

DOCTOR OF PHILOSOPHY (Ph.D.) IN PRACTICAL THEOLOGY DEGREE HANDBOOK

BOSTON UNIVERSITY SCHOOL OF THEOLOGY

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1 General Information

1.1 The Ph.D. Degree in Practical Theology

The purpose of the Ph.D. degree program is to discover and extend knowledge and to enhance teaching competence in practical theology.

Practical theology is the theologically positioned, interdisciplinary study of the practices of religious communities and of the traditions and social contexts that shape and challenge those practices. The practices of any religious community sustain and transform that community by embodying its shared values and enacting its foundational narratives. Examples of such practices include liturgical rituals; acts of service, justice, and compassion; practices of nurture, education, and formation; and the transmission of a community’s tradition to others within new cultural and social contexts. Religious practices appear in all faith traditions, though with their own unique histories and institutional settings and in relation to their own distinctive sacred texts, rituals, symbols, and theological understandings.

The Ph.D. program in practical theology at Boston University School of Theology, while positioned as a theological study of Christian practices in relation to the texts, ideas, history, and institutions of that particular tradition in its various manifestations, encourages the comparative study of those practices in relation to other religious traditions and from the standpoint of cognate disciplines and methodologies such as history, sociology, psychology, cultural anthropology, ritual theory, philosophy, and ethics. As with all programs of study at Boston University, students need not identify themselves as adherents of Christianity or of any religious tradition to engage in this study.

In studying the practices of Christian communities, the doctoral program in practical theology is designed to prepare students to understand and assess the contemporary situation, to reflect historically and systematically on the church’s embodied witness of faith, and to develop faithful and effective strategies for Christian practice. This preparation, while it has a common structure and an ecclesiological center, emphasizes the particularity of context and requires a diversity in focus that requires strong interdisciplinary skills and a highly integrative acumen. The primary interdisciplinary partners and methodological approach in studying religious practices will need to be chosen in relation to the particularity of the practices in question and so as to address specific problems identified. At the same time, there are shared tasks for which the Ph.D. program prepares every student.

First, students must be able to provide a thick description, analysis, and interpretation of practices. The individual student will typically approach this description primarily from within a single particular discipline (*as a historian, or as a sociologist, for example*), and therefore the student must become conversant with a particular language and method of research. Still, the study of practical theology requires strong interdisciplinary skills and a highly integrative acumen. A theological understanding of practices within their context

is never only an empirical or historical science but starts from a hermeneutically defined situation and employs interpretive skills that bring to light the meaning of human actions, making possible richly textured ‘readings’ of them.

Second, students in practical theology must engage in critical and comparative theological reflection. The discipline of practical theology moves beyond an initial and more descriptive moment toward the ongoing creative task of re-imagining and transforming practice. In doing so, the discipline requires of all PhD students an ability to think systematically and historically about the beliefs and practices of the Christian faith and to ask questions and form judgments concerning the shared visions of goodness, beauty, and truth contained within the sacred texts, rituals, and patterns of community of that tradition, always in conversation with other religious and secular traditions. In this way practical theological research is never reduced to mere description, on the one hand, or a capitulation to practical considerations, institutional inertia, and contextual forces, on the other hand.

Third, the doctoral program in practical theology will prepare students to develop contextualized strategies for sustaining and transforming practice in close relation to the institutional needs of faith communities and the lived religious experience of persons in their social, political, and cultural settings. In this task, students will also need to enter into dialogue with a range of disciplinary partners such as, for example, the arts of music and rhetoric or the sciences of education, organizational management, and communication.

This approach to practical theology differs from those that take it as a curriculum designed to prepare Christian ministers or as a collection of professional skills courses by its focus on the integrated interpretation of a religious tradition, of the problems facing that tradition, and of the roles played by all the disciplines of theological education as well as the various arts and sciences in addressing those problems. This approach differs, secondly, from conceptions of a theological education that divide the disciplines into classical ones that form an essential core and then practical disciplines as merely “applying” the core. In the Ph.D. program at Boston University School of Theology, practice is not only the application but the generating source of theological norms. Thirdly, while this approach to practical theology would include the study of practices traditionally called ‘pastoral theology’ (focused on leadership of liturgy and ritual, preaching, evangelism, religious education and formation, social action and outreach, community-building and organization), here the agent of practice is the faith community itself, not only or primarily a priesthood or the clergy. The proposed program, therefore, expands the older ‘clerical’ paradigm of practical theology.

