HANDBOOK FOR PARTICIPANTS

The Doctor of Philosophy Program
in
Biblical and Theological Studies

2018

Wheaton College
Wheaton, Illinois USA

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1. OVERVIEW OF THE PROGRAM

1.1. HANDBOOK FOR PARTICIPANTS

The Handbook for Participants is designed to help orient students to the Wheaton College Ph.D. Program in Biblical and Theological Studies. The Handbook contains requirements, policies, and procedures that govern the Program. This edition of the Handbook reflects the latest actions of the Program Committee as of the publication date and should be regarded as an official supplement to Wheaton's Program policies and procedures found in the current edition of the Wheaton College Catalog. Wheaton College reserves the right to change without notice any statement in this publication concerning, but not limited to, rules, policies, curricula, and courses.

1.2. WHEATON COLLEGE CATALOG

Students admitted to Wheaton College are subject to the requirements of the Catalog and coinciding Handbook that are 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. However, the Handbook also details various *Program policies and procedures* for which any changes would henceforth apply to all students enrolled in the Program, regardless of the Catalog applied to graduation requirements; for such items (e.g., dissertation submission protocols), a student may not elect to use a particular Handbook.

1.3. PROGRAM PURPOSE AND ACCREDITATION

The 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 serves Jesus Christ and advances His Kingdom through excellence in liberal arts and graduate programs that educate the whole person to build the church and benefit society worldwide.

The Program has received accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

1.4. PROGRAM PROSPECTUS

The 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 is provided a full tuition scholarship for as long as they remain in the Program. Students pay no tuition for any Wheaton course recommended by the student's supervisor 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 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 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; one of these disciplines will be 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 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 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 Ph.D. studies and to the particular environment of Wheaton College, at the heart of the required course work are five Ph.D. seminars. At the recommendation of their supervisor, 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, with the tuition cost covered by Wheaton. 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 Program is on independent research for the dissertation, conducted under the guidance of the student's supervisor. 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 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 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 basic agreement with the College's statements of faith and purpose.

It is the policy of Wheaton College to prohibit unlawful discrimination and harassment against any member of its community based on the individual's race, color, national origin, sex, age, disability, citizenship, veteran status, genetic information, or any other consideration made unlawful by relevant law, in matters of admissions, employment, housing, or in any aspect of the educational programs or activities it offers. As a religious institution, Wheaton College retains the right to make employment, admission, and educational decisions on the basis of an individual's religious beliefs and conduct consistent with the Wheaton College Statement of Faith, Community Covenant, and other policies.

2.1. ADMISSION REQUIREMENTS

In addition to the general requirements for admission to Wheaton College, requirements for admission to the Program are:

- An M.A. (in an area of biblical or theological studies) or M.Div. degree, or the equivalent.

   Students applying in the Biblical Studies (Old or New Testament) concentration should be able to demonstrate (normally in conjunction with transcripted 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 Theological Studies (Historical or Systematic) concentration should be able to demonstrate (normally in conjunction with transcripted 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.
- Strong recommendations from three of the applicant's teachers and his or her pastor.
- International students and permanent residents of the U.S. whose native language is not English are required to take either the TOEFL or IELTS test with the minimal scores indicated below:

  - TOEFL   100   (Internet-Based Test)
  - IELTS   7.0

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 (where accessible) 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.

2.2. APPLICATION PROCEDURES

Application materials can be secured from the Graduate Admissions Office. Completed applications are due by January 1. Personal interviews with selected applicants will be conducted in February, and applicants will be notified of their status by the first week in March. Those placed on the waiting list will be informed of the final decision by April 15. Successful applicants must notify Wheaton of their intention to enroll by sending a $500 deposit before 5:00 P.M., April 15. The deposit will be refunded when the student begins the Program.

2.3. SCHOLARSHIPS AND FELLOWSHIPS

All Ph.D. students are granted a tuition waiver for the entire length of their study in the Program. In addition, each student is granted a fellowship (approximately $10,000 per year), paid in bi-weekly installments within the fall and spring semesters. 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 could include, but not be limited to, research and classroom assistance to specific professors, tutoring of undergraduate and graduate students, and/or clerical support of the Program and the department.

