intervene and, if necessary, cast the deciding vote.

Four outcomes of the dissertation defense hearing are possible: 1) the dissertation may be passed with no further revision necessary; 2) the dissertation may be passed without conditions but with recommendations; 3) the dissertation may be passed on condition that further revision is completed prior to resubmission (with or without an oral defense); 4) the dissertation may be failed. Students should be aware that dissertation defenses frequently result in minor and sometimes major revisions to the defense draft, often with new material. They should therefore schedule their defense hearing well before their anticipated graduation date. Once students have successfully defended the dissertation, they will be certified to walk in the next graduation ceremony even if revisions to the dissertation are still required. The degree will not, however, be officially granted until all program requirements have been completed.

3.11.8 Completion of the Dissertation Process

If approved with conditions, the student revises the dissertation according to the guidelines established by the defense committee. The revised copy is submitted to the supervisor, second reader, and external reader for final approval. Either or both of the latter two may defer to the supervisor and authorize him/her to approve it on their behalf.

The approved copy is submitted in person or by mail to the BTS Graduate Studies Office Coordinator who will forward it to the Program Administrator. The Program Administrator presents it to the Director of the Graduate Student Services Office, who in turn passes the copy to the Technical Reader (TR). The TR’s function is to ensure that the dissertation conforms technically and stylistically to official Wheaton Ph.D. Program standards in every respect (e.g., front matter, body, footnotes, appendices). The student is given the technical reader’s report by the Graduate Student Services Office and makes all required corrections and submits the corrected copy to the Program Administrator. The Program Administrator delivers the corrected copy to the Director of the Graduate Student Services Office, who passes it again to the TR. Upon satisfactory completion of the technical reading process, the Director of the Graduate Student Services Office will present the student with a signed copy of the Buswell Library Doctoral Dissertation Form. The student should keep in mind that the entire technical reading process may take as many as eight weeks to complete.

The student submits a copy of the final approved version of the dissertation to the Program Administrator for final examination and approval. The student should print the copies on the printer that will be used for the final copies.

The student prepares four unbound copies of the approved dissertation on the requisite paper—white bond, 20 pound weight, acid-free or minimum 25 cotton/rag content, with a watermark—and submits them, along with the Doctoral Dissertation Form and associated fees, to the library for binding. One bound copy will be placed in Buswell Library, one will be placed in the Ph.D. Seminar Room, the third will be given to the supervisor, and the fourth to the second reader. Additional copies for personal use may be bound by the Library for an additional fee (see Doctoral Dissertation form Ann Arbor, MI. See “Instructions for Final Submission of Doctoral Dissertations” at http://library.wheaton.edu/uploads/Co/iE/CoENQdMEbavscWgdl2jQ/Buswell_diss_submit_instructions_may.pdf).

The student is also required to send a PDF copy of the dissertation to ProQuest/UMI Dissertation Publishing in Ann Arbor, MI (see instructions at <http://www.etsdadmin.com/cgi-bin/school?siteId=220>).

3.12. STATUTE OF LIMITATIONS AND PROGRAM CONTINUATION

Students have a maximum of six years from the time of enrollment to finish the Ph.D. degree. If students do not complete the Ph.D. program within the six year limit, they will be dismissed from the program unless the student successfully petitions the Ph.D. Committee and the Graduate Academic Affairs Committee (GAAC) for special consideration. Petitions will be considered on a case-by-case basis. A petition to continue enrollment past six years must include a persuasive rationale for the program not being completed on time, and a detailed plan for completing the unfulfilled requirements in a timely manner. An Academic Petition form is used to request an extension. No continuation fees will be charged to the student.

3.12.1. Excused Leave of Absence

For extraordinary reasons (e.g., prolonged illness, maternity leave or serious family crisis) that substantially limit their academic progress, a doctoral student may be granted a leave of absence from the program. Those who wish to take such a temporary leave from the program should consult with their mentor and petition the Ph.D. Committee. If the Ph.D. Committee approves the request, it must also be approved by the Graduate Academic Affairs Committee (GAAC). The petition letter should include the reason(s) for the request and should be submitted as close as possible to the circumstance that precipitated the need. A leave of absence may be granted on more than one occasion but is not to exceed a total of two years. Once approved, the leave of absence will not be counted against the program’s statute of limitations (six years) nor will the student be assessed continuation fees.

Students who have taken leave from the program for one or more semesters must petition the Ph.D. Committee and the GAAC to be re-admitted to the program. The GAAC will evaluate the student’s petition and make a determination about the student’s readiness for re-admission to the program. Students who leave the program for one or more years must petition the Ph.D. Committee and the GAAC, and if permitted to return to the program, must reapply through the Graduate Admissions Office for reinstatement in the program. During a leave of absence, the student’s mentor is not expected to provide dissertation supervision.