1.2 The Advanced Studies Committee (ASC)

According to the Faculty Bylaws of the School of Theology, the Advanced Studies Committee (ASC) is a faculty committee providing oversight for the operation of the S.T.M., Th.D., Ph.D. and D.Min. degrees. With regard to the Ph.D., the ASC reviews and approves dissertation prospectuses and reviews unsatisfactory academic progress and grades.

The daily operations of the programs under the oversight of the ASC are facilitated by the Advanced Studies Program Coordinator, whose office is in STH 108.

All prospectuses and other material submitted for approval and all petitions for extensions or exceptions arising out of the stipulations in this handbook should be directed in writing to the Advanced Studies Committee through the Advanced Studies Program Coordinator.

Decisions of the ASC may be appealed to the Academic Dean of the School of Theology.

1.3 The Ph.D. Program Committee

The Ph.D. Program Committee works in coordination with the ASC and serves as the admission and fellowship nominating committee for the degree. The director of the Ph.D. program serves as

chair of the committee, and is responsible for oversight, coordination, and promotion of the Ph.D. degree program.

1.4 Concentrations

Ph.D. admissions are made not only to the degree program in a general sense, but also to the specific concentration noted on the application. The following fields are offered as concentrations, depending upon availability of faculty: (1) homiletics, (2) liturgical studies, (3) mission and/or evangelism, (4) pastoral theology, (5) spirituality, (6) church and society, (7) congregational studies, (8) religious education, (9) church leadership and administration, and (10) ecumenics.

A request to change concentration within the Ph.D. after admission to the program is tantamount to a new application and would require:

- a) a detailed petition from the student justifying the request;
- b) a signed statement from the potential new concentration advisor consenting to take the student as an advisee.

Such requests will be evaluated by the ASC after reviewing the student's record in graduate work undertaken to date.

1.5 Advisors

In the admissions process, the Ph.D. program director will assign each student a faculty core advisor who will assist the student in preparing for the core exam and orienting the student to the discipline of practical theology throughout his or her coursework. The Ph.D. program director will also assign each student a faculty concentration advisor within the concentration the student has chosen. These advisors will assist the student in selecting courses and satisfying degree requirements within the time frames established by the Advanced Studies Committee of the School of Theology. The student's registration each semester, all add/drop permissions, all petitions, and the prospectus must be approved by both advisors. The core advisor need not be a first or second reader on the student's dissertation, but, if available, should be a member of the dissertation defense committee.

Students may request a change of advisor within their concentration with the consent of the new advisor and Ph.D. program director attested on a signed form submitted to the ASC office.

1.6 Transfers to and from the Ph.D.

Transfers within Boston University are **not** regarded by the Advanced Studies Committee as being a matter of course or of right. Should a student in the Ph.D. degree program wish to change to another degree program, that student must complete a full, regular application to the other program. The same policy applies to anyone who wishes to enter the Ph.D. program from any other degree program within the University.

In the case of transfer into the Ph.D., course equivalents for transferred credit are determined on an individual basis, by petition to the ASC. A course may only be transferred when the work done in that course is of doctoral standing.

1.7 Orientation and the First Semester

During the orientation and registration period, entering students should arrange for meetings with their advisors for an initial discussion of their program, focused on selecting courses for the first semester. Entering students should meet with their advisors at least once more during the first semester in order to discuss their research language examinations, the first of which must ordinarily be completed by the end of the second semester (see below).

1.8 Required Colloquia

The student's advisors will assess whether the student has adequate doctoral research competencies, and on the basis of this assessment may require that the student take the two-credit TZ800 Research Methods course offered by the School of Theology. In addition, all students must participate in required colloquia offered throughout the year by the faculty.

1.9 Degree Deadlines (Summary)

1.9.1 Language Examinations (see § 2.2)

The first language exam must be passed **before** the candidate begins his or her third full time semester or seventh course, whichever comes later. The second exam or its equivalent must be taken by the end of the fourth semester. Both language examinations must be completed before the student may take the first Qualifying Examination.

1.9.2 Qualifying Examinations (see § 2.3)

The written qualifying examinations must be taken after completion of both language examinations and completed within one year following the completion of coursework or within 18 months of completion of coursework in the case where the re-taking of an exam is necessary.