2.4. FULL AND PART-TIME STATUS

A student is defined as "full-time" in the 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 Program. In exceptional circumstances, an applicant to the Program may petition the Ph.D. 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 Ph.D./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 supervisor 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. OTHER LANGUAGES

Competent research at the Ph.D. level requires that students have a minimal reading knowledge of two modern languages other than English. To ensure proficiency in theological German, all Ph.D./BTS students will be required to take the course *German for Reading* during their first semester of study. (This course will count for zero credit hours toward the degree and therefore does not count as part of the minimal ten hours required for full-time status.) The German language requirement for the Program will be fulfilled by passing each of the two portions of the course's final exam with a minimum score of 75%.

All students are then strongly encouraged to enroll in the German translation workshop during their second semester to further develop their German reading skills.

Proficiency in a second modern language should be demonstrated before entering the second year of the Program. The second modern language is typically French. A *French for Reading* course is offered in the second semester; passing its exam fulfills the Program requirement. At the recommendation of their supervisors, students may request a second modern language other than French. Students should file a brief rationale for such a request along with their dissertation proposal. The Ph.D. Committee will then determine whether the request should be approved. If a different second modern language is requested, then a proficiency test would ordinarily be administered on the Friday before the fall semester classes begin in a student's second year.

Students whose first language is German or French, as well as those who have taken a graduate-level German/French for Reading course or at least one full year of transcripted college-level German/French, may petition the Ph.D. Committee to waive the relevant course requirement before matriculation. They must file this petition no later than May 1. Those who do so will be required to take a brief competency exam to demonstrate proficiency.

Students who fail to pass a modern language exam may receive up to two re-takes. Unless the Ph.D. Committee grants an exception, the first German re-take must occur before the end of a student's second semester, and any second German re-take must occur before the beginning of the fall semester of a student's second year. For a student's second modern language, the first re-take will normally take place on the Friday before spring semester classes begin during the student's second year. The second re-take must take place before the end of that semester. A student failing a modern language exam three times will be dismissed from the Program, unless the student successfully petitions the Ph.D. Committee. One final retake may be allowed by the Ph.D. Committee if the student demonstrates special circumstances. In such a case, the student will be placed on probation until the final retake of the modern language examination. Failure to pass this retake will result in automatic dismissal from the Program.

Students cannot apply for candidacy status until they have satisfied both modern language requirements. A student who has not applied for candidacy by October 1 of their fourth year will automatically be placed on probation, and the Ph.D. Committee will then vote at its first available meeting whether to allow the student to continue in the program.

3.3. FIRST-YEAR EVALUATION

Toward the end of the student's first academic year, the student's fitness for Ph.D.-level study will be formally evaluated by the supervisor. 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 supervisor will be responsible for making a recommendation concerning continuation in the program to the Ph.D. Committee. Any recommendation that a student be placed on probation or not continue in the program will require the endorsement of the Ph.D. Committee before the action becomes official.

3.4. CANDIDACY

A Ph.D./BTS student may request candidacy status ("all but dissertation" or "ABD") following the successful completion of all degree requirements other than the passing of the comprehensive exam and the completion of the dissertation. The student will make a formal request for candidacy to the Ph.D. Office Coordinator. The Office Coordinator will confirm that the student has completed all required course work and credit hours and then present the student's request to the student's supervisor, who will draft a progress report regarding the likelihood of timely and effective completion of the dissertation. The supervisor will then make a recommendation concerning the student's candidacy status to the Ph.D. Committee. If the Committee grants the student candidacy, the Office Coordinator will notify the Registrar, who will record the student's status on their transcript. If candidacy is not granted immediately, the Ph.D. Committee may either delay it temporarily until satisfaction of some condition(s) or dismiss the student from the program.

Students who have not applied for candidacy by October 1 of their fourth year will automatically be placed on probation, and the Ph.D. Committee will then review the matter and vote at its first available meeting whether to allow the student to continue in the program.

