
HANDBOOK FOR PARTICIPANTS

The Doctor of Philosophy Program in Biblical and Theological Studies

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Wheaton College reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, curricula, and courses.

Participants may complete the graduation requirements for their program as outlined in the catalog at the time of initial enrollment or any subsequent catalog in effect during their time of resident study.

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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 participants to the PhD/BTS program. The Handbook contains requirements, policies, and procedures which govern the PhD/BTS program. This edition of the Handbook reflects the latest actions of the PhD/BTS 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

Participants admitted to Wheaton College are subject to the requirements of the catalog which is current at the time of their initial enrollment. The catalog is updated annually. Participants may complete the graduation requirements for their program as outlined in the catalog at the time of initial enrollment or any subsequent catalog in effect during their time of resident study.

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 in combination with creative and critical reflection on its significance for the church and contemporary culture. 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 has received preliminary 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 Program Director 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 exposure to methods and results of non-western scholars and through sustained interaction with visiting international scholars.

Students will focus on either Biblical Theology or Systematic/Historical Theology (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 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 are the student's "concentration"). But the entire program, including the dissertation, will require integration with the other concentrations. 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. Participants 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. Participants 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, and serious preparatory thinking about a dissertation topic.

At the heart of the residence course work are four PhD seminars (one each semester for the first two years of the student's residency). Students will also be required to take, as directed research, at least one course from the liberal arts undergraduate curriculum of Wheaton College and, at the recommendation of their mentor, regular graduate courses from the BTS curriculum. In addition, as a means of fostering broader exposure to biblical and theological studies, students will take an advanced graduate course at an institution other than Wheaton College. An introductory course orients students to the nature of PhD studies and to the particular environment of Wheaton College. Students will also be expected to participate in the PhD/BTS colloquium program. Central to this program is a series of sessions offered at least every other year by a visiting international scholar, but also included are occasional lectures presented by Wheaton faculty, Wheaton students, or campus visitors. In their second or third year, students will work with a faculty member in a directed pedagogical experience. Students will also be expected to read widely enough in their chosen concentration (Biblical Theology/New Testament; Biblical Theology/Old Testament; 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 dissertation should be the participant's main goal in the program. Students are expected to engage in serious dissertation research from the time they matriculate.

The time participants take to complete the program depends on their level of academic preparation, their aptitude, and the time they are able to devote to the program. It is hoped that many participants will be able to complete the PhD/BTS 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. A normal course load is 13-14 hours per semester. Full-time is defined as at least 10 hours per semester.

1.5. THE LEARNING COMMUNITY

As a distinctly Christian program, the Wheaton PhD/BTS puts great emphasis on the learning community. Participants 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 participants. 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. Participants should also consider revising seminar papers for publication: professors will happily offer advice and encouragement, and help point manuscripts in the direction of suitable publication.

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. So it is our desire that participants 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 are:

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

Students applying in the Biblical 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 Old Testament studies
- Competence in the field of New Testament studies
- Familiarity with Systematic Theology
- Familiarity with Historical Theology

Students applying in the Systematic/Historical 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

- 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 (required 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. 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 for such students).
2. The student has acceptable scores on the tests within the past two years.

2.2. APPLICATION PROCEDURES

Application materials can be secured from the Graduate Admissions Office. Completed applications are due by Jan. 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. When the student begins the program, the deposit will be refunded.

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 an \$8,000-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, clerical support of the program and the department, and supervised pedagogical experiences.

2.4. FULL AND PART-TIME STATUS

Students are expected to maintain full-time status throughout the typical three years of their residence at Wheaton. Summer employment, while not encouraged, is allowed.

2.5. ADVANCED STANDING AND TRANSFER OF CREDIT

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

3. PROGRAM OF STUDIES

3.1. BIBLICAL LANGUAGES

All PhD/BTS students are expected to be proficient in Biblical Hebrew and Greek at the time of matriculation. The student's mentor will be responsible to 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 participants have a minimal reading knowledge of two modern languages other than English. Proficiency in theological German is required of all PhD/BTS participants at the time of matriculation. A proficiency test will be administered during Orientation every Fall. Students will be asked to translate, with the help of a lexicon, a passage of theological German. 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 participants, at the recommendation of their mentors, may opt for a different language. The student should make such a request in conjunction with the dissertation proposal, and 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 Orientation each Fall.