Both language requirements must be fulfilled before the student is eligible to sit for the Qualifying Examinations. All qualifying examinations are to be taken within one year. Normally, at least the first qualifying exam is taken in the first semester following the completion of coursework.

1.9.3 Dissertation Prospectus (see § 3)

The dissertation prospectus should be submitted to the ASC within a year of the completion of the qualifying examinations. A student must have an approved prospectus within three years of the completion of coursework.

1.9.4 First Draft of Dissertation

The first complete draft of the dissertation is due to the readers on or before the last Monday in January to qualify for graduation in May of the same year. At the same time, the draft must be submitted to the Advanced Studies Program Coordinator for the first format review.

1.9.5 Draft of Dissertation for Defense

The penultimate draft, with the approval of all readers, must be submitted in hard copy format to the Advanced Studies Program Coordinator three weeks prior to the defense of the dissertation.

1.9.6 Final Oral Examination/Defense of Dissertation

The final oral examination and defense must be held no later than the fourth Friday before commencement.

1.9.7 Submission of Final Draft of Dissertation

Following a successful defense, the candidate submits the completed dissertation, incorporating changes required at the defense. At this time, two unbound copies, in the approved format, must be deposited in the Library; this must be accompanied by the 350-word abstract that is required for submission to UMI for microfilming.

1.9.8 Maximum Time Allowable for Ph.D. Degree

There is a seven-year limit for completion of the Ph. D. degree, from matriculation to graduation. Extensions beyond seven years may be granted by petition to the ASC. No petition for extension beyond ten years will be granted.

1.9.9 Leaves of Absence

Time included in a leave of absence requested in writing from the Registrar and approved according to the procedure in the Bulletin shall not count against deadlines for the degree.

1.9.10 Failure to Meet Deadlines

A student failing to meet degree deadlines without approved petition for an extension will be subject to academic review by the ASC and possible termination from the program.

2 Program Administration and Procedures

2.1 Coursework

The Ph.D. requires a minimum of twelve courses. Of these twelve: (a) three are required “core” courses taken by all Ph.D. students, (b) six are courses to be taken within the field of concentration or in cognate fields bearing directly upon that concentration, and (c) three are elective courses, chosen strategically with the advice and authorization of the advisors, given the student’s practical, theological, and methodological foci.

The three required core courses are to be taken in the first semester of the program in which they are offered: (1) *Proseminar in Practical Theology* (TJ910), (2) *Ecclesiology* (TJ940), and (3) *Church and Theology in the Contemporary World* (TJ976).

Coursework for the degree must contain at least four 900-level courses. (These requirements may not be satisfied by directed study courses except by approved petition to the ASC.)

A maximum of four of the twelve courses may be taken at institutions other than Boston University and these must be approved in advance by both advisors.

Courses taken to meet language requirements do not count toward the required coursework for the Ph.D.

Coursework counting toward the degree may not be taken on a pass/fail basis but must receive a letter grade. A course grade of B- or lower is unsatisfactory for doctoral work and may not be counted for credit toward the Ph.D. Any unsatisfactory course grade may result in academic review by the ASC. Two unsatisfactory course grades result in termination of candidacy, except by approved petition to the ASC.

Coursework older than ten years may not be applied towards the degree.

2.1.1 Directed Studies

Permission to take any directed study is at the discretion of the student’s advisors and any other faculty involved. Directed studies do not satisfy the 900-level course requirement; except by approved petition to the ASC.

Students must register every semester of their program until graduation. Students who have completed coursework must register with one of their advisors for a two-credit continuing student directed study each term.

Continuing directed studies are graded on a pass/fail basis, based on the student’s continuing progress in doctoral work. A student who receives a failing grade for a directed study will be subject to academic review by the ASC (§ 2.4).

2.2 Language Requirements

Normally, Ph.D. candidates must prove competence by examination in a minimum of two languages other than English, chosen in consultation with their advisors, that are pertinent to their disciplines or envisioned program of research. (Provisions for replacing one language examination with appropriate coursework in statistics and research methods are described below.)

The first language exam must be passed **before** the candidate begins his or her third semester, or seventh course, whichever comes later. The second exam or its equivalent must be taken by the end of the fourth semester. Both examinations must be completed before the student may take the first Qualifying Examination (§ 2.3).

Because English proficiency is a prerequisite of admission, English may not be used to fulfill the Ph.D. language requirement. A student's native competence in a language other than English may fulfill part of the language requirement if the advisors judge that the language is pertinent to the student's disciplines or envisioned program of research.