3.5. PROGRAM STRUCTURE

The 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 will be determined when an offer of admission is made. The student's supervisor, in consultation with the student, will provide a preliminary and revisable outline of the specific program structure during the first semester of study. The following are the components of the Program:

Introduction to Doctoral Research—1 course, 0 credits

Ph.D./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, 3–4 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 a common seminar, BITH 881, normally taken in the student's first semester. A second common seminar, BITH 884, is normally taken in the student's fourth 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 Theological Studies). Biblical Studies students will therefore take one section each of

BITH 881 and BITH 884, two of BITH 882, and one of BITH 883; Theological Studies students will take one section each of BITH 881 and BITH 884, two of BITH 883, and one of BITH 882.

Directed Research—0 or more courses, 2–4 credits each

Directed research courses (BITH 793) combine independent study with participation in an existing formal Wheaton class at the M.A. level. 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 supervisor and the class instructor, these may be required. The supervisor may assign additional reading or require a paper that blends the focus of the course with the student's dissertation interest. The supervisor will be the professor of record for directed research classes, but the supervisor must consult with the classroom instructor about requirements and assessment of student performance in the course. Students may also take a directed research course in conjunction with an undergraduate Wheaton College liberal arts class (BITH 794).

Students should register for BITH 793 or 794, but also indicate (in parentheses) the associated classroom course. The permission of the classroom instructor should be secured and indicated by the signature of the classroom instructor 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 supervisor.

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

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

Off-Campus Course—1 course, 3–4 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 supervisor will help the student choose an appropriate course and must approve the course. At the conclusion of the course the student must arrange for the transcript to be sent to the Wheaton College Registrar's Office. Students are responsible for ensuring that the course will count for a sufficient number of hours (3-4 semester credits at Wheaton) before enrolling in 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 supervisor) in teaching a specific Wheaton College class. The student will assist in syllabus construction, class setup, 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 supervisor can also assist in identifying an appropriate venue for the experience. Pedagogical experience hours are not to be applied toward T.A. work.

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 receive student loans and to obtain loan deferment. The Program Director will check with students to 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 not eligible for student loans or loan deferment. The Program Director will check with students to verify the accuracy of their reported employment status and dissertation progress.

3.6. OVERVIEW OF COURSE REQUIREMENTS

Program Component	Classes	Credits
Seminars	5	18
Common Seminars (BITH 881 and BITH 884)	2	6

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	2 or more	3 or more
Intro. to Doctoral Research (BITH 751)	1	0
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	1 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		
Dissertation		0
Totals		40–60

3.7. COURSE ENROLLMENT AND REGISTRATION

Students should consult with their supervisors before official registration. The supervisor must approve the proposed course schedule each term. Students will submit their registration forms to the Ph.D. Office Coordinator, who in turn will submit them to the Registrar's Office.

Ph.D./BTS seminars are designed for Wheaton's own Ph.D./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 Program Director deem that the seminar experience may benefit from the presence of the additional students.

3.8. GRADING

Ph.D./BTS seminars are awarded grades of "High Pass," "Pass," or "Fail." Other Ph.D./BTS classes will be graded simply as "Pass" or "Fail." Ordinarily, classes at outside institutions may not be taken as pass/fail. No grade below a B will be accepted.

3.9. COMPREHENSIVE KNOWLEDGE OF THE FIELD

Since the 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 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 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 Program.
- 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 supervisor, 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.

3.10. THE DISSERTATION

Each candidate for the Ph.D./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.

3.10.1. Areas for Dissertation Research

Dissertations at Wheaton should be theological in orientation. The Biblical Studies Concentrations emphasize 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 Concentrations emphasize 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 Testament 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 Program only students who plan to write dissertations in areas of interest to the specified Ph.D. supervisors. Students admitted to the 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 supervisor, to refine the dissertation area into an acceptable dissertation topic more quickly. Subject to the counsel of the supervisor, students are also encouraged to consult other BTS faculty with expertise in their chosen area of study.

3.10.2. The Dissertation Defense Committee

The Dissertation Defense Committee consists of the supervisor, a second reader (normally from the Wheaton BTS department), an external reader, and, ordinarily, the Ph.D. Program Director or designee, who will act as the Dissertation Defense Committee Chair. The supervisor 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, the supervisor should invite a BTS faculty member who can complement the strengths of the supervisor 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 supervisor, and the student. The external reader will be chosen toward the end of the dissertation process by the supervisor 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 submitted. The external reader is normally not involved until a defense draft of the entire dissertation is produced.