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 about continuation in the program to the Program Director. 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 third 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 participant is granted candidacy following the successful completion of all degree requirements, excepting the completion of the dissertation.

3.6. COURSE LOAD AND RESIDENCY REQUIREMENTS

Full-time in the PhD/BTS is defined as enrollment in at least 10 hours of doctoral-level classes per semester or as at least 30 hours a week on average of dissertation research and writing. Students are expected to remain in residence at Wheaton for three academic years.

3.7. 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.

Seminars – 4 seminars, 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 a seminar in each semester for their first two years. The first seminar is the core seminar, BITH 881, taken in the student's first semester. Each student must then enroll in two seminars in their major field and one in their minor field (the two fields are Biblical Theology and Systematic/Historical Theology). Biblical Theology students will therefore take one section of BITH 881, two of BITH 882, and one of BITH 883; Systematic/Historical Theology students will take one section of BITH 881, two of BITH 883, and one of BITH 882.

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. The course provides a general orientation to doctoral studies and to the Wheaton PhD/BTS program in particular.

Directed Research – 1 or more courses, 4 credits each

Directed research courses 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 usually be expected to write a paper or take tests – although, at the

discretion of the student's mentor and the class teacher, 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.

All students are required to take at least one directed research course in conjunction with a Wheaton College liberal arts class (BITH 794). Most students will also have to take at least one directed research course in conjunction with a BTS class (BITH 793). In each case, students should register for BITH 793 or 794, but also indicate (in parentheses) the associated classroom course. The permission of the classroom teacher should also 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, 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, and providing a final evaluation.

Off-Campus Course(s) – 1 or more courses, 3-4 credits each

Each student is required to take at least one course 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 Graduate Biblical and Theological Studies office will compile a list of possible courses each academic year from which students may choose. The student's mentor will help the student choose an appropriate course and must approve the course.

Pedagogical Experience – 1 course, 2 credits

Each student, normally in the second or third year, will be involved in a directed pedagogical experience (BITH 798). 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 the Program Director can also assist in identifying an appropriate venue for the experience.

Colloquia – 3 courses, one credit each

The BTS department sponsors several colloquia a year, at which department professors, visiting professors, or students read papers or lead discussions. PhD/BTS students are expected to attend such colloquia whenever possible. In addition, students will be expected to attend a series of quad-length, once-a-week sessions led by a visiting international scholar. Some minor reading assignments might be required. 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).

3.8. OVERVIEW OF COURSE REQUIREMENTS

Program Component	Classes	Credits
Seminars	4	16
Core Seminar (BITH 881)	1	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)	1-2	4-8
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 international scholar sessions		
Dissertation		
Totals		40-60

3.9. COURSE ENROLLMENT AND REGISTRATION

Students should consult with their mentors before official registration. The mentor must approve the proposed course schedule each term.

PhD/BTS seminars are designed for Wheaton's own PhD/BTS students. But enrollment of students from other institutions or of masters-level students from Wheaton is allowed in cases where the professor of record and the Program Director deem that the seminar experience will not suffer by the presence of the additional students.

3.10. 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."

3.11. 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 reasonably comprehensive knowledge of their concentration (Biblical Theology/New Testament; Biblical Theology/Old Testament; Systematic Theology; Historical Theology) by the end of their program of study. In addition, since the Wheaton PhD/BTS 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 from the time of matriculation. Comprehensive knowledge of the field is further encouraged and monitored during the program by the requirement of a portfolio. This portfolio will be presented to the dissertation examination committee (with the exception of the external reader) for approval at the end of the student's program. It will consist of the following:

- A transcript of the student's previous educational work.
- A record of any significant academic projects which 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.
- 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 dissertation examination committee (without the external 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. An oral examination 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.

The supervisor and the second reader of a student's dissertation 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 the degree requirement.

3.12. 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, 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.

3.12.1. Areas for Dissertation Research

Dissertations at Wheaton should be theological in orientation and integrated in scope. Furthermore, Wheaton admits to its PhD/BTS program only students who plan to write dissertations in areas of interest to the specified PhD mentors. Admitted Wheaton PhD students are urged to do as much preliminary work in the dissertation area as possible 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 very 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.