3.13. TYPICAL PROGRAM PROGRESS

The scenario below assumes that, at matriculation, the student possesses superior competence in the biblical languages, is able to use German effectively in research, and has done preparatory work on the dissertation.

	FALL SEMESTER	SPRING SEMESTER
YEAR 1	Intro. to Doct. Research (BITH 751) (1 hr) Common Seminar (BITH 879) (2hrs) Directed Research &/or Guided Research (8 hrs) (BITH 793, 794, 795) Dissertation Work	Intro. to Doct. Research (BITH 751, cont'd) Common Seminar (BITH 881) (2 hrs) Seminar (BITH 882 or 883) (4 hrs) Colloquia (BITH 752) (1 hr.) Directed Research/Guided Research/Off-campus course (8 hrs) (BITH 793, 794, 795, etc.) Dissertation Proposal Hearing (at end of semester) Dissertation Work First-Year Evaluation
SUMMER	Finalize 2nd Research Language (Pass Competency Test before beginning 2nd year) Dissertation Work	
YEAR 2	Seminar (BITH 882 or 883) (4 hrs) Colloquia (BITH 753) (1 hr) Directed Research/Guided Research/Off-campus course/Pedagogical experience (4-8 hrs) (BITH 793, 794, 795, 798, etc.) Dissertation Work	Seminar (BITH 882 or 883) (4 hrs) Colloquia (BITH 754) (1 hr.) Directed Research/Guided Research/Off-campus course/Pedagogical experience (4-? hrs) (BITH 793, 794, 795, 798, etc.) Dissertation Work Mid-Program Consultation
SUMMER	Dissertation (BITH 898)	
YEAR 3	Dissertation Continuation (BITH 899) Guided Research/Off-campus course/Pedagogical experience (rarely should students need to prolong these courses into the 3rd year) Dissertation Defense (in March)	
YEAR 4	(When necessary) Dissertation Continuation (BITH 899/999)	

4. ACADEMIC LIFE

4.1. THE MENTOR

The Wheaton PhD/BTS program emphasizes the role of the mentor in the academic and spiritual formation of the doctoral student. Mentors work with comparatively few students at a time and are granted course load reduction for their work with doctoral students. The mentor therefore has considerable freedom in planning the student's specific program of studies, in advising the student on courses and the dissertation, and in evaluating the student's progress in the program. The mentor is responsible for overseeing the student's progress in attaining a sufficiently comprehensive knowledge of the field.

4.2. THE PHD COMMITTEE CHAIR

The Chair of the PhD committee, under its authority, is responsible for chairing the meetings of the Committee, and for providing oversight of the program's main administrative functions and its liaison to the wider Wheaton College institutional structure.

4.3. THE FIELD COORDINATORS & PROGRAM ADMINISTRATOR

There are two field coordinators, one for Theological Studies and another for Biblical Studies. They work together with the Chair of the PhD Committee to give oversight to the program and to foster community amongst the students and faculty.

Their particular responsibilities are focused on working with students and faculty in the program on academic matters related to their respective disciplinary areas.

There is also a Program Administrator who is responsible for managing the day-to-day organizational life of the program.

4.4. THE PHD COMMITTEE

The PhD Committee is charged with oversight of the PhD/BTS program. The Committee consists of the Associate Dean (chair), the other dedicated PhD faculty members (the holders of the Blanchard chairs, the Knoedler chair, and the Wessner chair), as well as other BTS faculty members selected each year by the Associate Dean (in consultation with the Dean of Humanities and Theological Studies), and one student from the program (chosen by his or her fellow students).

The Committee serves as an informed body of "advice and consent" with respect to participant recruitment and selection, faculty selection and assignment, curriculum substance and structure, and dissertation research standards and emphases. It may also be called upon by the Dean of Graduate Studies or the Academic Deans to deal with extraordinary issues such as student appeals and disputes about the meaning or implementation of policy.

4.5. GUIDELINES FOR WRITTEN SUBMISSIONS

4.5.1. English Style and Format Guidelines

The required manual of style for all papers and the dissertation is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th ed., rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams; Chicago: University of Chicago Press, 2007). Note, however, that several matters in Turabian have been revised to fit the Wheaton PhD program better. These revisions are found in the Appendix to this Handbook. Format questions distinctive to the dissertation not covered in Turabian are sometimes treated in *The Chicago Manual of Style* (15th ed.; Chicago: University of Chicago, 2003), on which Turabian is based. Students should cultivate early the habit of formatting their papers according to Turabian. All papers submitted for coursework in the doctoral programs are expected to conform to these standards.