3.10.3. Dissertation Proposal and Hearing

A carefully designed dissertation 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 supervisor who will explain their situation to the Ph.D. 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 supervisor, 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 supervisor and second reader, as signified by their signatures on the Proposal Hearing Form. The student will submit the form to the Chair of the Ph.D. Committee at the hearing. The student will then explain and defend his or her proposal before the Committee. The proposal hearing is an open forum that other faculty and doctoral students—but in no cases family members—may attend. The hearing is chaired by the Ph.D. Committee Chair. Only Ph.D. Committee members and second readers may ask questions. Other students will not be present for the verdict.

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.

3.10.4. 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 2-3 pages of bibliography to the Ph.D. Office Coordinator, 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). To test the accuracy of margin measurements, the student should print this copy on the printer that will be used for the final copies.

Prior to submission of the defense draft, the student will submit an electronic copy of the dissertation to the Ph.D. Office Coordinator, who will check whether the word count fits within the 100,000 word limit and apprise the student of any needed corrections of style or format. (No dissertations will be sent to outside readers that, in the judgment of the Ph.D. Committee, reflect negatively on the quality standards of the Program.)

3.10.5. Planning for the Dissertation Defense Hearing

As the dissertation is reaching its final stages, in consultation with the supervisor, 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 the supervisor are reasonably sure that a full defense draft will be available within six months, the supervisor will request that the Program Director begin contact with an external reader.
- Submitting an initial full draft to the supervisor
  The initial draft should be submitted to the supervisor in hard copy and to the Ph.D. Office Coordinator in electronic form at least three months before the hoped-for defense date. With the exception of the Dedication, Epigraph, and Acknowledgment pages, all the components of the dissertation are required. Once the supervisor has read the initial draft, the supervisor and student will clarify the requested timing for the defense, and the supervisor will work with the Program Director to establish the exact date. *The Program Director will not schedule a defense any sooner than three months after a supervisor certifies that a satisfactory initial draft has been submitted. In the case of a student's final year in the program, if a supervisor cannot certify an initial draft by three months before the required defense deadline (normally February 1, if the student's deadline for completing the program is August 31 and the defense must occur by Finals Week in May), the student will be unable to*

schedule a defense, and will be dismissed from the program unless he or she petitions the Ph.D. Committee successfully for an extension. Such an extension will be allowed only with a persuasive rationale regarding extenuating circumstances and with substantial evidence that the student can meet the newly proposed timeline.

- Submitting the defense draft

  When the defense draft of the dissertation is completed, the student must obtain the supervisor's signature that the document is defensible on the defense form (available from the Ph.D. Office Coordinator). No fewer than forty-five days before the scheduled defense, the student submits unbound printed copies and an electronic copy of the defense draft to the Ph.D. Office Coordinator for distribution to (a) the external reader; (b) the supervisor; (c) the second reader; (d) the Chair of the Dissertation Defense Committee; (e) the Ph.D. Seminar Room. All printed drafts are to be single-sided. The student may seek permission from readers (b), (c), and (d) to provide them with only an electronic copy if he or she wishes to do so, but must follow the readers' wishes. 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 supervisor 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, bibliography and appendices. Longer drafts will not be accepted.

3.10.6. 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.** Students are not allowed to defend beyond the final spring semester of their program.

	Dec. Graduation	May Graduation	Summer Graduation
First draft	Aug. 1	Dec. 15	Jan. 1
Defense draft	Sept. 15	Feb. 1	Feb. 15
Hearings	Nov. 1–15	March 15–31	May 1–15

3.10.7. 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 candidate may bring only their dissertation, copies of the biblical text, and blank paper to the hearing. The Chair of the Dissertation Defense Committee will moderate the session; the Program Director will serve as Chair unless he or she is the supervisor or second reader. Normally, the Chair will ask the student's supervisor to open the session in prayer. The second reader and external reader will take the lead role in the oral examination. Once the second reader, the external reader, and the Chair have concluded their questioning, the session will be open to appropriate questions from faculty. When the questioning has concluded, the Chair will

dismiss the student whose dissertation is being examined as well as any students who have attended the session. The Chair will moderate 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 Chair will intervene and, if necessary, cast the deciding vote.

