
PHD in INTERCULTURAL Studies
HANDBOOK FOR PARTICIPANTS
2009-2010 Edition

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The doctoral participant's program of studies is governed by the catalog that is current upon the first term of enrollment, or a subsequent catalog if the participant so chooses.

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FROM THE PROGRAM DIRECTOR



Welcome to the Doctor of Philosophy in Intercultural Studies at Trinity Evangelical Divinity School. We are delighted that you are joining a community of men and women from all over the world committed to the worldwide mission of the church, and preparing for global ministries.

Doctoral studies are not simply a continuation of undergraduate education. They are designed to prepare you to join a community of scholars committed to the search for truth and to the furtherance of God's mission on earth. You must take the initiative in your program of studies. You must develop the ability to think critically in your context of commitment to Christ, to bring together worship and scholarship, and to integrate your learning with your ministry.

Graduate study is more than seminars and dissertations. We seek to build a sense of community among our members that fosters cooperative learning, shares mutual concerns, and builds one another up in vision and faith. We gather weekly and on special occasions for worship and fellowship. Special lectureships and chapels are designed to stimulate our thinking, and visiting faculty expose the community to the broader world of missions.

The *Handbook* is your guide through the degree program. Please take time to become familiar with it. Feel free to discuss your progress with your Program Director.

We believe God has called you to join us in a community of faith and inquiry. Academic studies are not easy, but they are rewarding both to you and to the people you serve. We pray that you will be a better servant of God and his people because of your time with us.

Robert J. Priest
Director, PhD in Intercultural Studies Program

1. INTRODUCTION TO THE PhD IN INTERCULTURAL STUDIES PROGRAM

The Doctor of Philosophy in Intercultural Studies program at Trinity Evangelical Divinity School is one of three academic research doctoral programs. It is a leadership-research doctorate in that its major purpose is the development of competent leaders in intercultural ministries serving the church of Jesus Christ. The curriculum is designed to nurture sound scholarship, meaningful research, and the symbiotic relationship of theory and practice.

The Doctor of Philosophy in Intercultural Studies program at Trinity Evangelical Divinity School began in 1990. Approximately 60 participants are currently enrolled. The typical period of enrollment extends over four years, with fifteen to twenty PhD/ICS participants on campus in any given semester. Summer Semester enrollments may be slightly larger. Openings for additional participants are limited and largely determined by the number graduating in a given year.

Handbook for Participants

The *Handbook for Participants* is designed to help orient new and returning participants to the PhD/ICS program. It contains the requirements, policies, and procedures that govern the PhD/ICS program. This edition of the *Handbook* reflects the most recent actions of the Academic Doctoral Committee (ADC) and the Academic Doctoral Office (ADO) and should be regarded as an official supplement to the Divinity School catalog.

Additional information may be found on the PhD/ICS program bulletin boards in the ICS Research Room and outside the Academic Doctoral Office in the Lee International Center. Updated information, especially pertaining to registration and records deadlines, will appear in circular letters or emails distributed by the Program Director or Academic Doctoral Office, on the Academic Doctoral Office web page found in MyTrinity, or in the TEDS & TGS Newsletter, *The Graduate Scrawl*, published every two weeks during the fall and spring semester. All such information of permanent value will later be included in future editions of the *Handbook for Participants* and in *Handbook* supplements.

Divinity School Catalog

Participants admitted to the Divinity School are subject to the requirements of the catalog that is current at the time of their initial enrollment. The catalog is updated annually. Participants may choose to complete the graduation requirements as outlined in the curricula of any subsequent catalog in effect during their time of resident study. Students who choose to change catalogs must inform the ADO and the Records office by filling out and submitting a "Change of Catalog" form (available at the ADO page in MyTrinity).

Academic Doctoral Programs of the Divinity School

TEDS offers three academic doctoral programs for participants who have completed a master's degree and wish to pursue advanced studies. One may pursue studies in education through the Doctor of Philosophy in Educational Studies, in intercultural studies/missiology through the Doctor of Philosophy in Intercultural Studies, and in theological studies through the Doctor of Philosophy in Theological Studies. Each of these three doctorates is academic in nature; that is, each is research-oriented in design and is distinct from the professional doctorate (Doctor of Ministry) program.

The academic doctoral programs are fully accredited by the Association of Theological Schools (ATS), the recognized accrediting body for theological institutions in the United States and Canada, and by the regional North Central Association of Colleges and Schools (NCACS).

Intercultural Studies Defined

Intercultural studies represents a broad category of scholarly inquiries in which differences and commonalities across cultures are the integrative focus. Culture is understood broadly to represent matters of human distinctiveness. Human commonalities are understood as the structural cross-cultural oneness of humankind and differences are understood to be the outgrowth of historical, geographic, and political variability. The scholarly task within this field of doctoral study is to grasp with substantial knowledge and wisdom those matters of diversity, which impinge upon human relationships.

The matters of socio-anthropological inquiry into the nature of humankind in given situations constitute the object of intercultural studies. The ultimate purpose of this field of studies is to develop substantial awareness, knowledge and skills in analysis and interpretation, and a theoretical comprehension of the nature and consequences of socio-cultural diversity. Effective human relationships and the communication of ideas and images from one culture to another require an understanding of intercultural dynamics among human societies.

In this theological school, intercultural studies is taught within the matrix of Christian theology and also focuses on the missiological studies of the purposes of God in the world. Of special concern is the interaction between the characteristics of a given culture and the particulars of a biblical understanding of the church and its mission. Thus, the field of intercultural studies explores in scholarly modes of inquiry the tasks which demand proper contextualization of the Christian message.

Program Purpose and Nature

The purpose of the Doctor of Philosophy in Intercultural Studies (PhD/ICS) is to extend the development of specialists in intercultural and mission-related strategies, research, and teaching for church, para-church, and institutional ministry. Participants are usually well-established in one or more of the numerous intercultural ministries connected with the world mission of the church whether at home or abroad. A significant number of participants are involved in intercultural ministries that have been undertaken by churches and missions of the non-Western world.

The PhD/ICS program has brought together advanced graduate participants from many parts of the world. These remarkable people, including experienced and diversified missionaries, administrators, and missions educators, share two vital motives: the fulfillment of the mission task of the church in the world, and the development of leaders within the world-wide evangelical community.

The doctoral participants at the Divinity School vary widely in age, but most are in their late 30s to early 40s. Many participate in the program during sabbatical or other educational leaves from missions organizations, para-church organizations, colleges, seminaries, and churches. The admission requirements for the program presuppose that the participant already has completed one or more graduate degrees and has had substantial recent experience in an intercultural-related ministry. Relatively few participants are in major career transitions.

All PhD/ICS participants take a common core of required courses. Each course and seminar is conducted in such a way as to encourage diversity and to provide opportunities for meeting a wide range of research interests and needs. Furthermore, the program allows flexibility in the design of a personal program of study which best serves the professional and academic needs of the individual participant. The primary instructional approach of PhD/ICS courses and seminars is non-formal and dialogical; participant participation is thus considered to be both a necessity and a responsibility.

Doctoral participants are encouraged to develop early in the program a set of personal learning and developmental objectives. Subsequent experiences in the doctoral program serve to stimulate, modify, and focus this list of personal objectives. To assume that either the objectives of the program as a whole or the advice of the faculty advisor will provide adequate direction for doctoral studies is to make a serious mistake. Doctoral participants are assumed to have an adequate background of intercultural experience from which personal and professional objectives can be fashioned. Such objectives should be clear enough to provide a sense of purpose and direction from the beginning to the end of the doctoral experience.

The Learning Community

The transition from a more competitive academic environment to that of the learning community, which constitutes a doctoral program such as TEDS, is difficult for some participants. For one hour each week, PhD/ICS participants meet together with the Program Director for group mentoring, prayer, and fellowship. This meeting offers the most tangible expression of the life of the community and is a time when prayer requests may be shared and program news disseminated and discussed.

Electronic Communication

Participants are expected to read emails received from the ADO on a regular basis just as they are expected to check their campus mailboxes. They are expected to use the school-assigned email address which is accessible on and off campus. If they choose to have email access through a private provider, they must use an email service that has the capability of sending and receiving attached documents (e.g., syllabi, articles, projects). They are also expected to update the ADO with any change in their email addresses.

The school assigned email account can be accessed in two ways.

- First, by using the GroupWise client program which is installed on all computers at TIU computer labs and email stations. Participants may also install the full GroupWise client program onto their own computer. The downloadable version is available by going to the Information Technology Home Page in MyTrinity and clicking on "Downloads." Other software (like McAfee Virus) are also available at this site.
- Second, through the use of any web browser at the website <http://mail.tiu.edu>,

The use of this TIU-assigned email account requires a GroupWise username and password. Participants may obtain their username and password by sending a request to the email address: gwhelp@tiu.edu, or calling toll-free 877.339.9487. In their request, students will need to provide their full legal name, their Student ID #, their birthdate, and the last 4 digits of their SSN, if available.

Admissions

Trinity'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. Thus, it is our desire that participants be believing men and women who are in sympathy with the Divinity School's statements of faith and purpose.

Admission to Trinity 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.

Application Classifications

Applicants to the PhD/ICS program falls into one of four categories: graduate degree student, special student, visiting student, and scholar-in-residence.

Graduate degree students are participants working toward the PhD/ICS degree. Graduate degree students must complete the full application packet, which will be reviewed at the next regularly scheduled review date.

Special students are limited to a maximum of 24 semester hours or 3 academic terms, whichever is longest. Special students must complete the full application packet, which will be reviewed at the next regularly scheduled review date.

Visiting students are limited to 9 semester hours of doctoral study for 1 academic term. A student desiring more than one term of doctoral study must enroll according to the procedures specified for special students. Visiting students must complete the Visiting Student Application materials available from the Admissions Office.

Scholar-in-residence designates an invited participant who already holds an earned or honorary doctorate in intercultural studies or a related field and is not pursuing a doctoral degree at the Divinity School. A scholar-in-residence is not limited in the number of semester hours of doctoral study that may be pursued per academic term. Scholar-in-residence participants must submit a request to take doctoral courses to the Admissions Office, which will be reviewed with the Program Director on a case-by-case basis.

Application Reviews

Completed application packets are reviewed three times each year: September 1 (Spring admission), December 15 (Fall admission), and April 1 (late application with permission of Program Director). All application materials in the application packet must be received in the Admissions Office by the stated deadlines. The evaluation of PhD/ICS application packets received after a deadline date, or application packets not completed by a deadline date, will be postponed to the next review date. The application review process normally takes up to eight weeks. Accepted applicants may begin coursework in the Fall, Spring, or Summer term.

Admission Requirements

Applicants for the PhD/ICS program must fulfill several requirements:

1. Have earned a Master of Divinity (MDiv) degree or appropriate master's degree (totaling at least 48 semester hours) providing significant theological and missiological foundations from an institution maintaining academic standards similar to those of TEDS. Specifically applicants must have, at the graduate level, a minimum of 15 semester hours of missions or intercultural studies, and 30 semester hours of biblical/theological studies including a minimum of 6 semester hours of Old Testament, 6 semester hours of New Testament, 6 semester hours of systematic theology, and 3 semester hours of church history.
2. Present evidence of potential for original academic research at the doctoral level by submitting a sample of published writing or a recent academic research paper if nothing has been published.
3. Have completed at least three years of vocational ministry experience, preferably in intercultural ministry, with evidence of relevant gifts and abilities.
4. Present evidence of competence in two languages, (1) a contemporary field language or research language for bibliographic control, and (2) one biblical language. (In exceptional circumstances, the biblical language requirement may be waived.)
5. Give evidence of a superior intellectual ability in all previous accredited graduate studies.
6. Have earned a cumulative grade point average of at least 3.5 (on a 4.0 scale) in previous graduate studies.
7. Submit a test score from either the Graduate Record Examination (GRE) General Test or the Miller Analogies Test (MAT), preferably the latter, which will be taken into consideration among other factors in the application. Applicants whose first language is not English should submit scores less than two years old from the Test of English as a Foreign Language (TOEFL) instead of the MAT or GRE.

The requirements listed above should be understood as minimal requirements. Faculty select the applicants with the strongest qualifications. Applicants are assessed in terms of their total mix of strengths, so that candidates who meet minimal requirements in one area may be accepted if they are exceptional in other respects. This means, for example, that most successful candidates will have a GPA well above the posted minimum of 3.5. All other things being equal, candidates with an MDiv will be given preference over candidates with an MA. However, it is the total mix of strengths that a candidate brings that will be considered in the selection process.

Application Procedures

The sequence of the application process may be found in the current catalog or by contacting the TEDS Admissions Office.

Admissions Office
Trinity Evangelical Divinity School
2065 Half Day Road
Deerfield, Illinois 60015-1241
Phone: 1.800.345.TEDS (1.800.345.8337) (toll free)
Email: tedsadm@tiu.edu

Advanced Standing and Transfer of Credit

Petitions for advanced standing on the basis of previous graduate work should be made at the time of admission. The maximum number of advanced standing hours in the PhD/ICS is 10 semester hours (applied as up to 6 hours toward core requirements in Theology, Mission, and Evangelism of the Church and/or up to 6 hours toward program electives, with no student being awarded more than 10 hours in total). Petitions after matriculation for advanced standing, beyond what is normally allowed, must be received by the Academic Doctoral Committee within the first two terms after matriculation. Participants should file such a petition only in exceptional circumstances, and they will be considered only in cases where previous coursework has been completed in an academic doctoral program.