Students are encouraged to follow modern English guidelines by avoiding the use of masculine nouns and pronouns when referring to a person or persons in a generic way or when referring to the human race generally. This principle does not, however, extend to references to the deity nor does it extend to quotations from other works. (See additional remarks in the Appendix.)

4.5.2. English Writing Skills

Students whose mother tongue is not English are expected to demonstrate a level of English proficiency at the time of admission into the program. These, however, are often inadequate indicators of a student's English writing skills. Students should be aware that seminar papers and the final draft of the dissertation are expected to be not only in proper style and format, but also well written employing correct English grammar and idioms.

Though the Dissertation mentor will be helpful in these situations, it is not the mentor's responsibility to re-write the dissertation or make detailed corrections to the draft. Moreover, if the English is particularly obscure or problematic, the mentor may require the student to correct and improve early drafts as well as the final draft. Students needing help with their English writing skills are encouraged to make arrangements for assistance and may consult their mentor or the Wheaton College Writing Center for help.

4.5.3. Plagiarism

Plagiarism is the direct quotation or use of ideas or writings of another person without giving written acknowledgment of the source. The student is responsible for knowing the difference between the legitimate and illegitimate use of published and unpublished source material. If there is any doubt, counsel should be sought from the student's mentor.

Substantial penalties, including dismissal from the program, will be assessed if a student is found to be guilty of plagiarism. See the Wheaton College Catalog for more details.

4.6. INSTITUTIONAL RESOURCES

Wheaton College has a number of resources that are particularly important for those pursuing research doctoral programs. These resources include the campus library and archives.

4.6.1. Campus Library and Archives

Buswell Memorial Library contains approximately one million items, including books, journals, sound recordings, scores, and audio-visual materials. The College Archives & Special Collections, a department of Buswell Library, houses extensive collections of published and unpublished records in numerous subjects. The Evangelism and Missions Collection is located within the College Archives & Special Collections and holds materials relating to missions, revival, and evangelism. The Billy Graham Center Archives collects unpublished records of the history of North American nondenominational Protestant efforts to spread the Christian Gospel. The Marion E. Wade Center is a special collection of the books and papers of seven British authors who are well-known for their impact on contemporary literature and Christian thought: Owen Barfield, G. K. Chesterton, C. S. Lewis, George MacDonald, Dorothy L. Sayers, J. R. R. Tolkien, and Charles Williams.

Buswell Library is the hub of the participant's research efforts. The participant is expected to be familiar with specific research tools, bibliographical services, basic and abstract indexes, computer-based search systems, journals, and dissertations. The reference librarians welcome requests for assistance or training.

Buswell Library user services include individual and group library instruction, Interlibrary Loan, Reserves, and a research-oriented website that provides access on and off campus to many catalogs, digital journal collections, and academic databases. Buswell also provides in-house access to several Bible software programs, including the most recent version of Accordance, and older versions of both Logos Bible Software and Bible Windows (now called "Bibloi").

A conscious attempt has been made to develop an unusually fine reference library for advanced biblical studies, consisting of all essential lexicons, encyclopedias, dictionaries, bibliographies, periodical indexes, and related volumes. Buswell Library is open every day but Sunday, and offer various services designed to assist participants and faculty in study and research.

4.6.2. Interlibrary Loan

Wheaton students and faculty are able to borrow materials from other libraries through Buswell Library's participation in two resource-sharing networks: CARLI, a consortium of Illinois academic libraries, and OCLC, an international network of over 35,000 libraries containing over 179 million items in over 400 languages. CARLI members use the **I-Share catalog** system to locate and request materials from other CARLI libraries. Only if Wheaton users cannot find an available copy in I-Share do they proceed to repeat the search and request it through OCLC's **WorldCat**.

The average turnaround time for I-Share (book) requests is about four days, whereas WorldCat requests average seven to ten days. All of the I-Share and the vast majority of WorldCat borrowing requests are free. In rare instances, a lending library charges a fee and if so, the user must cover this cost. You will be informed of any changes before the request is executed.

For these and related matters do not hesitate to contact a reference librarian or the Interlibrary Loan staff for assistance. Submit a comment or question anytime at <http://library.wheaton.edu/ask>. The direct Interlibrary Loan Office number is 630-752-5843, or send email to ill@wheaton.edu.

4.6.3. Other Area Libraries

Students are also encouraged to make good use of other university and theological research libraries in the Chicago area. Information and assistance is available in Buswell Memorial Library.