Four basic outcomes of the dissertation defense hearing are possible:

(1) The dissertation passes on condition that further revision is completed (in rare cases a new oral defense may be required as a condition).

(2) The dissertation passes with no required conditions but with recommended changes (typically oriented to broad improvements for seeking subsequent publication, rather than particular corrections or items needing to be addressed in the final dissertation copy).

(3) The dissertation receives a "clear" pass with no required conditions or recommendations.

(4) The dissertation fails, the result of which is dismissal of the student from the Program.

In the event that a defense hearing being chaired by a faculty member outside the discipline being considered (e.g., a theologian is chair of a biblical studies defense) results in an intractable disagreement between the second reader and external examiner about whether the dissertation fails or passes, then the Chair can rule a stalemate and refer the decision to the Ph.D. Committee. The Ph.D. Committee shall then choose a supplementary internal examiner from within the BTS department's faculty in that discipline if the second reader had rendered a fail, or a supplementary external reader if the external reader had rendered a fail. The supplementary examiner will read the dissertation and provide a written report to the Committee, including their recommendation about whether the dissertation should pass or fail. (The examiner would be compensated.) The Ph.D. Committee will take the report into consideration in making its final decision about the verdict.

Any dissertation that passes, even under category (3) above, will still be subject to the technical reading process, with the student being expected to provide prompt correction of typographical errors and formatting problems identified by the reader. The student and the supervisor are expected to make reasonable effort at providing a technically clean defense draft. The technical reader may identify clear grammatical errors that remain, but should not address details of prose style.

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 participate in the next commencement 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, including satisfactory submission to the library. If a student fails to complete required conditions in suitable time for submission of the final library copies before reaching their statute of limitations deadline, then a dissertation that received a "pass" will nevertheless be counted as a "fail" and the degree will not be conferred.*

3.10.8. 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. Upon approval, the student will secure the signatures of the supervisor, second reader, and the Chair of the Dissertation Defense Committee on the copies of the dissertation signature page. In the event of a tie, the dissenting Committee member is not obligated to sign the signature page. Instead, the word "dissenting" would be written on the signature line. Signatures may be obtained in advance at the defense hearing and held by the supervisor until all requirements are met.

After all required or recommended revisions have been made and are approved (by the supervisor), a WORD version of the final draft, along with a copy of the signed signature page, and the dissertation tracking sheet (available from the Ph.D. Office Coordinator) are electronically submitted to the Graduate Dean's Office (*from the student's Wheaton email address*) at: technical.reader@wheaton.edu, which in turn passes the copy to the technical reader. If the student does not have access to the signature page, arrangements can be made with the Ph.D. Office Coordinator to provide a copy to the Graduate Dean's Office. At this point in the process, students can only make typographical corrections in the document. The technical reader's function is to ensure that the dissertation conforms technically and stylistically to official Program standards in every respect (e.g., front matter, body, footnotes, appendices). The student also submits an electronic copy to the Ph.D. Office Coordinator who will ensure that the dissertation adheres to Wheaton College Ph.D. style and format requirements.

Upon satisfactory completion of the technical reading process, the Graduate School Dean's 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. For instructions for final submission to Buswell Memorial Library and to UMI, follow the instructions in the order in which they appear at https://library.wheaton.edu/DissertationInstructions. Note that PDF copies are to contain *only* the typed names of the supervisor and Dissertation Defense Committee members, not actual signatures. Hard copies are to contain *only* the actual signatures. Ph.D. student dissertations are to be printed on white bond, 20 pound weight, acid-free minimum 25 cotton/rag content, with a watermark. One bound copy will be placed in the Ph.D. Seminar room, the second will be given to the supervisor, and the third to the second reader. Additional copies for personal use may be bound by the Library for an additional fee.

3.11. 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 Program within the six-year limit, they will be dismissed from the Program unless the student successfully petitions the Ph.D. Committee for a program extension or leave as set forth below.

3.11.1. Program Extension

A student may petition the Ph.D. Committee for a program extension. This includes students needing extra time for revisions after a successful defense. 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, sustainable 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. As students, they will have access to all academic and campus resources.