Transfer credit is not normally given for PhD doctoral study except as planned in advance in consultation with the academic advisor and the director of the program.

Admission Deficiencies

Participants lacking prerequisites for entry into the PhD/ICS degree program (e.g., those holding MA degrees with insufficient hours in particular areas), as determined in the application process, have several options for fulfilling such deficiencies. Deficiencies need not be completed before beginning the PhD/ICS program, but must be fulfilled **before** the beginning of the second year of coursework (i.e., before advancing beyond 18 credit hours). Subsequent to admission, master's level work completed toward the fulfillment of deficiencies must be graded a "B-" or higher to qualify.

Participants have several options for fulfilling such deficiencies.

Option 1: Fulfillment by Regular Course Completion (MA or PhD level)

Enrollment in and successful completion of master's or doctoral level courses. Such courses must not be repetitive or significantly overlap courses already completed.

Courses for fulfillment of deficiencies may be taken at other accredited graduate-level institutions. Enrollment fees for courses taken at TEDS are calculated according to master's level tuition costs.

One doctoral course of 3 semester hours may be applied toward the fulfillment of 4 semester hours of intercultural studies deficiencies. The doctoral course may be of full-term or modular length, but may not be completed through the use of the independent study modes (reading/guided research). The student must inform the instructor, the Program Director, and the Academic Doctoral Office of his or her intent to use a doctoral course in this manner at the time of registration. A doctoral course used to meet admission deficiencies cannot be counted toward the completion of the 60 requisite hours for the PhD/ICS degree.

Option 2: Fulfillment by Reading Course (MA level)

Enrollment at TEDS for a reading course (the completion of an appropriate course by independent study during a term when the course is not offered). A Reading Course may be designed as a supplement to enhance regular course requirements, or may be used alone as fulfillment of a deficiency, especially by persons who have already taken survey courses.

The reading course is to be guided by an appropriate TEDS faculty member who is free to recommend that the participant enroll in the equivalent scheduled course if the participant proves to be grounded inadequately, or for some other reason.

Option 3: Fulfillment by Guided Research Course (MA level)

Enrollment at TEDS in a guided research course (the completion of a planned learning experience which does not appear in the regular catalog of the Divinity School and which is developed by the participant in conjunction with the Program Director).

The Guided Research is to be supervised by an appropriate TEDS faculty member who is free to recommend that the participant enroll in a scheduled course if the participant proves to be grounded inadequately, or for some other reason.

In addition, a participant whose deficiencies are in intercultural studies/missiology may discuss with the Program Director the following further three options for deficiency completion.

Option 4: Equivalency by Practical Service

A participant whose practical service experience in the field of intercultural studies broadly defined is extensive and/or intensive (defined as well beyond the required minimum of service experience), can submit, with the Program Director's consent, a petition to the Program Director for the equivalent of two to six semester credits. Such a petition includes the submission of a ten- to twenty-page critique of the practical service experiences and their value in terms of learning and career development. As in any such judgment, the Director is responsible to the Academic Doctoral Committee. No enrollment or fees are required for this option.

All papers written for Option 4 are to be submitted to the Program Director.

Option 5: Equivalency by Publications

A participant who has published in the field of intercultural studies broadly defined may submit to the Program Director a package of such published materials for review. Two to four semester credits may be granted for substantial contributions to the literature of intercultural studies. Ordinarily one small book, a printed or video curriculum for a course, or two major journal articles are seen as the unit of equivalency for two credits of deficiency. As in any such judgment, the Director is responsible to the Academic Doctoral Committee. No fees are required for this option.

All publication packages for Option 5 are to be submitted to the Program Director.

Option 6: Equivalency by Manuscript Development

If the outcome of a reading course or guided research course should be a promising manuscript for a book-length publication, and if the participant develops a high level of interest in pursuing such a writing task to its conclusion, the Program Director may consider the development of such a major manuscript as equivalent to two to four semester credits in addition to that which has been completed under the enrollment in the three-credit independent study course.

Equivalency by manuscript development is encouraged and can be carried on as a task parallel to the completion of doctoral course-work. It is expected that the manuscript will be completed and that negotiation with a reputable publisher will be completed substantially before candidacy is granted. No fees are required for this option.

All manuscripts written for Option 6 are to be submitted to the Program Director.

Change of First Enrollment Date

Occasionally, admitted participants find it necessary to change their anticipated enrollment date. If the new semester of matriculation (first semester of enrollment) is within two years after the original date of admission, the change may be made on *one* occasion by notifying the Admissions Office in writing. If a

participant finds it necessary to change his or her anticipated enrollment date a second time, the application will normally be reviewed again at the next annual review with no guarantee of admission. If the newly requested matriculation date is more than two years after the originally scheduled date, new application materials will be required.

2. PhD/ICS PROGRAM OF STUDIES

The PhD in Intercultural Studies program requires the completion of a minimum of 60 semester hours of approved coursework, including the research activity necessary to prepare a dissertation that makes a significant contribution to the literature of the field. Participants are advised to note carefully the descriptions contained in this section of the *Handbook* and to contact the Academic Doctoral Office if they have further questions.

Course Load

Courses and seminars in the PhD/ICS degree program are available during three semesters of the academic year (Fall, Spring, Summer). Summer participation is not required for purposes of maintaining participant status or exemption from continuation fees.

A full-time course load in the PhD/ICS is defined as 9 credit hours (generally 3 courses) of doctoral work per semester. In no instance may a participant exceed a course load of 12 credit hours (4 courses) of doctoral work per semester—including the summer term.

In addition to actual classes, students will also take 3 credit hours of Comprehensive Exam Preparation, 3 credit hours of Dissertation Proposal Preparation, and 6 credit hours of Dissertation Research. Students taking 3 or more hours of post-coursework classes are considered full-time. Those taking less than 3 hours of post-coursework classes may still be considered full-time when proper documentation is filled out. See sections “The Comprehensive Examination” and “The Dissertation” in this *Handbook* for detailed instructions on how to register for post-coursework hours and apply for full-time status.

Residency Requirements

Participants are expected to enroll in residence on a full-time basis for a minimum of two semesters. Continuous participation in the doctoral learning community is expected during the required period of residency. The summer term can be included as a regular semester. Residency is generally achieved before the completion of coursework.

Rationale for the Residency Requirement

A residency requirement is common to academic and research doctoral programs. The logic of residency comes from three related propositions. First is the need, at an academic institution, for access to appropriate library resources, especially during the period of literature review and content mastery related to the dissertation. Second is the need for intensive and continuous contact with the human resources of the doctoral institution. Relationships with both faculty and participants provide much of the intellectual substance of the formative process. The doctoral experience is a social process, in essence; its quality derives largely from fellowship in a community of similarly committed scholars. Third, and finally, is the expectation that the doctoral dissertation emerge from intensive interactions of the participant with literature representative of an important area of human inquiry and with the scholars who are pushing back the frontier in that literature. This process of searching for, selecting, and refining a research problem, as well as the planning of appropriate further inquiry into it, requires a period of intensive concentration in close proximity to faculty and colleagues. This sustained, continuous effort on the part of the doctoral participant is rarely achieved while engaged fully in the on-going commitments of professional employment.

Residency Defined

The standard approach to the doctoral residency requirement merely specifies a number of academic terms and defines this period of time with reference to a minimum number of academic hours of enrollment. This approach is unsatisfactory in that it fails to recognize several issues crucial to the academic and professional development of the doctoral participant: (1) *when* the residency period occurs in a participant's

doctoral program should be optimal and at the discretion of the participant; and (2) *during* the residency period a participant should be making extensive use of the literary and human resources of the institution as befits the ideal of residency, rather than merely "clocking in" for the required minimum number of enrolled hours.

The ideals and concerns regarding the effectiveness of a leadership-research type of doctoral program make the pursuit of a reasonable and feasible policy of residency worth the effort. First, residency should be rationalized in terms participants can accept and to which faculty are committed. Faculty, for example, must be dedicated to providing out-of-class time and efforts to individual participants to make a residency policy reasonable. The social commitment to fellow participants and a thorough-going awareness of the importance of other participants to each person's own well-being as a doctoral participant are among the most important inducements. The single most important matter is how the participants interact with each other in the process of involvement in the curriculum. In this respect, the doctoral participants at TEDS are well on the way toward a "culture" of cooperative community building.

Second, the fact that, in such a doctoral program as the PhD/ICS at TEDS, participants are largely career missionaries in their late 30s to early 40s means that the assumptions that are often made about the less burden-laden nature of younger participants simply will not hold up. The PhD/ICS program at TEDS cannot expect the best sort of participants if an excessively long or rigid form of residency is demanded--especially one which requires economic and social postponements or uprooting.

Program Course Structure

The PhD/ICS program is structured to provide course offerings that will allow flexibility in light of each participant's academic background and vocational objectives. Once the participant's background and objectives have been reviewed with the faculty advisor, the participant may elect appropriate courses in the required areas. Program course requirements are as follows:

Foundational Courses

27 hours

Required:

ME 9050	Prolegomena: Missiology as a Discipline
ME 9250	Leadership Development and Culture
ME 9930	Missiological Research Methods
ME 9700	Theology of Mission and Evangelism
ME 9610	Anthropology for Mission and Evangelism
ME 9400	History of Missions in the Modern World
ME 8815	Ethnicity: Modes of Inquiry and Analysis
ME 8312	Christian Encounter with World Religions

An additional course in research methods is required

- ME 9922 Ethnographic Research Methods
- ME 9925 Historiographic Research Methods

If a participant's dissertation research will be based on historical study, then ME 9925 should be taken. In all other cases, ME 9922 must be taken. Participants are encouraged to consider taking both.

Designated Electives

12 hours

With the approval of the Program Director and/or dissertation mentor, students select four 8000 or 9000 level courses offered by faculty in the missions department. These courses should be related to the student's dissertation research and/or to the three field statements for the student's comprehensive examination and must include careful attention to theory, method, and data.

Free Electives **9 hours**
 These will normally be ME courses; however, students with a strong academic background in missiology and/or with special needs related to their dissertation, may, with permission of the Program Director, take PhD classes from other departments.

Comprehensive Exam Preparation and Dissertation		12 hours
ME 9975	Comprehensive Exam Preparation	3 hours total
ME 9990	Dissertation Proposal Preparation	3 hours total
ME 9991	Dissertation	6 hours total

Comprehensive Exam Preparation and Dissertation Proposal Preparation courses may each be taken over one to three semesters for a total of 3 credit hours per course. ICS participants may take between two and six dissertation research courses to meet the 6-hour requirement.

Total Program = **60 semester hours**

Program Minors

Qualified participants in the PhD/ICS program will be permitted to take a 9-semester-hour minor in one of the other two doctoral programs (PhD/EDS or PhD/THS). Qualified participants should: (a) demonstrate strong master's level preparation in their primary field of study; and (b) secure permission for the minor and the courses to be applied toward the minor from their Program Director and from the director of the program in which they wish to do a minor.

A *Minor Request Form* (available at the ADO page in MyTrinity) must be on file prior to the taking of the second course that is being applied toward the minor. This form requires several signatures and a list of intended courses. The granting of a program minor will be reflected on the participant's transcript. No course may serve 'double duty' (e.g., for Foundations of Theology of Mission and Evangelism credit *and* minor credit).

Minors for PhD/ICS participants are completed in the following ways:

PhD/ICS minor in Theological Studies -- 9 semester hours in theological studies courses are completed in the elective component of the degree

PhD/ICS minor in Educational Studies -- 9 semester hours in educational studies courses are completed in the elective component of the degree

Suggested Program Completion Sequence

The schedule below is suggested for PhD/ICS participants. Ordinarily, the equivalent of two academic years of courses and seminars are followed by one to two years of field work on the dissertation research. Interspersing professional employment responsibilities typically results in a 5 to 6 year time span for program completion.

1. Upon acceptance into the program, meet with the assigned faculty advisor to plan a tentative coursework strategy and schedule.
2. Complete any biblical and theological and/or ICS deficiencies outlined in your admissions letter **prior to beginning the second year of PhD level coursework.**
3. Complete 42 credits or more of courses. These 42 credits include advanced standing.
4. Select the Dissertation Advisory Committee consisting of a dissertation mentor and a second reader.

5. Choose and finalize the foci of three fields for the comprehensive examination in consultation with the dissertation mentor and/or Program Director.
6. Complete the three field statements for the written comprehensive examination.
7. Successfully complete the oral comprehensive examination.
8. Successfully defend the dissertation proposal in an open hearing chaired by the dissertation mentor. (Typically the Research Protocol for the Protection of Human Rights is submitted at this time since field work may not begin without written approval of the HRR by the Human Rights in Research Committee.)