3.12.2. 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 (Theology or Biblical Studies). The mentor works closely with the student throughout the production of the dissertation, offering regular guidance as to the direction and content of the work. Mentors, in consultation with their students, 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 Program Director. The student will not be notified of the identity of the external reader until a defense copy has been completed. The external reader and Program Director are normally not involved until a defense draft of the entire dissertation is produced.

3.12.3. Dissertation Proposal and Hearing

A carefully designed proposal is required of all participants. The purpose of the proposal is to force the student to think through the chosen topic very 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 certainly no later than the end of their first academic year of study.

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 bibliography).

At the time of the proposal hearing (though not as a part of the proposal itself), students, in consultation with their mentors, 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 Coordinator of the student's major field (Theology or Biblical Studies), who will distribute copies to the PhD Committee. The student will then explain and defend his or her proposal before the Committee.

3.12.4. Dissertation Completion Procedure

As the dissertation is reaching its final stages, the student, in consultation with the mentor, 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), should begin contact with an external reader.
- **Submission of an initial full draft to the mentor**
The initial draft should be in the mentor's hands 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 on an initial draft will almost certainly mean that the defense must be put off for some time.
- **Establish a date for the defense**
Once the mentor has read the initial draft, the mentor and student should consult about 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 should work with the BTS Graduate secretary to establish a date for the defense.
- **Submission of the defense draft**
The defense draft of the dissertation must be approved by the mentor before it is submitted. Four (unbound) copies of the defense draft must be filed in the Graduate Biblical and Theological Studies Office at least 10 days before the scheduled defense. The office will circulate the defense drafts to the Dissertation committee members, and one copy will be available for general perusal in the 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. It 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, inclusive of all matter. Longer drafts will not be accepted.

- Technical Reading of the Dissertation

The student is also responsible to submit one unbound copy of the defense draft for technical reading. This copy, along with a completed Technical Reader Tracking Form (available from the BTS Graduate secretary), must be submitted to the Director of Graduate Student Services. (Students residing outside the Wheaton area are responsible for providing pre-addressed, postage-paid mailing envelopes for the return of the dissertation after it has been read; or the student can designate a contact person to manage the technical reading process for the student.) The technical reader will review the dissertation for conformity to Wheaton and PhD/BTS format requirements, English grammar, and English composition. When the manuscript is returned to the student, corrections to the manuscript must be made, a clean copy as well as the original marked copy returned to the Director of Graduate Student Services, and the manuscript checked again. This procedure will be followed until the manuscript is determined to be ready for final printing. At this time the dissertation will be returned to the student with a Buswell Memorial Library Dissertation form.
- Dissertation Defense (see below)
- Submission of the final draft to the committee members

The student will submit the final draft to the committee member(s) designated by the committee to check the revisions. When that person or persons has agreed that the revisions have been made, the committee members will sign the approval page.
- Submission of the final draft to the Graduate Student Services Office

The student should submit two copies of the final draft along with Buswell Memorial Library Dissertation form, to the Library. One copy must be submitted to the Graduate BTS secretary for the Seminar Room. Additional copies for personal use will be bound the Library for an additional fee (see Library Dissertation form).

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

3.12.5 Dissertation Defense Hearing

The dissertation defense hearing is an open forum. Other faculty and doctoral students 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, normally the session will 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 non-faculty who have attended the session. The Coordinator will chair the deliberations of the second reader and external reader, and will solicit input from the 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 participants 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, of course, officially be granted until all program requirements have been completed.

3.13. STATUTE OF LIMITATIONS AND PROGRAM CONTINUATION

All program requirements (course work and dissertation) for the degree are to be completed within six years from matriculation. No continuation fees will be charged to the student.

3.14. TYPICAL PROGRAM PROGRESS

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

	FALL SEMESTER	SPRING SEMESTER
YEAR 1	Core Seminar (BITH 881) (4 hrs) Intro. to Doct. Research (BITH 751) (1 hr) Directed Research &/or Guided Research (8 hrs) (BITH 793, 794, 795) Dissertation Work Dissertation Proposal Hearing (at end of semester)	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 Work First-Year Evaluation
SUMMER	Finalize 2nd Research Language (Pass Competency Test [2-page translation] 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 Mid-Program Consultation	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
SUMMER	Dissertation	
YEAR 3	Dissertation Guided Research/Off-campus course/Pedagogical experience (only rarely should students need to prolong these courses into the 3rd year) Dissertation Defense (in March)	
YEAR 4	(When necessary) Dissertation	

4.0. 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 progress in the program. The mentor is responsible for overseeing the student's progress in attaining a reasonably comprehensive knowledge of the field.