The Chicago area, by virtue of its combined library resources, is among the best geographical areas in the United States in which to do research in academic theology. The availability of these materials has been enhanced in recent years, especially through the cooperative efforts of the Library Council of the Association of Chicago Theological Schools (ACTS), representing 13 schools in the greater Chicago area. This group represents a broader cooperative effort between two other consortia of theological schools: the Chicago Cluster of Theological Schools (those in the Hyde Park and West Suburban areas), and the Chicago Theological Institute (those of the North Chicago and Suburban areas). Members of the Chicago Cluster include the Catholic Theological Union, the Meadville/Lombard school, the Northern Baptist Theological Seminary in Lombard, and the combined Jesuit, Lutheran and McCormick schools. The Chicago Theological Institute includes North Park Seminary, Garrett-Evangelical and

Seabury-Western, St. Mary of the Lake in Mundelein, and Trinity Evangelical Divinity School. The religion division of the Regenstein Library at the University of Chicago is also a member of the ACTS Library Council. Catalog holdings of the Chicago Cluster libraries are available in microform.

Other valuable collections include those of the Newberry Library, the Moody Bible Institute, the Chicago Public Library, Northwestern University Library, and the Center for Research Libraries in Chicago. The Newberry Library is one of the world's outstanding research libraries for the humanities, with special strengths in Western European and American history from the Renaissance through World War I. Although religion is not one of its specialties, it is rich in theological materials, including a good number of rare books, first and early editions.

The Center for Research Libraries was established in the early 1950s by a group of major Midwestern university research libraries to house little-used and rare research materials, which it maintains and disseminates. Strengths include collections of textbooks, worldwide newspapers, and government and state documents. Among its rare items are 16th and 17th-century pamphlets, and it houses under one roof the world's largest collection of foreign doctoral dissertations. Another resource is The Institute for the Study of Religion in America in Evanston, which collects and maintains one of the largest collections of documents and original source materials concerning the “non-traditional” religious bodies of America.

4.6.4. Study Carrels

Study carrels are provided for all PhD/BTS students in Buswell Memorial Library. Students are also urged to use the Seminar Room—when meetings or classes are not being held—as a gathering place for conversation and shared research.

APPENDIX

1. REVISIONS TO THE TURABIAN FORMAT GUIDELINES

Since certain matters are stipulated by the Buswell Memorial Library for the dissertation, some requirements in Turabian are not appropriate for the PhD program. Therefore the following sections of Turabian are suspended; students should follow the alternate format that is given here.

- The prescribed sequence and spacing of front material in the Wheaton Ph.D. Dissertation front matter template ([http://www.wheatongrad.com/PhD Biblical and Theological Studies](http://www.wheatongrad.com/PhD_Biblical_and_Theological_Studies)) supersedes what is prescribed in Turabian A.2.1.
- All margin standards prescribed in the Instructions for Final Submission of Doctoral Dissertation ([http://www.wheatongrad.com/PhD Biblical and Theological Studies](http://www.wheatongrad.com/PhD_Biblical_and_Theological_Studies)) should be followed.
- Footnotes rather than endnotes are required.
- Twelve pitch Times New Roman font is to be used throughout.
- When placing a citation in a footnote after a direct quotation or substantive comment, the citation should be placed in parentheses immediately after the quotation and prior to the terminal punctuation mark (superceding Turabian 16.3.5).
- Page numbers are to be .75 inch from the top or bottom edge of the page. First and last lines of the page must be at least one inch from the top or bottom of the page and double-spaced from page number.
- While students should follow Turabian for the *rules* governing the abbreviation of biblical book names (24.6), non-biblical Jewish and Greek literature, and secondary literature, they must follow *The SBL Handbook of Style* (Peabody, MA: Hendrickson, 1999) for the *forms* of the abbreviations (8.3).
- The requirement that abbreviations for titles (e.g., journals) and series be avoided in the Bibliography (*SBL Handbook* 7, Intro.) need not be followed, though it is optional.
- Footnote reference numbers must be superscript (superceding figures A.9 and A.10 in Turabian).
- The bibliography should include only works cited in the text.
- The Dissertation abstract is not to exceed 350 words.

2. GENDER NEUTRAL LANGUAGE

The recommendation that students use gender-neutral language (4.5.1.) is based on the recognition that modern English is increasingly discarding the use of grammatically masculine terms to refer to men and women generally. The continued use of such expressions can therefore mis-communicate, signaling a masculine referent when none is intended. Useful advice on a gender-neutral writing style is found in the *InterVarsity Press Style Guide*, millennium edition, Section N.3 and Appendix 3 (<http://www.gospelcom.net/ivpress/info/style-guide.pdf>). In addition to these suggestions, the use of “singular they/their”, which is becoming increasingly standard English, is also encouraged (e.g., “Each student who does well on the test will have their grade improved”). Students who choose to continue to use masculine terms in a generic sense should be able to articulate clearly to their mentors or other professors concerned their reasons for doing so.