NOTE: Participants are strongly encouraged to complete the comprehensive examinations *and* the dissertation proposal while in residence. Participants who leave TEDS prior to satisfying these program requirements generally find them difficult to complete with the increased distance from coursework and educational resources.

9. Complete remaining coursework to achieve 54 credit hours for the program (including Comprehensive Exam Preparation and Dissertation Proposal Preparation).
10. Upon completion of all the requirements for candidacy, the participant should request candidacy in writing to the Academic Doctoral Committee (Candidacy Request Form is available at the ADO page in MyTrinity).
11. Complete the dissertation and defense. By the time the dissertation is finished, the participant should have taken all 6 hours of Dissertation Research classes (ME 9991).

Course Enrollment and Registration

The seminar structure of academic doctoral courses makes it necessary to limit the size thereof. Thus, seminar enrollment is closely monitored through the Academic Doctoral Office. The following enrollment and registration policies and procedures are in effect.

Enrollment Policy

PhD/ICS seminars are limited to an enrollment of 18 to 20. In instances where demand for a course exceeds the enrollment allowance, the following seating priorities are in effect:

1. Senior participants in the program for which the course is primarily intended and whose flexibility for alternative enrollment is limited
2. Junior participants in the program for which the course is primarily intended
3. Special participants and scholars-in-residence
4. Participants in other academic doctoral programs of the Divinity School
5. Visiting participants with pending applications in the program for which the course is primarily intended
6. Participants in other doctoral programs
7. Visiting participants without pending applications in the program for which the course is primarily intended
8. Auditors

Registration Procedures

Registration for returning participants opens approximately in the middle of each semester for the upcoming semester. Registration for new participants opens June 1 for fall matriculants, December 1 for spring matriculants, and the middle of the spring semester for summer matriculants (one-week after returning

students start summer registration). Participants may make changes in registration (Add/Drop processing) through the second week of the semester (or through the second day of classes for modular courses). If a participant registers for a course and is unable to attend, then he or she must drop the course by the appropriate deadline; otherwise, the incomplete course will remain on the academic record with a grade of F. (NOTE: Refer to the current Academic Calendar for registration, Add/Drop, and orientation dates).

Please note that doctoral participants do not require a faculty signature except when registering for a reading course or a guided research course. Early registration is important for seminar planning. Certain seminars may fill up quickly or be cancelled due to low registrations. If you know you will be taking a seminar, it is important to register early. If you have registered for a seminar and discover that you are unable to attend it, please drop the course immediately. This provides seating in the seminar for another participant who may need it. Payment for courses is due by the first day of class. Students who have not settled their account by the first day of class will be dropped from their courses.

Cross-registration at Other Schools

In certain cases, participants may enroll in courses at other institutions with the approval of the faculty advisor and the Program Director. Courses at other institutions will be applied toward the elective component of the degree and generally need to be demonstrated as being especially relevant to the participant's studies.

Program Course Modifications

Modifications to program requirements may be announced by the Academic Doctoral Office.

All courses which are applicable to the PhD/ICS course requirements are numbered 7500 or above. Advanced master's level courses numbered between 7500 and 8999 are available for doctoral credit. Doctoral courses 9000 or above will be available only to doctoral students. ICS students who are seeking course substitutions must fill out a Petition for Course Substitution form. This exception must first be approved by the director of the PhD/ICS program then reported to the Academic Doctoral Committee.

PhD/EDS or PhD/THS academic doctoral courses are not applicable to the PhD/ICS degree except by approval. The approval of the participant's faculty advisor, the PhD/ICS Program Director, and the appropriate Program Director are required for enrollment in PhD/EDS or PhD/THS courses. PhD/ICS participants must meet the appropriate prerequisites to enroll in the course. Program Directors may also require the participant to discuss the request for enrollment with the particular professor assigned to the course. Such substitutions are always subject to seating availability. See also Program Minors above.

Enrollment in Professional Doctoral Courses

Although Doctor of Ministry (professional doctoral) courses are 9000 level, they are not applicable to the PhD/ICS degree except by special approval.

Participant Records

The Academic Doctoral Office and the Records Office maintain copies of documentation related to the progress of participants in the PhD/ICS program. Address changes and program correspondence should be submitted to *both* offices. Participants are encouraged to maintain copies of *all* correspondence and related documents during the duration of their degree program to substantiate program changes and milestones of completion. They are also expected to follow oral agreements made with any program personnel by writing a dated memorandum restating the agreement.

Participants are encouraged to track their courses by means of the course number rather than the course name, which changes on occasion. (Program worksheets can be found through the Forms link at the ADO page in MyTrinity.)

Time Limitations and Degree Completion

The following time limitations serve as the completion parameters for the PhD/ICS degree and its components. Any extension of these parameters requires special petition.

Extensions for Course Assignments

The PhD/ICS participant is expected to complete all course requirements during the semester in which a course is taken, except when courses are taken in the modular format. Participants who find themselves unable to complete coursework by published deadlines may appeal to the instructor for an extension. Course instructors may grant extensions directly as arranged with the participant and the extensions are not to exceed 60 days beyond the end of the term during which the participant registered for the course. Extensions beyond 60 days must be arranged with the Academic Doctoral Office and approved by the Academic Doctoral Committee.

If coursework is not completed by the conclusion of the extension period, an "F" will be assigned as the final grade for the course.

Candidacy Status

The PhD/ICS participant is expected to achieve candidacy within four years of the first semester of enrollment. If candidacy is not achieved within four years of matriculation, a continuation fee is assessed for each semester in which the participant is not enrolled for coursework, excluding the Summer Semester, until the semester in which candidacy is certified.

Following the successful completion of the comprehensive examination, the dissertation proposal hearing, and all requisite coursework, ***the participant is responsible to initiate the application for candidacy.*** This is done through the Academic Doctoral Office by submitting the application form online which is found on the ADO webpage found on MyTrinity. The Academic Doctoral Office will process the application in coordination with the Records Office. If the participant has met all candidacy requirements, the participant's candidacy will be reported to the Academic Doctoral Committee. *The participant must receive candidacy status before registering for the first course of dissertation research (ME 9991).*

Dissertation Status

After candidacy is granted, the participant is assumed to be engaged in the research for and writing of the doctoral dissertation and is deemed a continuing participant for a maximum period of three years, with full-time status if 35 or more hours per week are devoted to dissertation research (ME 9991). Student's signed up for 3 or more hours of ME 9991 are automatically considered full-time. If the student is signed up for **less** than 3 credit-hours in a given semester, a "Full-Time Status Form" (located at the ADO page in MyTrinity) must be filled out in order to be considered full-time.

If the dissertation is not completed by the end of the sixth dissertation course (MES 9991), participants *must* register for (and pay the fees associated with) the Dissertation Extension course ME 9992. Dissertation Extension must be taken each term (excluding summer) until the dissertation is completed in order to maintain program status. ME 9992 qualifies the participant for part-time status.

Degree Statute of Limitations and Program Continuation

All program requirements (coursework and dissertation) for the degree are to be completed within seven years of matriculation.

Participants who are convinced that they will be unable to finish in seven years may apply in writing prior to the end of the seventh year for a program extension, which will give a maximum of three further years for degree completion. Such an extension will be granted only if the Program Director and dissertation mentor (where applicable) agree that the participant is making appropriate progress toward degree completion and that his or her area of research remains viable. In addition, the Program Director and dissertation mentor

may make the extension contingent on specific further academic work. Such work may include, but is not limited to, the following: (a) additional reading assignments; (b) the successful completion of one or more courses; (c) the successful retaking of the comprehensive examination; and (d) a new dissertation proposal. Failure to complete any of the assigned further academic work by the deadline(s) set by the Program Director and dissertation mentor will result in immediate and automatic expulsion from the program.

It should be noted that: (a) no extensions beyond ten years from matriculation will be granted; and (b) extensions beyond the seven-year period are by no means automatic--they are entirely at the discretion of the Program Director and dissertation mentor.

Students receiving extensions are charged continuation fees (see current catalog for amounts) and are expected to pay these in full each semester. Those failing to keep their accounts current will be subject to administrative action.

Leave of Absence

For an extraordinary reason (prolonged illness, serious family crisis, unusual work situation), a doctoral participant may be granted a leave of absence from the program. A request for a leave of absence is to be submitted in writing to the Program Director and the Academic Doctoral Committee (ADC) for consideration. The letter must include the reason(s) for the requested leave of absence and be submitted during the circumstance, or as soon as possible after the event. A leave of absence may be granted on more than one occasion but not to exceed two years in total. Once approved, the leave of absence will not be counted against the program statute of limitations (seven years). Similarly, the leave of absence will suspend the time related to continuation fees.

Program Withdrawal

Participants finding it necessary to withdraw from the degree program must notify both the Academic Doctoral Office and the Records Office in writing of the desired change in program status. Such a decision is disappointing both to the participant and to his or her fellow colleagues and it is the desire of the institution to work with the participant to bring closure to the program of studies and to avoid any unnecessary billing of continuation fees. All fees which have accrued prior to program withdrawal are still to be paid in full. Participants who withdraw from the PhD/ICS program and reapply are not guaranteed re-admission.

3. ACADEMIC LIFE

Doctoral work is different from undergraduate or master's level study. The doctoral participant must take the initiative in the completion of the degree program. However, successful earning of the degree also requires close consultation with faculty advisors and interaction with colleagues in the program.

Faculty Advisors and Advisement

The ICS Program Director acts as an advisor for each participant in the PhD/ICS program until the participant's dissertation committee is formed, at which time the dissertation mentor takes on the role of advisor.

The major purpose of the faculty advisor is that of an academic and spiritual mentor. The advisor will assist the participant (usually in conjunction with the ICS Program Scholar) in planning an appropriate strategy for the selection of courses and the completion of course requirements. Individual advisement and counsel is usually arranged by appointment and should be initiated by the participant. The Academic Doctoral Office recommends no regular pattern of frequency or substance, although the participant should inquire about the preference of the individual advisor.

Advisement and Comprehensive Examinations

When the participant is ready to take the comprehensive examinations, the advisor (either the Program Director or the dissertation mentor if the dissertation committee has been formed) should be consulted in the choosing of the foci of the three fields for the written comprehensive examination. The advisor chairs the oral comprehensive examination committee. The Program Director is an ex-officio member of each committee.

Advisement and the Dissertation

When dissertation research possibilities begin to emerge, these should first be discussed with the Program Director. Considerations about the selection of an appropriate dissertation mentor (who may be the Program Director) and the dissertation committee should follow.

Advisement and Faculty Sabbaticals

A faculty member on sabbatical is not considered available for comprehensive examination hearings, dissertation proposal hearings, dissertation defense hearings, or other purposes. The doctoral participant is encouraged to respect all faculty sabbaticals by not requesting or expecting meetings, office hours, or attendance at hearings. The practical implication for the participant is to plan ahead and to take the initiative in inquiring about faculty sabbatical plans and selecting, if necessary, an alternate advisor during the interim period.

Assessment of Program Participants

One of the primary tasks in the doctoral program is to assess the development and refinement of competencies and sustainable habits. The assessment of academic competencies and professional development takes place at determined points in the program: after completing 18 credit-hours, at candidacy, and in the dissertation defense. Each participant is interviewed concerning her or his academic and professional progress and has the opportunity to offer input concerning the doctoral experience at these times. Faculty will also give feedback on the student's academic and professional performance.

First-Year Review

Upon completion of 18 hours in the program (including advanced standing), the participant's fitness for PhD-level study will be evaluated. Participant progress is assessed by several criteria: the completion of program deficiencies, including coursework; cumulative GPA; writing aptitude; the promise of teaching/research ability; and faculty recommendations. The evaluation is initiated by the Program Director, in consultation with the participant's advisor.

In a case where there is concern about progress, the participant is brought in for consultation and discussion. If the participant's advisor and the Program Director are unable to recommend that the participant continue in the program, the participant may be given the option of completing an advanced master's degree program in lieu of continuing in the PhD/ICS program, provided prerequisites for that program have been met.

Comprehensive Examination

The comprehensive examination measures the reasoning and understanding of the participant. It is generally scheduled soon after successful completion of a majority of the planned coursework and is divided into two parts, the written and the oral.

The Dissertation

The final assessment is the dissertation. Each candidate submits an acceptable dissertation based on one's own systematic inquiry. The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field.

The Academic Doctoral Committee

The Academic Doctoral Committee (ADC) is the committee of the faculty charged with oversight of the academic doctoral programs, including the PhD/ICS. The committee meets several times each semester to deal with items concerning both policy and practice. Each of the three academic doctoral programs has a participant representative (a program colleague) who serves on the ADC.

The major task of the committee is to serve 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.

Participant Petitions to the Academic Doctoral Committee

Participants seeking exceptions to program procedures should discuss the matter with the Program Director and/or advisor. If it is deemed appropriate, the matter should be presented in writing to the Academic Doctoral Committee. Petitions to the committee must be submitted to the Academic Doctoral Office at least **ten business days** before the scheduled meeting in order for the petition to be included on the agenda. Petitions received less than ten days before a scheduled meeting will be held until the next scheduled session of the committee, which may be in a different semester or academic year. (The list of ADC meeting dates can be found on the ADO page in MyTrinity.) Appeals regarding grades and other decisions made by program faculty or by the Program Director may also be made in writing to the committee.