3.11.2. Excused Program Leave

For extraordinary reasons (e.g., prolonged illness, parental leave, or serious family crisis) that pause or virtually stop their academic progress, a doctoral student may be granted a Program leave. Those who wish to take such a temporary leave from the Program should consult with their supervisor, who will inform the Graduate Student Care Office of the student's intent. A student wishing to obtain excused Program leave must petition the Ph.D. Committee.

The petition letter should be written in collaboration with the supervisor and include:
1. The hardship circumstances responsible for the Program leave request
2. Length and justification of leave time requested
3. Detailed plans for completing interrupted academic work
4. Demonstrable evidence of understanding:
    a. the effect of the leave on institutional financial aid
    b. repayment for Title IV grants and/or loans
    c. academic and campus resources
5. Signature and date by the student and the supervisor

This letter should be submitted as close as possible to the circumstance that precipitated the need. The Ph.D. Committee will return a decision expeditiously. A Program leave may be granted by the Committee on more than one occasion but is not to exceed a total of two years. Once approved, the Program leave will not be counted against the Program's statute of limitations (six years) nor will the student be assessed continuation fees.

When a student takes a Program leave, the student will also no longer hold student status and therefore will need to access campus resources such as the library and SRC as a guest. The student will be responsible for initiating contact with these resources to understand the guest status.

If the student is approved for a Program leave while currently enrolled and participating in a course, the student will initiate the withdrawal process with the Graduate Records and Registration office once the above steps have been completed. In some situations, they may also qualify for the institutional Leave of Absence policy, which can be found in the Student Handbook with the full policy available in the Graduate Student Care office (BGC 228) and the Student Development Office (*SSB Suite 218*).

If the circumstances for this request are of a sensitive nature which the student prefers to not discuss in detail with the faculty, the student can first go to the Graduate Student Care Office who will work with the student on initiating the program leave process and provide information and

insight on the student's circumstances and request for privacy to the Ph.D. Committee in the decision making process, certifying on the student's behalf that the student's reason for the requested leave falls within one of the categories outlined above.

Students who have taken leave from the Program for one or more semesters must petition the Ph.D. Committee to be re-admitted to the program. The Committee 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 if permitted to return to the Program, must also reapply through the Graduate Admissions Office for reinstatement in the Program. During a Program leave, the student's supervisor is not expected to provide dissertation supervision.

3.12. TYPICAL PROGRAM PROGRESS

	FALL SEMESTER	SPRING SEMESTER

YEAR 1	Intro. to Doct. Research (BITH 751) (0 hrs)
	Common Seminar (BITH 881) (4 hrs)
	Directed Research &/or Guided Research (8 hrs)
	   (BITH 793, 794, 795)
	German for Reading (BITH 505)
	Dissertation Work
		Intro. to Doct. Research (BITH 751, cont'd)
		Seminar (BITH 882 or 883) (4 hrs)
		Directed Research/Guided Research/Off-
		   campus course (8 hrs) (BITH 793, 794, 795)
		German Language Study II (BITH 506, strongly
		   recommended)
		French for Reading (BITH 505)
		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)
	Directed Research/Guided Research/Off-
	   campus course/Pedagogical experience
	   (4-8 hrs) (BITH 793, 794, 795, 798, etc.)
	Dissertation Work
		Common Capstone (BITH 884) (2 hrs)
		Seminar (BITH 882 or 883) (4 hrs)
		Directed Research/Guided Research/Off-
		   campus course (?)/Pedagogical experience
		   (4-? hrs) (BITH 793, 794, 795, 798, etc.)
		Dissertation Work

SUMMER	Off-campus course (?)/Dissertation Work	
YEAR 3	Candidacy Dissertation/Continuation (BITH 898/899/999) Dissertation Defense (in spring)	
YEAR 4	(When necessary) Dissertation Continuation (BITH 899/999)	

4. ACADEMIC LIFE

4.1. THE SUPERVISOR

The Program emphasizes the role of the supervisor in the academic and spiritual formation of the doctoral student. Supervisors work with comparatively few students at a time and are granted course load reduction for their work with doctoral students. The supervisor 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 supervisor is responsible for overseeing the student's progress in attaining a sufficiently comprehensive knowledge of the field.