Language proficiency must be determined by an exam given and graded under the auspices of Boston University. The standard Ph.D. Language Examination form is available from the Advanced Studies Program Coordinator. The standard procedure for completing a language exam is as follows:

The examiner (normally the concentration advisor) chooses two passages (about half a page each in length), one from among texts selected and prepared by the student, and one from other material chosen by the examiner. The student will have two hours to complete the translation of both passages. At the discretion of the advisor, candidates for whom English is a second language may be allowed up to one additional hour. A dictionary is the only reference material that may be used. Individual disciplines may set more restrictive standards for language examinations.

Language examinations must be proctored, either by the examiner (or someone chosen by the advisor) or under the administration of the Advanced Studies Program coordinator according to the schedule posted outside Suite 108. Students who wish to take an exam on one of the ASC proctored exam dates must sign up with the Advanced Studies Program Coordinator no later than two weeks in advance of the exam date.

At the examiner's option, the Advanced Studies Program Coordinator may forward the examination texts, the student's translation, and the appropriate form to the Department of Modern Languages and Comparative Literature, the Department of Romance Studies, or another appropriate department in the University. In cases where the language is not taught at the University, the examiner must make appropriate alternative arrangements for an academic evaluation of the student's translation. Exams are graded solely on a pass/fail basis.

Graduate language courses offered by the B.U. Graduate School of Arts and Sciences may be helpful to Ph.D. students. (For example, *German for Reading*, *French for Reading*, and *Spanish for Reading* courses are regularly offered, as well as reading courses in classical Latin and Greek.) With the approval of their concentration advisor, Ph.D. students may register in these courses and use their final examination in the course as a Ph.D. language examination, if students arrange with their advisors to send examination texts to the instructors of these courses in advance.

Students may elect, with the approval of their concentration advisor, to take only one language examination, and in lieu of the second to take two four-credit courses in quantitative statistics or qualitative methods, or another research methods course approved by petition to the ASC.

If a candidate fails any language examination, the Advanced Studies Committee is to be notified and the candidate's standing may be reviewed. A second failure of the same examination leads to termination of candidacy, except by approved petition to the ASC.

2.3 Qualifying Examinations

The Ph.D. degree program requires three written qualifying examinations and a single oral follow-up examination. Each written examination is ordinarily four hours in duration. At the discretion of the advisors, candidates for whom English is a second language may be allowed up to one additional hour. The oral follow-up examination may only be taken after all written exams are successfully passed and will afford the student the opportunity to further elaborate on questions the core or concentration advisors may have from the written examinations, to answer integrative questions regarding their concentration within the discipline of practical theology, and to articulate their ideas for the prospectus.

The second language examination must be completed before the student is eligible to sit for the Qualifying Examinations. All written qualifying examinations must be completed no later than the end of the eighth semester after matriculation, or one year following the completion of coursework, whichever is later.

All qualifying examinations are to be taken within one year or within 18 months of completion of coursework in the case where the re-taking of an exam is necessary. Normally, at least the first qualifying exam is taken in the first semester following the completion of coursework.

In preparation for each examination, the advisors and the student should meet to tailor a bibliography (founded upon and including the core coursework of their discipline) to suit the special interests of the student. The core bibliography of the practical theology Ph.D. program (See Center for Practical Theology website: www.bu.edu/cpt) should be consulted as a starting point for preparing this bibliography. A printed copy of the agreed-upon bibliography for the student's examination should be signed by both the student and the advisor and filed with the ASC office.

Written qualifying examinations must be proctored, either by the student's advisors (or someone chosen by the student's advisors) or under the administration of the Advanced Studies Program coordinator according to the schedule posted outside Suite 108. Students who wish to take their exam on one of the ASC proctored exam dates must sign up with the Advanced Studies Program coordinator no later than 2 weeks in advance of the exam date. If students are unable to take their qualifying exams on the monthly proctored exam date, the student must arrange a date and time for their exam with their advisors.

Core Exam: The first examination is administered and graded on a pass/fail basis by the core examining faculty of the Ph.D. program and bears great similarity from student to student. This examination asks questions about the history and nature of practical theology as a discipline and the primary theoretical and methodological issues that every student of practical theology would be expected to know. It also examines the student's competency in ecclesiology. It asks about a theology of practice in conversation with philosophical, hermeneutical, ethical, and social-scientific theories of practice. It asks especially about the interdisciplinary nature of practical theology and how theology is to be correlated with or positioned relative to other disciplines of study.