Instructional Models

Several concurrent instructional models are used in meeting the requirements for the PhD/ICS degree. Other instructional models are designed in consultation with the Program Director and faculty members involved.

The Doctoral Seminars

The core of the formal course instruction is the advanced seminar experience which utilizes the dialogic mode of learning. *Learning Through Discussion* by William Fawcett Hill is a text which may assist participants in preparing for seminar experiences.

Independent Study Courses

Two modes of independent study are available for PhD/ICS participants: Reading Courses and Guided Research Courses. These courses may be taken for credit under the supervision of an appropriate faculty member.

The PhD/ICS program requires the completion of two independent study courses, one for the preparation of the comprehensive examination (ME 9975) and one for the preparation of the dissertation proposal (ME 9990). A maximum of twenty percent (12 credit hours) of the total coursework required for a degree program (not including ME 9975 and ME 9990) may be taken in an independent study mode. Additional independent study courses require review by the Program Director. There is no limit to the number of MA level independent study courses that may be used to remove admission deficiencies.

A reading course or guided research course must be registered in the Records Office at the beginning of the semester. To register for an Independent Study Course, students should first seek approval from their mentor and the supervising professor and then fill out a "TEDS Reading and Guided Research Registration Form" found at the ADO page in MyTrinity.

Reading Course

A reading course is the completion of a catalog course by independent study during a term when the course is not offered or when on-campus participation is not possible. Substitution of a reading course for a required course is not generally recommended because of the value of participation in learning groups. A reading course must have the consent of the Program Director and supervising faculty member and must be registered in the Records Office at the beginning of the semester. Work contracted for the reading course should be commensurate with the comparable number of hours of in-class experience and completed during the semester in which the participant is enrolled in the reading course.

Guided Research Course

A guided research course is the completion of a planned learning experience that does not appear in the regular catalog of the Divinity School and which is developed by the participant in conjunction with an appropriate faculty member. A guided research course must be registered in the Records Office at the beginning of the semester. Work contracted for guided research should be commensurate with the comparable number of hours of in-class experience and completed during the semester in which the participant is enrolled in the guided research course.

Instructional Expectations

The instructional approach used in most PhD/ICS doctoral courses and seminars is dialogic. This mode of instruction places specific responsibilities on the participants. Verbal interaction is more than an "opportunity"; it is a necessity. The give-and-take of a doctoral seminar is much more than a discussion; it is a mode of learning. The assumption is that ideas are not one's own until they can be shaped into one's own language and used in highly disciplined conversations.

Seminar Preparation

Doctoral participants are expected to have read the assigned textbooks and other materials *before* the first class session. Reading the text materials in advance allows the seminar participants to begin with a common base of reading and reference which allows for more productive dialogue. The participant who is unable to prepare appropriately is at a disadvantage, and may be asked to withdraw from the seminar.

Developing the habit of obtaining textbooks and using the time between seminars and semesters to prepare for upcoming courses is strongly recommended.

The faculty teaching doctoral courses or seminars will rarely lead participants through text material chapter by chapter. Assigned textbooks are generally considered reference sources that prepare the participant for the interaction of the seminar. At an appropriate time within the seminar, it is the responsibility of the participant to raise insights or questions from the reading for clarification and discussion.

To assist in preparation for a course, the Academic Doctoral Office begins receiving syllabi for the next semester's seminars midway through the previous semester. The bookstore generally has texts available for a seminar course 30 days prior to the beginning of the semester.

Community of Scholarship

Doctoral participants at TEDS are encouraged to abandon the competitive habits that have been accumulated and refined over many previous years of formal schooling. The idea of advanced study is to enter fully into the community of scholarship--giving and receiving ideas, information, sources, and materials. This sort of exchange also includes preparatory and final manuscripts of the participants' own original project papers. It is a mistake to believe that one's own scholarship can be advanced by hoarding resources and by avoiding the sharing of one's own reflections.

Doctoral participants are expected to enter fully into seminar and class discussions and to participate constructively in open hearings for oral exams, research proposals, and dissertation defenses. These opportunities for organized interaction should be buttressed by a continuing inter-participant dialogue and by thorough preparation.

The courses in the PhD/ICS program at TEDS are planned in such a way as to reduce to a minimum the concern for sequence. Since all persons admitted to the program come with substantial but varied backgrounds, there are participants in each course and seminar for whom the subject matter is less familiar and others for whom it is more familiar. Each participant thus discovers some situations in which helping others is the appropriate role and others in which being helped is important. This combination of roles in the learning community results not only from the differences in previous background and experiences, but also from the deliberate decision in the PhD/ICS program not to move participants through a standardized sequence of courses.

Study and Research Skills

The participant re-entering the academic process after an extensive period of vocational ministry may find his or her study and research skills such as note taking, rapid reading, and research writing in need of some improvement. Resources that participants may find particularly helpful in preparation include:

Study Skills for Adults Returning to School by Jerold W. Apps

Learning Through Discussion by Jerome Rabow

Style: Toward Clarity and Grace by Joseph M. Williams

Chicago Manual of Style

Guide to the Successful Thesis and Dissertation: A Handbook by James E. Mauch and Jack W. Birch

On Writing Well by William Zinsser

The Elements of Style by William Strunk and E. B. White

The Elements of Grammar by Margaret Shertzer

Manuals of Writing Style

The required manual of style for all projects and the dissertation is the latest edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Additional format guidelines clarifying or

superseding those in Turabian are found in the *TIU Style and Format Guide*, which is available on one or more TIU web pages. Participants should cultivate early the habit of formatting their papers in accordance with Turabian and the *TIU Style and Format Guide*. All papers submitted for coursework in the doctoral programs are expected to conform to these standards. ICS students adhere to the Social Science Format.

If a participant is uncertain about particular style and format questions, he or she should: (1) carefully read the *TIU Style and Format Guide*, (2) carefully read Turabian, (3) consult the document assistant. The best advisors are frequently program colleagues, particularly when the questions involve computer software programming. Participants are encouraged to read carefully the requisite published manuals *before* consulting office or faculty personnel.

English Writing Skills

Participants whose first language is not English are expected to demonstrate a level of English proficiency at the time of admission into the program. However, the TOEFL and other instruments used in this assessment 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 proper in style and format, but also well-written and correct in their use of English grammar and idiom. These expectations may necessitate assistance for some participants with the English language details of the dissertation.

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

Grading and GPA

Only grades of B- or higher in any course will count toward the completion of the PhD/ICS degree. Grading scales for doctoral programs are the same as those used for other courses at Trinity.

Participants entering a doctoral program at TEDS begin a new grade point average upon matriculation into the program. The doctoral GPA will include all courses taken after that point, excluding any courses taken to meet admission deficiencies. The point of admission into the program will be noted on the transcript. If credits earned prior to matriculation (advanced standing) have been approved as applicable to the degree, they are noted as *credits earned*, but not calculated into the GPA.

Instrument Distribution and Human Right Protocol

No instrument for course or doctoral dissertation research is to be distributed without the prior approval of the ICS Program Director and the Human Rights in Research Committee. Failure to do so will cause the research and/or dissertation to be considered unacceptable.

Protection of Human Rights in Research Policy

Trinity Evangelical Divinity School is concerned with the moral responsibilities involved in the rights and welfare of human subjects in all research, class projects, and related activities. This concern includes the protection of rights to privacy, the need for informed consent, the protection of confidential data, and protection against physical, psychological, spiritual, social, and legal risks. The safe-guarding and confidentiality of records and data collected on individuals and groups, the use of such data by the investigator conducting the original research or by other investigators, and the use of the data at a later time are all within the scope of this policy.

Principles of Professional Responsibility in Research

Research scholars in the social sciences work in close personal association with the people and situations they study. They are involved with their discipline, their colleagues, their sponsors, their subjects, their own and host governments, the particular individuals and groups with whom they do their research, and other interest groups interested in their findings. In all these relationships, it is the primary responsibility of the researcher to carry out the task with moral integrity. Some of the ethical guidelines for research involving human subjects are outlined below.

Relations with Those Studied

In research, a scholar's paramount responsibility is to those studied. When there is a conflict of interest between the goals of a research project and the welfare of the researcher's subjects, the welfare of the subjects must come first. The researcher must do everything in his or her power to protect the subjects' physical, social, and psychological welfare, as well as to honor their dignity and privacy.

1. When research involves the acquisition of material and information on the assumption of trust between persons, particularly in cases involving deception or controversial topics or methods, it is axiomatic that the rights, interests, and sensitivities of those studied be safe-guarded.
2. The aims and methods of the investigation should be communicated as well as possible to the subjects of research. This communication should occur prior to the subjects' participation in the research unless it is essential to the aims of the research that the subjects be uninformed prior to their participation.
3. Research subjects have a right to remain anonymous. This right should be respected unless the subjects have given their willing consent to disclose their identity. These strictures apply to the collection of data by means of cameras, tape recorders, and other data-gathering devices, as well as to data collected in face-to-face interviews or during participant observation.
4. There should be no exploitation of individual informants for personal gain. Fair return should be given them for their services.
5. All research should be done in full recognition of the sociocultural pluralism of the host societies and the consequent plurality of values, interests, and demands therein. This diversity complicates choice-making in research, but ignoring it leads to irresponsible decisions.

Responsibility to the Public

1. The researcher is responsible to the public -- to all who will use the research findings.
2. The researcher should not knowingly falsify or embellish research findings.
3. The researcher is responsible for representing the theories and findings of other researchers fairly.

Responsibility to the Discipline

The researcher bears responsibility for the good character of his discipline and its practitioners.

1. The researcher should undertake no secret research or research whose results cannot be freely derived and publicly reported and should disclose fully the aims and sponsorship of the research to the subjects.
2. The researcher should attempt to maintain a level of integrity and rapport in the field such that, by behavior and example, future research there will not be jeopardized. The responsibility is not to analyze and report so as to offend no one, but instead to conduct research in a way consistent with a commitment to truth, honesty, open inquiry, and concern for the welfare and privacy of informants.
3. The researcher should not present as his or her own work, either in speaking or writing, materials directly taken from other sources.

Procedures

To implement the foregoing policies, to protect the rights of all human subjects in research carried out by TEDS faculty, staff, and participants, and to meet the standards required by governmental agencies, the following procedures must be followed in conducting all research.

Preparation of a Research Protocol

Prior to conducting any research requiring the participation of human subjects, the researcher must prepare a research protocol for the approval of the Human Rights in Research Committee accurately describing the research project and specifying the steps that will be taken to safeguard the human subjects involved in the research. The Protocol is available at the ADO forms page in the My Trinity website. Under no circumstances may field work begin prior to the submission of the Protocol and the written approval of the Human Rights in Research Committee. Failure to do so will result in automatic disqualification of the dissertation. The protocol should contain the following information:

4. Methods of data gathering to be used (interview, questionnaires, etc.). You must attach copies of all research instruments to be used.
5. How "informed consent" will be obtained. You must attach any letters or forms that will be used to secure voluntary informed consent. In this section, the following must be included:
 - a. a description of how you will obtain written consent, or, if written consent is not possible,
 - b. how you will obtain verbal consent
 - c. how you will indicate to subjects that their participation is voluntary and that they are free to withdraw at any time
 - d. how you will ensure the anonymity and confidentiality of responses
 - e. how (if applicable) the anonymity and rights of subjects will be guarded in written materials and publications arising out of the research
6. How you will provide for the debriefing of subjects following their responses to or involvement in your research. Describe information given to subjects regarding how any questions they have about the research can be addressed. If applicable, describe what will be done in the event of a research-related injury.

Copyrighting Projects, Instruments, and Protocols

An author's unpublished manuscripts are protected by federal statute against unauthorized use from the moment they are produced in tangible form, e.g., typed or printed (Copyright Act of 1976; title 17 of the United States Code). The author owns the copyright of an unpublished manuscript and has all the rights associated with the copyright of a published work until copyright is formally transferred. For further information see <http://www.loc.gov/copyright>.

Publishers, however, may be unwilling to accept in the transfer of copyright any unpublished material onto which notification of copyright has not been affixed (the copyright symbol with year of publication and the author's name). Substantial blocks of text and/or graphics original to an author are especially vulnerable at the time of transfer of copyright.

Therefore, in cases where the participant anticipates the use of a project, instrument, or protocol in a future published work, copyright should be indicated on the work itself and registered with the US copyright office through UMI at the time when the final dissertation copies are submitted to the Academic Doctoral Office. On the document itself, simply use one of the following formats according to the capabilities of your word processor and/or printer:

© 2009 by Author Name
Copyright 2009 by Author Name

Please respect the copyright that is automatic to unpublished manuscripts--such a copyright pertains to all materials and handouts received in classes from faculty and fellow participants, as well as the written

proposals and dissertations in the ICS Research Room. Request permission from the appropriate author(s) before reproducing these materials.