4.2. THE PH.D. PROGRAM DIRECTOR (COMMITTEE CHAIR)

The Program Director is responsible for chairing the meetings of the Ph.D. 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 PH.D. OFFICE COORDINATOR

The Office Coordinator is responsible for managing the day-to-day organizational life of the Program.

4.4. THE PH.D. COMMITTEE

The Ph.D. Committee is charged with oversight of the Program. The Committee consists of the Dean of Biblical and Theological Studies (*ex officio*), the other dedicated Ph.D. faculty members, as well as a BTS undergraduate faculty representative (chosen by the Dean of Biblical and Theological Studies), and one student representative 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 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 the proposal and the dissertation is the Wheaton Ph.D. Dissertation Style Guide. Students may choose to format their dissertations according to a particular edition of the style guide published later than the handbook under which they entered the Program without having to switch to that year's handbook, but they must remain consistent in the application of that style guide. Style and format questions distinctive to the dissertation not covered in the Style Guide are sometimes treated in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (8th ed., rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams; Chicago: University of Chicago Press, 2013), *The Chicago Manual of Style* (16th ed.; Chicago: University of Chicago, 2010), or *The SBL Handbook of Style* (ed. Patrick H. Alexander, et al.; Peabody, Mass.: Hendrickson, 2014). Students should cultivate early the habit of formatting their papers according to the Style Guide. All papers submitted for coursework in the Program are expected to conform to these standards. The Ph.D. Program Director, under the authority of the Ph.D. Committee, serves as arbiter in all matters of dissertation style and format.

4.5.2. English Writing Skills

Students whose native language 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 supervisor will be helpful in these situations, it is not the supervisor's responsibility to re-write the dissertation or make detailed corrections to the draft. Moreover, if the English is particularly obscure or problematic, the supervisor 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 supervisor or the Wheaton College Writing Center located in Buswell Memorial Library 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 supervisor.

Substantial penalties will be assessed if a student is found to be guilty of plagiarism. See the Graduate School Student Handbook for details. Since a consequence of plagiarism is the automatic failure of the assignment with no opportunity for re-write, a student found guilty of plagiarism in his or her dissertation will be dismissed from the Program.

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 student's research efforts. The student 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. 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 offers various services designed to assist students 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, **I-Share** and **WorldCat**. I-Share is the union catalog for 80 Illinois academic libraries. WorldCat is a worldwide union catalog of over 72,000 libraries. Only if Wheaton users cannot find an available copy in I-Share do they request the item through WorldCat using a request system called **ILLiad**.

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 that are not in I-Share. Valuable collections include those of the Newberry 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. Information and assistance on accessing these collections is available in Buswell Memorial Library.

4.6.4. Study Carrels

Study carrels are provided for all Ph.D./BTS students through their third year and often beyond 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.

4.7. APPEALS

4.7.1. Student Grievance Procedures

For policies used to resolve student grievances against faculty or staff, see section III.29 in the Student Handbook (available through the Graduate Student Life Office).

4.7.2. Appeal of Student Dismissal

The Ph.D. Committee may vote to dismiss a student from the Program for various reasons, as covered elsewhere in this Handbook, including but not limited to the following: (1) an unsatisfactory first-year review; (2) academic dishonesty; (3) an unsatisfactory application for candidacy due to a lack of dissertation progress; and (4) a failure to submit a satisfactory initial draft of the dissertation by the required deadline. If a student is dismissed after successfully completing forty credit hours of coursework, the Committee may vote to confer an M.A. in Biblical and Theological Studies, but the Committee is not obligated to do so if there are extenuating circumstances.

A student who is dismissed from the Program has the right to appeal the decision to the College's Provost. The appeal must be filed in writing and be received by the Provost's Office within ten business days of the official date on the written notification of dismissal. If an appeal is not filed within ten business days as just noted, the dismissal decision will be final.

An appeal must be based on one or more of the following reasons: (1) a procedural or substantive error that significantly affected the decision (e.g., bias or material deviation from established procedures); (2) new evidence unavailable during the dismissal process that could substantially affect the outcome (a summary of such new evidence and its potential impact must accompany the appeal); (3) gross disproportion (excessive harshness or leniency) between the outcome of dismissal and the offense or the cumulative achievement or conduct of the student.

The written decision of the Provost will be final.