Concentration Exams: The second and third examinations are focused on the student's particular concentration and are administered by the student's concentration advisor and read by the core advisor or one other related faculty of that advisor's choosing in a field closely related to the concentration. In a case where the two readers do not agree, the advisor will ask a third faculty member to evaluate the exam. In these exams, students will be responsible for the body of literature related to the study of that particular field of concentration and will be required to demonstrate an ability to reflect theologically on that practice as well as to analyze and interpret that practice from whatever cognate disciplines are its natural partners. The concentration examinations will also afford the student the opportunity to demonstrate a grasp of the historical and social context in which her or his study is to be conducted and to display the ability to carry out theological reflection on practice within this context. This context includes the historical, social, and institutional structures and patterns of the church as well as the wider socio-cultural environment in which Christian practices are performed. The bibliography for this examination will be formed by the student in consultation with her or his concentration advisor. So, for example, the study of liturgy might require a grounding in ritual studies, musicology, or the visual

arts. The study of religious education would almost certainly require a grasp of educational theory but perhaps also of psychological theories of faith formation and personality development. A study of mission or evangelism might find the disciplines of sociology, cultural anthropology, rhetoric, and communication studies more relevant disciplinary partners.

Each written qualifying examination shall be graded on a pass/fail basis. A grade of pass requires the approval of at least two readers. The chair of the core examining faculty will report the result of the discipline exam to the Advanced Studies Program Coordinator. The student's concentration advisor will report the results of each concentration examination to the Ph.D. Program Director and the Advanced Studies Program Coordinator. In each case, the Advanced Studies Program Coordinator will then notify the student, the Registrar, and the ASC.

If a student fails any qualifying examination, the Advanced Studies Committee is to be notified and the candidate's standing may be reviewed. A second failure of the same qualifying examination leads to termination of candidacy, except by approved petition to the ASC.

2.4 Academic Review Procedures for Ph.D. Candidates

The ASC shall undertake an academic review of a student when report of an unsatisfactory course grade of B- or lower or other unsatisfactory outcome such as required withdrawal from a course reaches the committee, either through a professor, the Director of the Ph.D. Program, or the Registrar.

If a student has failed to meet degree deadlines without approved petition for an extension, the ASC may undertake an academic review.

In the case of a student's first failure of a particular language examination or qualifying examination, the ASC *may* initiate an academic review, especially if concerns are raised by advisors or the Director of the Ph.D. Program, who will attempt to insure that the student and advisors have a reasonable plan for making progress toward the passing of that exam.

Any faculty member may request an academic review of a Ph.D student's standing by submitting to the ASC a memorandum detailing the grounds for such a request.

In carrying out the academic review of a Ph.D. student, the ASC shall

- A. Solicit the perspectives of the advisors, course instructor, and other directly involved faculty on the grade. Questions to consider include the following:
 - a. How important is this course within the student's Plan of Study?
 - b. Based on the student's work in the course, is the student capable of successfully fulfilling the requirements of a Ph.D. degree?
 - c. Is the student capable of fulfilling the Ph.D. requirements within the allowed timeframe?
 - d. Should the student be continued in the Ph.D. program?
- B. Inform the student of the review process and provide him or her with an opportunity to submit to the ASC any factors or circumstances which he or she believes should be considered by the committee. The student may solicit faculty to write in his or her support as well.

After discussion, the ASC shall decide whether to recommend formal academic probation to the Registrar, to terminate the student from the Ph.D. program, or to continue the student in the program. A memo shall be sent to the candidate, with copies to the professor and the advisors, informing all parties of the ASC's response and decision.

Two unsatisfactory course grades, or two failures of the same examination, result in termination of candidacy, except by approved petition to the ASC. In such cases, no academic review is necessary. The ASC, upon being informed of the relevant events, shall notify the student of

termination from the program, and unless the ASC, within six weeks of the notification or at its next scheduled meeting, whichever is later, receives and approves a petition from the student to continue in the program, the Registrar shall be informed of the ASC's action and the student's candidacy terminated.

3 The Dissertation Prospectus

3.1 The Dissertation

The dissertation should include original research and be based on firsthand investigation, with clearly developed theoretical foundations, of a problem related to the life and mission of the church. In special instances, research involving the laying of theoretical foundations may be accepted as fulfilling the requirement.