Academic Integrity

The community at Trinity Evangelical Divinity School is committed to integrity in all areas of life. Academic integrity is essential in the search for and promotion of truth. This pursuit of truth, while being an important goal in itself, is integrally connected with other essential beliefs foundational to the TEDS community: (1) all individuals, being in the image of God, are to be respected for their intellectual contributions; (2) the development of one's God-given talents is the responsibility of every individual and excellence brings glory to God; and (3) relationships within our community are to be nurtured in an environment of trust.

Therefore, no form of plagiarism and cheating will be tolerated within the TEDS community. Plagiarism and cheating have a negative effect on the entire TEDS community in that they break the relationship of trust, discourage individuals from developing creative talents, erode the moral fiber so vital in an academic community, and do not promote truth.

Any participant who breaks the standard of academic integrity by cheating or by committing plagiarism will be dealt with severely by the professor involved and will be reported to the Dean of Students. This may result in a failure of the course, expulsion from the institution, or a revocation of a degree already granted by TEDS.

All participants are required to have on file in the ADO a signed *Academic Integrity Form*. This form is available at the ADO.

Cheating

Cheating is a form of deception that may take many forms: the use of *unauthorized* notes; the use of previously written comps, books, or other materials; having another participant take one's exams or write one's papers; the submission of someone else's work to fulfill a course requirement; the unauthorized use in one course of work submitted for another course; the reporting of material as having been read that has not been read; etc.

Plagiarism

Plagiarism gives the impression that words or ideas in one's writings are one's own, when in reality they have been taken from someone else's written or oral work. One plagiarizes when, intentionally or not, one uses another person's words or ideas but fails to credit that person. Plagiarism takes many forms, but all of them involve the taking of what rightly belongs to someone else. In other words, plagiarism is "stealing" and, hence, a breach of ethics and academic integrity.

Intentional Plagiarism of Words involves the absence of quotation marks or block quote indentation with a citation reference when the actual words of another are being used.

ORIGINAL SOURCE	PLAGIARISM
<p>You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation.</p>	<p><i>I believe that one plagiarizes</i> when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation (see further Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, <i>The Craft of Research</i> [Chicago: University of Chicago Press, 1995], 167).</p> <p>Comment: This example illustrates intentional plagiarism by the lack of quotation marks and/or block style with footnote!</p>
<p>You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.</p>	<p>Another example of plagiarism is the use of words that are so close to the source, that if one were to place one's writing next to the original, it would be obvious that it could not have been written without the source at your elbow (see further Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, <i>The Craft of Research</i> [Chicago: University of Chicago Press, 1995], 167).</p> <p>Comment: This example illustrates a freer reworking of the original, but it is plagiarism!</p>

Intentional Plagiarism of Ideas involves the presentation or development of an idea that originates with someone else as if it were one's own or as if it were an original part of one's argument. A general reference at some point to the original source is not sufficient. All general principles and specific ideas must be referenced.

ORIGINAL SOURCE	PLAGIARISM
<p>You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.</p>	<p>The "elbow rule" is the norm by which you can check yourself against plagiarism. When you place your writing next to the original and the similarities are so great that it is impossible that you could have written it without the use of a source right in front of you.</p> <p>Comment: The author does not give credit to the source of his idea. It is apparent that he has "stolen" it from the original source!</p>

Intentional Plagiarism of Papers, Abstracts, etc. includes the use of someone else's paper, abstract, thesis, dissertation, internet text, etc., and the submission thereof as if it were one's own.

Indirect Plagiarism of Words includes a paraphrastic use of another person's words or ideas, even when loosely reworded, in a way that suggests that the words or ideas are one's own.

ORIGINAL SOURCE	INDIRECT PLAGIARISM
<p>You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.</p>	<p>Plagiarism may be intentional or unintentional. Plagiarism is the use of the words or ideas of someone else, not giving credit to the author. Plagiarism even takes place when citing an author, while taking over his exact words without using quotation marks or block indentation. The test of plagiarism is your work would be obvious that you could not have written what you did without the source, when your work is placed next to the source (see further <i>The Craft of Research</i> [Chicago: University of Chicago Press, 1995], 167).</p> <p>Comment: The paragraph is a paraphrastic reworking of the original source by changing the wording and by the lack of quotation marks and footnotes.</p>

While intentional plagiarism is a serious offence to the community's standards, indirect plagiarism is no less so. The latter is at least an expression of poor scholarship. Paraphrastic rewording of someone else's ideas creates the impression that the material is original to the writer. No participant can justify plagiarism, whether such justification comes from a cultural background that shows some tolerance of the practice, from inadequate preparation in writing papers or in doing research, or from a lack of awareness of the community's standards.

Refer to the following volumes for further information on plagiarism:

- The Modern Researcher* by Jacques Barzun and Henry F. Graff.
- The Craft of Research* by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.
- A Christian Writer's Manual of Style* by Bob Hudson and Shelley Townsend.
- Writing Research Papers: A Complete Guide* by James D. Lester.
- A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian.

Institutional Resources

TEDS makes available a number of resources that are particularly important for those pursuing research doctoral programs. These resources include the campus library, library networking services, and doctoral research areas.

TIU Roling Memorial Library

The TIU Roling Memorial Library is the hub of the participant's research efforts. The participant is expected to be familiar with specific research tools, bibliographical services, subject indexes, abstracts, directories, dissertations, journals, and computer-based search systems.

The TIU Roling Memorial Library was built in 1973 and enlarged in both 1985 and 1995 when it was combined with the college's Lew Library. Current holdings number more than 204,000 volumes of books, 140,000 volumes of microforms, and about 1,400 current periodical subscriptions (updated April 16, 2007). The Library also includes archives of two outstanding evangelical scholars: Dr. Carl F. H. Henry and Dr. Wilbur M. Smith.

The library catalog (TrinCat) is available on-line through the website www.tiu.edu/library. Many online research databases are available including WorldCat, ATLA, ERIC, PsycInfo, Digital Dissertations, Historical Abstracts, Philosopher's Index as well as numerous electronic journals. Access to these databases outside the campus requires your TIU username and password. (Please contact Information Technology Department for your username and password. See **Electronic Communication**.) Access to your library account to see what books you have checked out and to renew books online can also be done through the library website with your name and student ID number.

I-Share

TIU belongs to a consortium of Illinois academic libraries known as I-Share. I-Share libraries freely exchange their books with other I-Share libraries. For books not at TIU, an I-Share request should be the first attempt at borrowing. For help placing an I-Share request, see one of the reference librarians. Only if there is no available copy through I-Share should an interlibrary loan request be placed.

Interlibrary Loan

Materials not available in the TIU library or through an I-Share library usually can be obtained from other libraries. This service provides book loans as well as the photocopying of periodical articles. Interlibrary Loan (ILL) can take from one to two weeks depending on the location of the lending library. Trinity belongs to the Association of Chicago Theological Schools (ACTS, See "Chicago Area Libraries" below) which can provide books in as few as four days. The majority of ILL's are initiated through on-line electronic databases. There is no limit on the number of requests, but the participant is responsible for paying for all photocopies. Most books do not have fees. All ILL articles will be charged a \$1.00 fee which will be added to the participant's account. A notice will be sent to the participant's school assigned email account with a PIN number. The participant can then use the PIN number to access the article online, which will require Adobe Acrobat Reader (version 3.0 or higher). Reference Librarians can assist participants in ordering ILL material. Questions regarding outstanding requests should be directed to the Interlibrary Loan Desk.

Theses and Dissertations

Proquest/University Microfilms (UMI) makes available copies of nearly all doctoral dissertations and some master's theses submitted in the United States and Canada. TREN (Theological Research Exchange Network) makes copies of theological theses and dissertations available. Both have electronic indexes available on-line. Please ask a Reference Librarian to assist you in searching these resources.

Chicago Area Libraries

The Chicago area, given its combined library resources, is among the four best areas in the United States to do research. The Roling Library is a member of a consortium, Association of Chicago Theological Schools (ACTS), which extend borrowing privileges to each other's students. A special ACTS library card is needed to use these other libraries. The card is available for free at the Circulation Desk. Trinity also has access to an international library catalog called WorldCat.

Study Carrels

Study carrels are available in the Roling Library for doctoral participants. Participants are to apply for the carrels at the beginning of the program and to check out the carrels every semester at the Circulation Desk.

ICS Research Room

The ICS research room, located in the H. G. Rodine Global Ministry Building, provides resources (dissertations, dissertation proposals) to assist program participants. These resources are for use in the room only. None of the dissertations or dissertation proposal material should be removed from the research room.

Appropriate Technology

Since the program is heavily dependent on computer skills, applicants should be able to use a current word processing program such as WordPerfect or Microsoft Word. The word processor of choice at Trinity is Microsoft Word. Ownership of a desktop or laptop computer is strongly recommended. Participants are also strongly encouraged to acquire the current Windows operating system. (Macintosh computer users will need to inquire about any adjustments needed for formatting and so on.) A computer is available to

participants in ICS Research Room. Ethnograph, ATLAS.ti, QSR NVivo (formerly NUD*IST), SPSS, WordPerfect and Microsoft Word software are accessible on this computer. A limited number of computers for participant use are available in the campus computer lab in the TIU Roling Memorial Library. Campus network connections are accessible in the ICS Research room, the library computer lab, and the Graduate Student Center (by the White Horse Inn in the lower level of the A.T. Olson Chapel). Wireless networking is available in the Rodine Building, the Gunderson Academic Building, the Roling Library, and the Graduate Student Center.

Participants are encouraged to obtain a small pocket or mini-cassette recorder. The tape recording of conferences with a participant's advisor or dissertation mentor will help him or her to gain the full benefit of faculty advising. Such a procedure is expected for the participant's various hearings (including the Comprehensive Oral Examination, Dissertation Proposal hearing, and Dissertation Defense hearing). Tape-recording these hearings provides the participant with an opportunity to gain a clearer understanding and broader perspective of the events outside of the anxiety of the moment.

Participants are urged to make every effort and sacrifice necessary to have access to such technology. The use of a computer not only makes the participant's tasks easier and more efficient, but the storage of data also makes the results of doctoral studies more accessible in the future.

Updated Program Information

Current information on the PhD/ICS program, professional meetings, placement opportunities, communications from the Academic Doctoral Office, and schedules for participant hearings are posted or published through several media.

Program Bulletin Board

An information bulletin board for the PhD/ICS program is located in the ICS Research room as well as in the hallway outside the Academic Doctoral Office in the Lee International Center. The bulletin boards are updated regularly with course schedule changes, program notices, and other pertinent notices. Participants are responsible for checking this board for current program news.

Doctoral Hearings Board

The schedule of open forum doctoral hearings in all three programs, including PhD/ICS dissertation proposal hearings and dissertation defenses, is posted on the Hearings Bulletin Board outside the Academic Doctoral Office and on the ADO page of My Trinity. The schedule includes hearing times, dates, places, and participating faculty.

ADO MyTrinity Web Page

The University maintains the web site called MyTrinity (<http://mytrinity.tiu.edu>). Within this site, there is content related to the ADO and PhD programs. When you navigate to the "PhD Acad Doc" page (found under TEDS Academics), you will find a variety of materials such as ADO phone numbers and office hours, program newsletters, participants lists, course schedules and syllabi, downloadable forms and manuals, a list of program scholars and their working hours, and much more. Some of the material is password-protected. Contact the ADO for the current password.

ICS Program also maintains a website which is accessible to the public: <http://www.tiu.edu/ics>.

Form Rack

ADO forms and other pertinent PhD/ICS program forms may be found in the form rack located in the hallway outside the Academic Doctoral Office in the Lee International Center or downloaded from the ADO page in MyTrinity.

4. PARTICIPANT LIFE

Academic Doctoral participants, spouses, and families are encouraged to become involved in the activities of the Divinity School. These activities include chapels, doctoral fellowship groups, the Trinity Wives Fellowship, concert series, special institutes, conferences, and lectureships.

Doctoral Orientation

Orientation for new participants is usually held during the week classes begin in the Fall and in the Spring semester. New participants find this orientation an invaluable time of information gathering, as well as an opportunity for fellowship with other incoming participants, program scholars, Program Directors, and the ADO personnel. The orientation addresses many details regarding the PhD programs, including policies, registration procedures, doctoral research library orientations, and other related issues. All new PhD/ICS participants are expected to attend.

Social Events

In addition to the general events of the entire TEDS community, faculty and students participating in the doctoral program, along with family and friends, are invited to take advantage of scheduled times of social fellowship as well as informal occasions during the daily routine of academic life. The program's philosophy of cooperative learning sets a premium on healthy interpersonal relationships.

Professional Associations

Participation in professional organizations is essential in order to stay abreast of current trends in scholarship and theological education. Participants are urged to participate in appropriate professional organizations by subscribing to journals and by attending regional and national conferences, many of which are held in the Chicago area. Representative groups include the following: The Association of Evangelical Professors of Missions, The Midwest Fellowship of Professors of Missions, The American Society of Missiology, the Evangelical Missiological Society, and the Association of Professors of Missions.

Participant Networking

The Academic Doctoral Office makes available on its web site a list of current PhD/ICS program participants and graduates as a reference guide to facilitate contacting colleagues for academic and professional matters and as a means of maintaining contact with program graduates. The network of colleagues in the TEDS Academic Doctoral programs is world-wide.