4.2. THE PHD COMMITTEE CHAIR

The Chair of the PhD committee, under the authority of the PhD committee, 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 PROGRAM COORDINATORS

There are two program coordinators, one for Theological Studies and another for Biblical Studies. Together they work 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 about academic matters related to their respective disciplinary areas.

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 four other dedicated PhD faculty members (the holders of the Blanchard chairs, the Knoedler chair in Theology, and the Wessner chair in New Testament), 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 Program Director or the Academic Deans to deal with extraordinary issues such as participant 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 *The SBL Handbook of Style* (ed. Patrick H. Alexander, et al.; Peabody, Mass.: Hendrickson, 1999). Note, however, that several matters in the *SBL Handbook* have been revised to fit better the nature of the Wheaton PhD/THS program. These revisions are found in the Appendix to this Handbook. Note also that participants who entered the program in 2002 or 2003 may continue to use Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed., rev. John Grossman and Alice Bennett; Chicago: University of Chicago, 1996). Participants must, however, be consistent in following one style manual or the other. Format questions not covered in the *SBL Handbook* or Turabian are sometimes treated in *The Chicago Manual of Style* (15th ed.; Chicago: University of Chicago, 2003). Participants should cultivate early the habit of formatting their papers in accordance with the *SBL Handbook*. All papers submitted for coursework in the doctoral programs are expected to conform to these standards.

Participants 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 they are referring to the human race generally. This principle does not, however, extend to references to the deity (contra *SBL Handbook* 4.3 and 4.4.8) nor, of course, does it extend to quotations from other works. (See additional remarks in the Appendix.)

4.5.2. English Writing Skills

Participants whose mother tongue is not English are expected to demonstrate a level of English proficiency at the time of admission into the program. However, these are often inadequate indicators of a participant's English writing skills. Participants 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 well written in correct English grammar and idiom.

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 participant to correct and improve early drafts as well as the final draft. Participants 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 participant 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 participant's mentor.

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

4.6. INSTITUTIONAL RESOURCES

Wheaton College has available a number of resources particularly important for those pursuing research doctoral programs. These resources include the campus libraries, library networking services, and doctoral study areas.

4.6.1. Wheaton College Libraries

The Wheaton College libraries contain approximately 1,000,000 items, including books, sound recordings, scores, audio-visuallys, microforms, and curriculum materials. The libraries also subscribe to more than 2,300 current periodical titles. Buswell Memorial Library is responsible for collecting materials for curricular and research support of both the undergraduate and graduate programs. The Billy Graham Center Library is a special library that collects materials relating to missions, revival, and evangelism. 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 Memorial Library is the hub of the participant's research efforts. The participant is expected to be familiar with specific research tools, bibliographical services, basic indexes and abstract directories, computer-based search systems, journals, periodicals, and dissertations.

Buswell Memorial Library user services include individual and classroom library instruction, Interlibrary Loan, Electronic Reserves, and a research-oriented website that provides campus-wide access to hundreds of electronic journals, along with bibliographic and full text databases. The Library also maintains an extensive collection of CD-ROM databases and full text reference sources that are accessible within the Library building.

A conscious attempt has been made to develop an unusually fine reference library consisting of printed book catalogs, bibliographies, periodical indexes, and related volumes. The Wheaton College Libraries are open every day but Sunday, and offer various services designed to assist participants and faculty in study and research.

4.6.2. Interlibrary Loan

Buswell Memorial Library's Document Delivery department enables students and faculty to borrow materials from other libraries worldwide through the College's participation in resource sharing networks: LIBRAS, a consortium of eighteen Chicago-area college and university libraries; and OCLC, an international online network of over 35,000 libraries containing over 700 million items in over 400 languages. Students are also able to borrow materials directly from LIBRAS member libraries. Wheaton College is also a member of ACTS, the Association of Chicago Theological Schools, which consists of nine Protestant and two Roman Catholic seminaries. The combined ACTS library collections comprise 1.5 million volumes of books, about 5,000 currently received periodicals, electronic media equipment, and modern language laboratory facilities. Students and faculty of the member schools have borrowing privileges at all of the libraries but must abide by the circulation policies of each library. PhD/BTS participants may request material from other member ACTS libraries which will be sent through the courier.