Participant and Spouse Audit Benefits

Participants should examine the current Catalog for information about audit benefits. Enrollment priorities for degree-seeking participants frequently eliminate space for auditors in doctoral seminars.

Full-time PhD participants may audit without fees the same number of units in which they are enrolled for credit. The spouses of full-time PhD participants may audit without fees the same number of units as the participant is enrolled in for credit.

All audits at the masters or doctoral level may be subject to the usual restrictions of prior written instructor approval and adequate space. Research courses may only be audited with the approval of the Program Director.

PhD/ICS Program and Merit Scholarships

One PhD/ICS Program Scholar who will assist the Program Director and the ADO for 10 hours per week in a variety of capacities will be selected each year by the Program Director. This award will go to an incoming full-time participant and may be renewed for a second year at the discretion of the Program Director.

One merit scholarship will be awarded in the ME department each year. It is renewable for a second year, although acceptance is not automatic. The recipient is expected to work with the Department Chair and/or for the Program Director for 10 hours per week.

Graduate Assistant Opportunities

Occasionally, teaching opportunities arise at Trinity's College of Arts and Sciences. Inquiries regarding teaching opportunities should be addressed to the Academic Dean of the college.

The Division of Open Studies utilizes doctoral participants both to teach and to grade papers for courses at extension sites. Inquiries regarding these opportunities should be made to the Vice President of the DOS.

Doctoral participants are often in demand as Teaching/Graduate Assistants to faculty members. Responsibilities vary and the wages are modest, but participants are offered an opportunity to become involved personally in the academic and administrative responsibilities of individual professors. Graduate Assistants are frequently involved in faculty projects and occasionally have the opportunity to teach classes. Interested participants should contact the TEDS Associate Academic Dean.

Teaching ministry opportunities are often available through a participant's local church, but other possibilities may be explored through the Field Education office. For other employment opportunities, the participant should contact Career Services.

Financial Aid

Most participants find they cannot finance their education with only one source of income and must use some combination of personal savings, scholarships/grants, loans, and part-time employment. The Financial Aid Office seeks to assist participants who have been admitted to TEDS by informing them of the resources available. Questions regarding financial aid should be directed to the Financial Aid Office (847.317.8060).

Placement

Though most PhD/ICS participants are already in a career track, the Academic Doctoral Office assists participants seeking placement in teaching positions through a Placement Bulletin Board and publication as well as through the distribution of an annual Résumé Booklet. Placement opportunities in churches are generally posted in the Placement Office.

Announcements of employment opportunities, when received in the Academic Doctoral Office, are posted on the Placement Bulletin Board in the Lee Center. Participants are encouraged to forward such announcements to the office as they become aware of them in their own circles. In addition, a Résumé Booklet of participants seeking placement in higher education is developed each fall and mailed to approximately 250 institutions throughout North America.

Teaching opportunities are often limited. Participants seeking placement should notify the Program Director and faculty advisor and seek the assistance of faculty members within the TEDS community. Participants should also consult placement sources such as the *Chronicle of Higher Education* newspaper, *Christianity Today* magazine, and the Council for Christian Colleges & Universities.

Campus Services

Trinity Evangelical Divinity School provides a number of services for participants and/or participant spouses. Participants should contact each of these services directly for assistance.

Participant Housing

Participants desiring to live on campus during their doctoral studies should contact Institutional Services: Campus Housing Coordinator at 847.317.7135. Requests for housing are put on a waiting list *only* after a participant has been admitted *and* submitted the tuition deposit as verification of his or her intent to attend TEDS. Doctoral participants living on campus must be full-time participants. All residents in the Academic Doctoral programs are eligible for not more than four years of on-campus housing (may be less than four years if they move on campus after matriculation).

Participants desiring to live off campus should contact the Admissions Office's Event and Visit Coordinator at 800.345.TEDS (800.345.8337) for information on housing in the area. The Transition Coordinator may also be able to provide information on local employment opportunities.

Limited housing may be available for participants taking modular courses. Participants should contact the Short-term Housing Coordinator as early as possible at housing@tiu.edu or 847.317.7135 to check availability and be put on a waiting list. Please be aware that housing during Fall and Spring modulares is especially difficult because the dorms tend to be full. Participants needing housing during summer modulares are more likely to be accommodated.

If housing is not available through TEDS, participants may wish to contact a local hotel which gives discounts to TEDS participants if informed at the time the reservation is made, such as the Northbrook Red Roof Inn (847.205.1755). See the ADO page in My Trinity for a listing of nearby hotels.

Campus Mail

The Campus Mailroom provides mail services to all participants at posted hours. Doctoral participants may apply for a campus mailbox with the Campus Mailroom while in residency in their program and should inform the ADO of their mailbox number. To maintain their box, they are expected to check it regularly. Upon graduation or permanently moving from the area, they must close their box and provide the Campus Mailroom Office with a forwarding address. United Parcel Service is available through the Trinity Bookstore.

Trinity Bookstore

The Trinity Bookstore stocks copies of textbooks for the current semester and sometimes has copies of textbooks from previous semesters. Generally textbooks for the upcoming semester are not available until approximately 30 days before a semester begins.

The Trinity Bookstore will bill and ship books directly to a participant upon request. Books are shipped via UPS to street addresses (not P.O. Boxes) in the United States as well as by mail to other countries. To have books billed and shipped, contact the bookstore directly (800.456.7323).

5. THE COMPREHENSIVE EXAMINATION

PhD/ICS participants nearing the completion of their coursework in the program take the comprehensive examination. The examination is composed of written and oral sections.

The rationale for the comprehensive examination lies in the distinction symbolized by candidacy, the shift from being a "user of knowledge of the field" to the role and responsibilities of building on prior knowledge and extending the knowledge base. The comprehensive examination tests the participant's professional understanding of the field and his or her ability to reliably evaluate and assess the work of other scholars. Emphasis is placed on the exercising of mature judgment and on having the wisdom to integrate coursework, prior experience, and knowledge of professional literature.

The Written Examination

PhD/ICS participants will prepare three field statements (5000-7000 words exclusive of bibliography) in preparation for the PhD oral qualifying exam. Field statements are bibliographical essays on areas of specialization that are to address substantive areas of missiology or missiologically-related knowledge. Each field statement is a *critical summary and analysis of issues and debates in a given field of knowledge*. Participants will write two field statements on topics such as the history of missions, missiological anthropology, contextualization, theology of missions, anthropology of religions, theology of religions, globalization and mission, missions and money, etc. The third field statement will normally focus on a specific geographical and/or cultural region of the world. Faculty sponsors will work with the participant on the selection and preparation of these fields. Field statements *should include both theological reflection and missiological application*. Optimally, they will relate strongly to the work planned for the dissertation.

The field statement requirement is implemented to help the participant prepare for the PhD Oral Qualifying Examination. Preparing the statement allows participants to show that they have sufficient background in at least three major areas of missiology.

The process begins with a planning conference or series of conferences initiated by the participant with the advisor and others as appropriate. The participant is expected to choose the foci of the three fields and to discuss these with the faculty advisor. During the first planning session, the participant should bring a written summary of four proposed foci. This will allow the least promising one to be eliminated after discussion with the advisor. The advisor likely will raise the following concerns: Do the three fields display a breadth of comprehension representative of the breadth of doctoral studies? How do they differ from one another? Do they overlap too extensively? Does at least one of the fields place theological foundations of missiological issues at the center? Theological implications should be addressed in each essay.

As these field statements are written, the participant should be aware that faculty will be asking questions such as the following: To what extent does this review demonstrate deep knowledge of the relevant literature? Does the review demonstrate professional judgment in what constitutes good scholarship? Does the essay demonstrate an ability to synthesize, to integrate, and to critique existing literature?

Common weaknesses to avoid include: summarizing or reporting on literature without critiquing, evaluating, or analyzing it; failing accurately to represent the contributions of others; failing to cite landmark studies; citing irrelevant, trivial, secondary, or non-scholarly sources; failing to have adequate structure, clarity, and coherence; failing adequately to explore the theological and missiological implications of the subject.

The Oral Examination

The oral examination is designed to assess the participant's understanding and communicative effectiveness in matters of missiology and theology. Specific informational questions are delimited to those which can expose and clarify the values and presuppositions which underlie the participant's professional and academic commitments as a church leader in missions and evangelism. The examiners are also free to seek clarification on points of weakness in the written examination.

After the field statements are completed, an oral examination will be scheduled for approximately 90 minutes and will take the form of an interview by two or more faculty members. Participants are to tape record the oral examination for later reference and further study.

Registering for Comprehensive Examination Preparation

All students must take three hours of comprehensive exam preparation. Students may split up the comps over more than one semester. This means a student may take all three hours at once, one hour of comp over three semesters, or split the comps into two hours one semester and one hour the next. If all three hours are taken in one semester, students are considered full-time students. Students should make sure they *will* finish comps if they sign up for all three hours at once.

If students choose to split up their comps, they can still be considered full-time; **however**, in order to receive this designation they will need to fill out a "Full-Time Status" form (found at the ADO page in MyTrinity).

Register for comps through TIU Access. The Comprehensive Exam Preparation Course Number is ME 9975. The section number is based on the number of hours desired. (Section 01 = 1 hour; Section 02 = 2 hours; and Section 03 = 3 hours)

Scheduling the Oral Comprehensive Examination

Eligibility to take the comprehensive examination requires the completion of all admissions deficiencies and a minimum of 42 credit hours (which includes any advanced standing credit).

After the three field statements are completed, an oral examination may be scheduled. The "Comprehensive Exam Request" form is available at the ADO page in My Trinity.

If students plan to defend their field statements on or before Oct 15 (for the Fall semester) or on or before Feb 28 (for the Spring semester), their hearing request form is due **forty days** in advance of the requested hearing date. This may mean that the request form is due **before** the beginning of the semester.

If students plan to defend their field statements after Oct 15 (for the Fall semester) or after Feb 28 (for the Spring semester), the hearing request form is due during the **first two weeks of the semester** in which the hearing is to be held. Summer requests (if approved) are due during the **first two weeks of the Spring semester**.

Procedural Guide for Comprehensive Examination

The following sequence of procedures is to be followed in completing the written and oral components of the comprehensive examination.

1. Meet with the faculty advisor to discuss possible foci for the field statements.
2. Rework as necessary, meeting with the faculty advisor for finalization.
3. Write the three field statements, consulting with faculty as needed.
4. Schedule the oral portion of the exam.
5. After the advisor signs off on the field statements, complete the oral portion of the exam.
6. If necessary, complete any conditions of the exam.

Assessment of Comprehensive Examination

The faculty advisor, the Program Director, and other members of the doctoral faculty on the exam committee will assess the comprehensive examination. The committee assesses the participant's examination work and decides on one of the following options: clear pass, pass with minor revisions, pass with moderate revisions, or fail. At the discretion of the evaluators, the participant may be required to do additional reading or research, or, if necessary, to rewrite all or part of the examination. In the case of a fail,

it is assumed that the participant will rewrite the exam after further work unless the committee advises the academic doctoral committee that the participant should proceed no further in the program. Participants may be given the option of completing an advanced master's degree in lieu of continuing in the PhD/ICS program, provided prerequisites for that degree have been met.

6. THE DISSERTATION

Each candidate for the PhD/ICS degree must submit an acceptable dissertation based on his or her own systematic inquiry. The purpose of the dissertation is to demonstrate competency in research skills, to serve as the culmination of doctoral study, and to make a significant contribution to the field of missiology. Topics are to be chosen in keeping with these purposes. Findings must have potential value as contributions to the knowledge base in the field of missiology.

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

Major Emphases for Dissertation Research

The doctoral participant is encouraged to select as a dissertation topic a well-focused empirical question within one of the suggested topical sectors listed. In time, a series of research studies will accrue to the substantial increase of the knowledge base related to these emphases:

1. *The missiologist as strategist*: theological assumptions, strategic theorems, methodologies, and planning approaches
2. *Intercultural spiritual development*: defining, facilitating, and assessing
3. *Doing theology interculturally (ethno-theology)*: conceptualizing, contextualizing, and applying
4. *Church multiplication movements*: philosophies of ministry and training, leadership roles, and facilitation
5. *Cultural context of mission*: descriptions and factor analyses of relationships among context variables and mission procedures
6. *Leadership in church and mission organizations*: conceptualizing, facilitating, and assessing
7. *Expansion of Christianity*: mission development of the two-thirds world, networks of resources, inter-church structures, and cooperation
8. *History of the practices and institutions of Christian mission*: historical and current documentation, oral history of transitions, theological analysis of patterns of movements of God's work in the world

Dissertations outside these recommended streams may be considered, but in every case the research must be identified with a specific stream of relevant previous studies well established in the research literature.

Methods of Dissertation Research

Doctoral participants are expected to undertake a dissertation using a specific mode of research, whether qualitative or quantitative, historical or contemporary, theological-philosophical or theological-scientific. The participant will be required to complete the research course(s) appropriate to the mode of research proposed for the dissertation before the open hearing in which the dissertation proposal is presented.

The five-part dissertation model found in *Educational Research: An Introduction*, by Walter R. Borg and Meredith D. Gall (latest edition) is to be the guide for the dissertation. Other helpful research sources include: *How to Design and Evaluate Research in Education* by Fraenkel and Wallen; *Applied Social Research* by Monette, Sullivan, and Dejong, and *Handbook of Research Design and Social Measurement* by Miller. The research should represent one of the following general modes: descriptive, experimental, or historical.

Missiological Research

Purpose: to define the theological grounding and biblical informing of significant historical and anticipated issues, actions, and decisions in reference to the mission of the church in the world.

Major Forms: inquiries disciplined by theological research, with or without significant co-dependency on social science paradigms; emphasis on the relationship between human actions whether institutional or personal, and theological groundings or evaluative foundations by which the actions can be judged.

Vital Concerns: relationships between logical interpretation and theological norms; identification of theologically significant issues in what otherwise may be seen as practical or pragmatic judgments; determination of the degree of conformity to mission practices and theological understandings.

Descriptive Research

Purpose: to document process, relationships and/or outcomes so thoroughly that it will be possible to formulate hypotheses about the phenomena being documented.

Major Forms: ethnographic descriptions; case studies; comparative studies; analyses of documents; historiographic descriptions; longitudinal and development descriptions.

Vital Concerns: research questions and their logical backgrounds; data sources; modes of data gathering; instruments; reliability and validity of measures.

Experimental Research

Purpose: to test hypotheses in order to add to theory.

Major Forms: quasi-experimental comparisons, especially time-series studies; classical controlled experiments (rare).

Vital Concerns: research questions; hypotheses and their founding; population and samples; experimental design (model); experimental controls and design accommodation to rule out significant rival hypotheses; reliability and validity of measures.

Evaluative Research

Purpose: to provide objective evidences which can inform important executive decision-making.

Major forms: descriptive analyses against criteria; experimental comparisons based on criteria.

Vital concerns: sources of criteria; quantification of criteria for objectifying the standards of judgment; data sources; if descriptive, population and samples; if experimental, statistical analyses.

Historical Research

Purpose: to form major concepts of relationship and flow of human experience.

Major Forms: critical analysis of documentary sources; fieldwork in oral history documentation and analysis; major critical reviews of document files and archival collections.

Vital Concerns: authenticity, integrity, and validity of source materials; relationships among sources of data; objectivity and disciplined understanding of systematic and random bias; logical analysis of alleged causation; positing of major hypotheses.

Dissertation Components and Concerns

Developing a logical plan for research and an orderly system for reporting it in the dissertation demands sequential attention to these elements:

1. Problem – What needs to be better understood? Why is it important? How can it be defined? To what does it relate? What are the assumptions and presuppositions that underlie this view? What hypothesis needs to be tested? What research questions will the data-gathering attempt to answer?
2. Precedents in Literature – Who has already looked into this matter? What did they find? What does it mean? What is "state of the art" in this topic? What research methods were used to look at it?
3. Procedure – What will be done to make the inquiry? How will generalizability for the study be ensured? In what ways will the research design rule out rival hypotheses? What assurance of validity and reliability will be provided?
4. Findings – What data will be forthcoming from the procedures? What will be done with the data? How will these findings be displayed? How will they be analyzed for significance?
5. Conclusions – What will the findings mean? So what? What is the basis for interpretation? What suggestions can be given?
6. Appendices – What forms or schedules were used to collect the data? Are there some technical methods that need to be described that are not appropriate for the text of the dissertation?
7. Reference list – What resources were used in the course of the research?
8. An abstract of not more than 350 words should be included with each copy of the dissertation.

Dissertation Proposal

A carefully designed 20-30 page proposal approved by the dissertation committee, accompanied by a research protocol approved by the Human Rights Research Committee, is required of all participants before they are permitted to begin the data collection for and the writing of the dissertation. In this proposal, the participant should indicate clearly and concisely the research problem, the purpose of the research, the research question, precedent literature, the methods of inquiry, and the means of data analysis.

The purpose of the proposal is to protect the participant from attempting an ill-conceived or impossible dissertation. No instruments are to be mailed nor should anything be done in the field before the hearing and the approval of the Human Rights Protocol. *Failure to secure approval will result in automatic rejection of the data for dissertation purposes.* When a thorough proposal is prepared, the management of the research and the writing of the dissertation are greatly facilitated.

To assist in the preparation of the proposal, the participant is expected to complete ME 9930 Missiological Research Methods, and either ME 9922 Ethnographic Research Methods or ME 9925 Historiographic Research Methods (depending on the mode of research used). These classes should be taken before the proposal is presented for hearing by faculty and participants.

Dissertation proposals must be in full accordance with the *TIU Style and Format Guide* and written in good English.

Proposal Structure

The proposal is to be explicit and thorough enough that it could be followed by any qualified researcher as an adequate guidance manual to replicate the study. The proposal is to be structured in five major parts:

1. *Research Problem, including Research Questions and/or Hypotheses:* The main inquiry should be focused and expressed in a short and precise list of questions which the research will attempt to answer.
2. *Precedent Literature:* A brief survey of the literature related to the problem, written to demonstrate the participant's general awareness of the scope and content of this body of literature. Included in this section should be a brief explanation of the steps taken to assure that this study has not been conducted elsewhere, as well as a survey of the historical development of the problem.

3. *Research Methodology*: A description of the procedure to be used to gather and to analyze the data appropriate to the problem of the dissertation. If the research requires several procedures, each should be described in detail. Population, sampling procedures, data-gathering procedures, and instruments are to be addressed.
4. *Data Analysis*: A detailed anticipation of the form and nature of the data that will be derived, followed by a plan for analysis that will allow the data to be related systematically and objectively to the research questions.
5. *Implications and Conclusions*: A brief preliminary indication of the sorts of practical matters and concepts that likely will be enlightened by the research. This part is not to be a prediction of the outcomes or a speculation about meanings.

A preliminary *Reference List* giving the primary sources to be used in the research, including books, articles, and dissertations, is also to be included.

Dissertation Advisory Committee

The Dissertation Advisory Committee evaluates and judges the dissertation proposal in addition to overseeing the final oral defense of the dissertation. The dissertation planning, field work, and writing is undertaken in consultation and collaboration with a dissertation mentor and second reader. The dissertation advisory committee normally consists of the dissertation mentor, the second reader, and the Program Director.

The doctoral participant is responsible for initiatives and arrangements in the selection of the members of the Dissertation Advisory Committee. All decisions to assure the appropriate designation of a dissertation mentor and second reader are to be completed by the doctoral participant before scheduling the dissertation proposal hearing and must be reported promptly to the Academic Doctoral Office.

Two faculty persons constitute the basic members of the participant's advisory committee; three if an external reader is present. The PhD/ICS Program Director serves as an ex-officio member of each committee, entering into decision-making only in case of tie or other apparently irresolvable disagreement. Meetings of the Dissertation Advisory Committee may be held in the absence of any one of these faculty persons, except for the final defense hearing, although the participant is encouraged to request such meetings at times all members can attend.

Registering for Dissertation Proposal Preparation

All students must take three hours of dissertation proposal preparation. Students may split up the proposal prep over more than one semester. This means they may take all three hours at once, one hour of proposal prep over three semesters, or split the proposal prep into two hours one semester and one hour the next. If all three hours are taken in one semester, students are considered full-time. Students should be sure they *will* finish their proposal if all three hours are taken in one semester.

If students choose to split up their proposal prep, they can still be considered full-time; **however**, in order to receive this designation they will need to fill out a "Full-Time Status" form (found at the ADO page in MyTrinity).

Register for dissertation proposal preparation through TIU Access. The course number is ME 9990. The section number is based on the number of hours desired. (Section 01 = 1 hour; Section 02 = 2 hours; and Section 03 = 3 hours)

Scheduling Dissertation Proposal or Defense Hearings

Hearing Request Forms for scheduling the dissertation proposal and dissertation defense hearings are available at the ADO page in MyTrinity. Please carefully read the directions for applying for a hearing to make sure the application deadline is not missed. Late requests may be rejected.

- If students plan to have their hearing *on or before Oct 15* (for the fall semester) or *on or before Feb 28* (for the spring semester), the hearing request form is due **forty days** in advance of the requested hearing date. This may mean that the request form is due *before* the beginning of the semester.
- If students plan to have their hearing *after Oct 15* (for the fall semester) or *after Feb 28* (for the Spring semester), the hearing request form is due during **the first two weeks of the semester** in which the hearing is to be held.
- Summer hearings are only scheduled under special circumstances as summer/sabbatical faculty are generally not available for hearings. In such situations, the student must personally obtain the approval of the faculty member on sabbatical and/or of the entire committee in the case of summer hearings. Without such permission, the ADO is unable to schedule a hearing in the summer or a hearing that includes a faculty member on sabbatical.

No hearing will be held unless the first reader has signed off on the proposal or dissertation **one month** before the proposed hearing date. Scheduled hearings (Proposal or Defense) may be cancelled if the final proposal or defense copy of the dissertation is not in the Academic Doctoral Office **14 days prior** to the hearing date. Participants desiring to schedule a dissertation defense should *first* schedule a style check with the document assistant, though such a check may not actually take place until the day of the defense.

In the event that a scheduled proposal or defense hearing must be rescheduled, a serious delay may result. The responsibility of rescheduling canceled hearings falls to the participant.

Though the dissertation defense hearing is scheduled for the semester in which the defense draft of the dissertation is submitted, it must take place *no later* than November 15 for December graduation, April 15 for May graduation, and July 15 for August graduation.

At no time will a dissertation defense be scheduled before candidacy has been granted.

Dissertation Proposal Hearing

Once a proposal has been drafted to the satisfaction of the Dissertation Advisory Committee, application may be made for a hearing at which the proposal will be considered. Eligibility to schedule the dissertation proposal hearing generally requires the successful completion of the comprehensive examination.

Unbound copies of the dissertation proposal must be submitted to the ADO no later than 14 days before the scheduled hearing. Typically five copies are to be submitted: one copy for each reader, one copy for the document assistant, and one copy for the ICS research room.

The proposal hearing committee meets in open forum – other faculty and doctoral participants may attend and participate. The participant makes a short oral presentation of the research project, engaging in discussion with the committee members and other participants. The Dissertation Advisory Committee then meets in executive session to discuss the proposal and make a final decision: clear pass, pass with minor revisions, pass with moderate revisions, or fail. In the case of a fail, the participant will be required to rewrite the proposal. At their discretion, the committee can ask for a second hearing for the new proposal. Participants are advised to tape record the proposal hearing.

If the proposal needs revision the participant must submit a copy of the revised draft to the Dissertation Advisory Committee. Upon the approval of the revisions by the dissertation committee, participants must submit *two final copies* (printed front and back, not single-sided) to the Academic Doctoral Office. The proposal as approved serves as an agreement between the committee and the participant regarding the dissertation research.

At the time of the dissertation proposal hearing, a style and format check with the document assistant is recommended to ensure conformity to matters of style. The format check should include all preliminary matter, the sample text, and all back matter.

Registration for Dissertation Research Courses

After successful completion of the dissertation proposal hearing and the granting of candidacy, the participant is eligible to register for 6 hours of Dissertation Research courses (ME 9991). These courses do not involve class attendance, but instead relate to the participant's research for and writing of the dissertation. A student taking 3 or 4 hours of ME 9991 is automatically considered full-time. A student taking less than 3 hours of ME 9991 can still receive full-time designation as long s/he (a) devotes 35 or more hours a week to research and (b) fills out a "Full-Time Status Form" (found at the ADO page in MyTrinity) and files it with the appropriate offices. If the dissertation is not completed by the end of the sixth credit hour (ME 9991), participants *must* register for the Dissertation Continuation course (ME 9992). Dissertation Continuation must be taken each semester (excluding summer) until the dissertation is completed in order to maintain program status. ME 9992 earns no credit hours, is considered a part-time course, and incurs a continuation fee.

Register for Dissertation Research through TIU Access. The course number is ME 9991 and the section number is based on the number of hours desired. (Section 01 = 1 credit hour; Section 02 = 2 credit hours; Section 03=3 credit hours, etc.)

Dissertation Defense Hearing

The dissertation defense hearing is scheduled for the term in which the defense copy of the dissertation is submitted. The defense must take place no later than **November 15** for December graduation, **April 15** for May graduation, and **July 15** for August graduation.

Unbound copies of the dissertation defense draft must be submitted to the ADO no later than 14 days before the scheduled hearing. Typically five copies are to be submitted: one copy for each reader, one copy for the document assistant, and one copy for the ICS research room. The office will circulate the defense drafts. The hearing will be rescheduled if the defense drafts are not received on time.

The defense draft of the dissertation must be as close to letter perfect as the participant can make it, written in clear and accurate English and in conformity with the program style and format manual. ***It may not be changed before the defense hearing.***

The dissertation defense hearing is an open forum. Other faculty and doctoral participants may attend and, on occasion, are allowed to participate. The Dissertation Advisory Committee will examine the candidate on the basis of the defense draft of the dissertation. At the close of the hearing, the Dissertation Advisory Committee meets in executive session and discusses this draft. Participants are advised to tape record the hearing.