Materials not available in the Wheaton College Libraries usually can be obtained from other libraries. This service provides for loan of books as well as photocopying of periodical articles. While interlibrary loan can take from two to six weeks, books available from libraries of the Chicago Association of Theological Schools can be made available in as little as four days. While there is no limit on the number of requests that can be made through interlibrary loan, the participant is responsible for paying for all photocopies sent by this service. Forms, fees, and instructions concerning interlibrary loan may be obtained at the Interlibrary Loan Desk.

4.6.3. Other Area Libraries

Participants are also encouraged to make good use of the university and theological research libraries in the Chicago area. Information and assistance is available in the library.

The Chicago area, by its combined library resources, is among the best four 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, as is the Billy Graham Center Library in Wheaton, which is rich in primary resources and archival materials, especially having to do with fundamentalism, evangelicalism, and intercultural studies/missions. 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, government and state documents. Among rare items are 16th and 17th-century pamphlets, and it houses under one roof the world's largest collection of foreign doctoral dissertations. Participating libraries have full access to these materials as well as aid in locating any rare and unusual material. Another resource is The Institute for the Study of Religion in America, in Evanston, which collects and maintains perhaps the major set of documents and original source materials concerning the "non-traditional" religious bodies of America.

Illinois ranks high among the states both in its research libraries and in the sophisticated system which makes their holdings available to researchers, the Illinois Library and Information Network, in which public and many business and industrial libraries cooperate as well as those of most private educational institutions such as Wheaton College. These vast resources include the more than seven million volumes of the University of Illinois, the five million of the University of Chicago, the four million of Northwestern, and two million of the University of Southern Illinois. Wheaton College participates through the XXX Library System, which operates a courier service. Among its numerous services are data-base searching for smaller libraries and access to the Central Serials Service, centered at the Newberry Library, which is the nation's second largest serials collection.

Wheaton College also has access to various national library resources, including the Online Computer Library Center (OCLC), giving access to millions of volumes nationwide. In addition, there is a collection of library catalogs in book form, including the Library of Congress/National Union Catalog, the catalogs of the British Museum/Library and the British National

Bibliography, the Dr. Williams Library in London, the Union Theological Seminary Library, the McAlpine Theological Library and the Missionary Research Library housed at Union Seminary. Other book catalogs include the Oriental Institute of the University of Chicago, the Klau Library of the Hebrew Union College in Cincinnati, the Van Hoose Library of Philosophy of the University of Southern California, and the Ecumenics Catalog of the World Council of Churches at Geneva. Wheaton College Libraries are also an active member of the American Theological Library Association, and the Cooperative Microform Project on Religion and Theology.

4.6.4. Study Carrels

Study carrels are provided for all PhD/BTS students: either in Buswell Memorial Library or in the Billy Graham Center 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 *SBL HANDBOOK* FORMAT GUIDELINES

Since the *SBL Handbook* is intended primarily to guide authors submitting mss. for publication and because certain matters are stipulated by the Buswell Library for the Dissertation, some requirements in the *SBL Handbook* are not appropriate for the PhD program. Therefore the following sections of the *SBL Handbook* are set aside; participants should follow the alternate format that is given here.

- For general format matters, chs. 1 and 14 in Turabian (Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* [6th ed. rev. John Grossman and Alice Bennett; Chicago: University of Chicago Press, 1996]) should be followed in place of *SBL Handbook* chap. 3.
- The prescribed sequence of front material given in the Wheaton Thesis Guide 7.2.5 (with associated appendices) supersedes the *general* sequence prescribed in Turabian 1.7-32.
- Footnotes rather than endnotes should be used (cf. Turabian 1.46).
- Buswell Library requires that the left margin in the dissertation be at least 1½ inches (superseding Turabian 14.2).
- The recommendation to avoid "assignment of gender to God" (4.3; cf. also 4.4.8) is to be ignored.
- The "Author-Date" Citation form found in *SBL Handbook* 7.4 is *not* to be followed.
- 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 should be superscript (superseding option given in Turabian 14.14).

2. GENDER NEUTRAL LANGUAGE

The recommendation that participants use gender-neutral language (4.4.1.) 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>); and 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"). Participants 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.