Dissertation defense hearing outcomes include: (a) a clear pass with no further revision necessary, (b) a pass with minor revisions, (c) a pass with major revisions (with or without another oral defense), or (d) a fail. If the dissertation is failed, the participant is required to draw up a fresh proposal and to write and defend a new dissertation. Participants should be aware that dissertation defenses frequently result in minor and sometimes major revisions to the defense draft, as well as the incorporation of new material. Thus, participants are wise to weigh carefully the counsel of their readers in preparation for the dissertation defense. The decisions of the director, the second reader, and any additional faculty the Program Director may appoint are final. In the case of disagreement, the director may appoint an additional member to the committee.

Final Copies of the Dissertation

After the dissertation has been successfully defended and any changes required by the Dissertation Advisory Committee at the time of the defense have been incorporated to the satisfaction of the readers, it is ready for development to final copy stage. The signatures of the committee indicate final approval in all matters of style, formatting, and content.

Date and Submission of Final Copies

TEDS institutional policy requires that all errors in style, formatting, and English usage be corrected *before* the final copies of the dissertation are approved. The letter/style/format perfect final copies must be submitted to the Academic Doctoral Office **no later than December 1** for December graduates, **May 1** for May graduates, and **August 1** for August graduates. This means that a participant must work carefully on style and formatting throughout the dissertation process, because failure to submit two perfect final copies by the above deadlines will jeopardize the graduation date.

After all style and format changes deemed necessary by the Academic Doctoral Office have been made, *two* final copies of the dissertation must be prepared for submission on the requisite paper--white bond, 20 pound weight, minimum 25% cotton/rag content, with a watermark. These two final copies must contain the signatures of the dissertation committee and the obtaining of these signatures is the responsibility of the participant. The two final copies must be submitted, together with the completed UMI form attached to an additional copy of the abstract and title page, to the Academic Doctoral Office.

The information on the binding of personal copies is posted on the ADO page in My Trinity. All such additional binding is the responsibility of the participant.

Verification of Style

Subsequent to the dissertation defense, an appointment with the document assistant is strongly recommended before the final copies are reproduced.

UMI Dissertation Services

When the document assistant returns the marked-up defense copy at the time of the hearing, s/he will include copies of the UMI/Proquest Dissertation Submission Form and Publishing Options Form. UMI publishes dissertations and dissertation abstracts in *Dissertation Abstracts International*, *Dissertations and Theses Online*, *Dissertation Abstracts Ondisc*, *Comprehensive Dissertation Index*, and *American Doctoral Dissertations*. The agreement forms must be carefully completed and signed. A copy of the UMI dissertation abstract and an extra copy of the dissertation title page should be included with the forms. These should be returned, with the final copies of the dissertation, to the Academic Doctoral Office. If the participant wishes to register the copyright for the dissertation, the copyright form and a money order for the requisite fee should be included with the agreement forms, UMI abstract and title page. ***Final copies cannot be accepted without signed and completed UMI forms.***

Summary Procedural Guide for Dissertation Completion

The following sequence of procedures (summarized from the contents of this section of the *Handbook*) will ensure timely completion of the dissertation from the proposal to the final copy stage. The participant, in every instance, is to take the initiative and seek clarification from the dissertation mentor, the Program Director, or the Academic Doctoral Office if questions exist.

1. Meet individually with the faculty advisor and other professors as appropriate to discuss a worthy dissertation research topic.
2. Select the members of the Dissertation Advisory Committee, consisting of a dissertation mentor, a second reader, and (if needed) an external reader.
3. Schedule the date of the dissertation proposal hearing on the *Hearing Request Form* (available at the ADO page in My Trinity) during the first two weeks of the semester if the hearing is to be held *after* Oct 15/Feb 28 or 40 days before the hearing for all hearings *on or before* Oct 15/Feb 28.
4. Submit unbound copies of the proposal to the ADO no later than 14 days before the scheduled hearing. Four or five copies are to be submitted: one copy for each reader and two copies for ADO use.
5. Check with the document assistant by the time of the proposal hearing regarding formatting issues.

6. Defend the dissertation proposal successfully in an open hearing chaired by the dissertation mentor and submit the *Protection of Human Rights in Research Protocol*. The HRR **must** be approved before data for the dissertation is collected.
7. Make necessary changes to the dissertation proposal subsequent to the proposal hearing (if requested). Submit two final copies (printed front and back, not single-sided) to the Academic Doctoral Office after members of the dissertation committee approve the revisions.
8. Apply for candidacy and register for Dissertation Research (ME 9991) after the proposal has been successfully defended and revisions have been made. (For additional dissertation prerequisites, see the candidacy section below.)
9. Complete the dissertation research and data-gathering.
10. Apply for the dissertation defense hearing when the participant, in consultation with the dissertation mentor and second reader, is satisfied that the dissertation is complete. The dissertation defense must take place no later than *November 15* for December graduation, *April 15* for May graduation, and *July 15* for August graduation.
11. Submit unbound copies of the dissertation defense draft no later than 14 days before the scheduled hearing. Four or five copies are to be submitted: one copy for each reader and two copies for ADO use.
12. Make an appointment with the document assistant, prior to scheduling the dissertation defense, for a verification of style and format, though this meeting may not actually take place until the day of the defense (recommended).
13. Defend the dissertation successfully.
14. Complete any changes to the dissertation required by the Dissertation Advisory Committee.
15. Complete the final copies of the dissertation -- which must be perfect in letter, style, and format -- and reproduce two final copies on the requisite paper.
16. Obtain the signatures of the dissertation committee.
17. Submit *two* final copies of the dissertation, together with the completed UMI form, additional title page and UMI abstract, and money order for copyright fee (if desired), to the Academic Doctoral Office no later than *December 1* for December graduates, *May 1* for May graduates, and *August 1* for August graduates.

Note: *Any participant failing to meet these deadlines and/or failing to submit two perfect final copies will jeopardize his or her intended graduation date.*

7. CANDIDACY AND GRADUATION REQUIREMENTS

A well-established tradition in doctoral study makes a distinction between participants who are admitted to doctoral study and those who, at a later date and after fulfillment of specific portions of the requirements for the degree, are admitted to candidacy for the doctoral degree. Candidacy marks the point at which the participant is considered capable of making original contributions to scholarship in his or her field of study. Candidacy for the PhD/ICS degree at TEDS is granted after the completion of a minimum of 54 hours, including coursework, the comprehensive examination, and the dissertation proposal.

The climax of doctoral studies is the completion of the remaining components of the program subsequent to the awarding of candidacy, followed by the awarding of the degree at graduation.

Requirements for Candidacy

Admission to the PhD/ICS program does not guarantee acceptance into candidacy for the degree. A participant may be certified as a candidate for the degree only after having satisfied the following requirements:

1. Fulfillment of all deficiencies and prerequisites indicated as conditions for admission
2. Completion of 54 credit hours, including all seminars, comprehensive exam and dissertation proposal preparations, with a grade of "B-" or higher in each.
3. Achievement of a cumulative grade point average of 3.2 or above
4. Successful completion of the minimum residency requirements of two full-time semesters
5. Successful completion of the written and oral comprehensive examinations and related conditions/revisions, if any
6. Completion of any required revisions to the dissertation research proposal once it has been accepted
7. Approval of the *Protection of Human Rights in Research Protocol*

Filing for Candidacy

The PhD/ICS participant applies for candidacy status following the successful completion of all degree requirements and any admission deficiencies, except the completion of the dissertation. The participant who is eligible for candidacy **is responsible for initiating the application for candidacy** by completing and submitting the online *Candidacy Request Form* to the ADO and the Records office. The form can be found the ADO page in MyTrinity.

After submission of the Candidacy Request Form, the ADO and the Records Office verify that the participant has fulfilled all of the requirements (listed above). Once the official review of the participant's file confirms the completion of all requirements necessary for candidacy, the ADO will report the participant's candidacy to the Academic Doctoral Committee.

As long as the candidate for the degree is registered in each succeeding semester for (ME 9991 or other courses) until the 7th year, continuation fees are not assessed.

Requirements for Graduation

Participants pursuing the Doctor of Philosophy in Intercultural Studies degree are required to satisfy the following graduation requirements:

1. Recommendation by the faculty of eligibility for the degree on the basis of academic stature and evidence of Christian life and character during residence at Trinity.

2. Successful completion of a minimum of 60 hours of approved coursework with a minimum cumulative grade point average of 3.2 (on a 4 point scale) and with no grade below “B-” applicable to the degree. A maximum of 20% of the coursework for the degree may be done through guided research or reading courses.
3. Successful completion of the specified number of full-time academic terms in residency.
4. Successful completion of the comprehensive written and oral examinations and the dissertation proposal.
5. Successful acquisition of candidacy.
6. Successful completion and defense of an approved dissertation which exhibits the participant’s ability to research competently, to think critically, and to communicate effectively.
7. Submission of the intent to graduate form to the records office (see below for details)
8. Completion of all requirements for the degree within seven years from matriculation or completion of additional program requirements as outlined under “Degree Statute of Limitations and Program Continuation.
9. Settlement of all financial obligations to Trinity with the student accounting office.

Filing for Graduation

Intent to Graduate Forms must be submitted to the records office by filling out the electronic form at <https://www.tiu.edu/forms/tedsintent.php>. Forms are due to the Records office one semester prior to the intended May, August, or December graduation date. (E.g. submit by **December 2009** to graduate in **May 2010**). A participant postponing a December graduation must notify the Records Office by November 1 and a participant postponing a May graduation must notify the Records Office by April 1. Contact the Records Office for more information.

Graduation Review

Upon request, the Records Office will do a complete review of the participant's records for fulfillment of graduation requirements. While a participant-initiated Graduation Review is not required, it is encouraged. Participants should request a Graduation Review at the receptionist desk in the Records Office at least nine months prior to the date of intended graduation.

The Graduation Review serves as a contract between the participant and the institution regarding the remaining requirements for completion of the Doctor of Philosophy degree.

Letter of Completion

Recognizing the frequent need to verify the completion of degree requirements before the actual degree is conferred, the Records Office, upon confirmation of library receipt of the final copy of the dissertation, will mail to the participant a formal letter indicating that the PhD/ICS program has been completed.

Graduation and Commencement Participation

A participant may graduate (complete all ICS program requirements and receive their degree) in May, August or December. Graduates are encouraged, but not required, to participate in one of the two annual commencement ceremonies held each year in December and May (see chart below). Participants who successfully defend their dissertation by April 15 and submit final copies of the dissertation by May 1 are considered May graduates and are invited to walk in the May commencement ceremony. Participants who defend their dissertation by May 1 are considered August graduates and are invited to walk in the May graduation ceremony. Final copies of the dissertation will be due no later than August 1. Participants who defend their dissertation by July 15 and submit the final copies of the dissertation no later than August 1 are considered August graduates and are invited to walk in the December graduation ceremony. Participants

who defend their dissertation after July 15 but no later than November 15 and submit the final copies of the dissertation no later than December 1 are considered December graduates and are invited to walk in the December graduation ceremony.

Defense Date	Final Copies Due Date	Graduation Date	Graduation Ceremony Date
November 16-April 15	By May 1	May	May
April 16-May 1	By August 1	August	May
May 2-July 15	By August 1	August	December
July 16-November 15	By December 1	December	December

Academic Regalia

The academic regalia rented by the Divinity School for PhD/ICS commencement participants consists of a standard black doctoral robe with black chevrons and panels, a black mortar board with royal blue PhD tassel, a doctoral hood with royal blue PhD trim, and royal blue and white Divinity School colors in the satin lining. Participants must wear the rented regalia at commencement even if they choose to purchase their own.

Participants desiring to purchase academic regalia should visit the Academic Dean's office to get contact information for ordering personal regalia. Purchases may also be made during Grad Finale in the spring semester.

Program Fees

All program fees are subject to change. Please consult the current catalog of the divinity school for the most current fee structure for tuition and the following fees.

Candidacy Fee

The candidacy fee covers part of the cost of faculty advisement during the dissertation process. The fee is payable at the time candidacy is granted.

Continuation Fee

A continuation fee is assessed:

1. If candidacy has not been achieved within four years of the first semester of enrollment. This fee is assessed for each successive semester not enrolled for courses, excluding summer semesters, until candidacy is certified.
2. If the students has taken all 60 hours required for the program but has not completed the dissertation. In this case, the student must sign up for (and pay the fees associated with) ME 9992 Dissertation Continuation for each successive semester, excluding the summer semester, until the dissertation is completed, defended, and accepted by the library.
3. If an extension beyond the seven years from the first semester of enrollment is granted by the Academic Doctoral Committee. This fee is assessed for each successive semester not enrolled for courses, excluding summer semesters.

Dissertation Binding Fee

The binding fee covers the binding costs for the two final copies of the dissertation (one for the TEDS library and one for the ICS research room). It also covers the cost of microfilming the dissertation through UMI and the inclusion of the participant's dissertation abstract in the UMI dissertation abstracts.

Graduation Fee

The graduation fee includes the cost of regalia rental and diploma. This fee will be billed upon submission of the *Intent to Graduate Application Form* to the Records Office.

8. ICS Program Notes