3.2 Administrative Guidelines

3.2.1 Securing a Reader

Normally, the First Reader of the dissertation will be the student's concentration advisor. Candidates are responsible for finding a member of the STH faculty to serve as Second Reader for their dissertation. The Second Reader (and Third Reader, if desired) may be either School of Theology or University faculty members. Note that if the subject of the dissertation will focus on analysis of the work of an advisor or reader, the prospectus should be accompanied by a notice acknowledging this factor in the advising relationship and detailing how the student and the advisor or reader will deal with it. If necessary, an additional outside reader, not tied to the work being analyzed, may be included.

3.2.2 Preparing the Prospectus

Before beginning to prepare a prospectus, candidates should review their academic transcripts with their advisors to determine that all necessary requirements have been satisfied and recorded. When all such requirements have been successfully completed and two Readers have been secured, the candidate should work with the Readers to shape the thesis project and draft a prospectus. Students must submit a prospectus to the Advanced Studies Committee within one year after completing qualifying exams. Failure to do so will result in an Academic Review by the ASC.

3.2.3 Submitting the Prospectus to the ASC

When the candidate's First and Second readers are satisfied that the prospectus is ready for approval and are willing to commit to the direction of a dissertation based on the prospectus, the candidate should submit a copy of the Prospectus and a signed Prospectus Approval form to the Advanced Studies Programs coordinator. A Prospectus will be accepted for review no less than one week prior to the next scheduled ASC prospectus review meeting. A schedule of meetings is available in the ASC office. The First and Second Readers are invited, if they wish, to submit their written comments on the prospectus for the consideration of the ASC. Students and their Readers are also invited to attend the Review for the purpose of joining the discussion. Attendance is not required. The Committee may accept the prospectus, ask for a resubmission with revisions, or reject the prospectus. *Students are allowed a maximum of 3 submissions. Failure to gain approval by the third submission, or by the end of the third year after completion of coursework, whichever comes first, will result in academic review by the ASC.*

3.3 Content and Format Guidelines for the Dissertation Prospectus

The following guidelines are meant to serve as a framework for students and faculty.

3.3.1 Elements of a Dissertation Prospectus

3.3.1.1 Statement of the Problem

The prospectus should begin with a simple and concise statement of the problem or question that the dissertation is meant to address. It can usually be done in one sentence followed by a few explanatory sentences. Use this section of the Prospectus to circumscribe your topic and to state, in a preliminary way, the thesis you intend to defend. Remember that you are trying to communicate not only to the experts in your field but also to knowledgeable non-specialists. Avoid jargon or technical language as much as possible.

3.3.1.2 Significance of the Problem.

In this section you should explain how your dissertation will contribute to and advance the scholarship in the field. Be prepared to answer the question, “So what?” As part of your explanation of the project’s significance, you should describe the body of literature and theory that will serve as its foundation. What other scholars have wrestled with the problem before you, and how will your research and analysis move beyond theirs? In addition, you should note why and how your project might be significant for religious communities and their leaders.

3.3.1.3 Method of Investigation.

This section of the prospectus should describe the scholarly activity you will pursue to accomplish your task. It should describe the primary and secondary sources that will form the basis for your analysis and reflection. What is the body of information (texts, observations, interviews, historical events, set of ideas) that will form the focus of your work? And, what are the primary critical and analytical strategies you anticipate bringing to the topic. That is, describe the methods (e.g., theological, historical, critical, sociological, reflective, practical, etc.) by which you will pursue your study. Make sure that the critical and normative dimension of your work is clear. On what grounds will you evaluate what you have learned?

3.3.1.4 Sources of the Study.

What sources of information will be necessary for pursuing this topic in the way you have proposed? Do you have access to the literature, archives, persons, and/or observation sites you will need? In this section, outline what resources you will need and identify how you will gain access to them. If you intend to gather primary data (e.g., through interviews, questionnaires, systematic observation), you should briefly describe the method and foci of your research. A full copy of your research instruments or guides should be supplied in an appendix.

3.3.1.4.1 Human Subjects Review.

Note that if your research will involve human subjects, review by the BU Institutional Review Board will be necessary, and you will need to have an informed consent statement. Note that fact in your prospectus, and append your draft informed consent document. At the same time that you are submitting your prospectus, complete an IRB application so that it may be submitted as soon as your Prospectus has been approved by the ASC. When IRB approval has been granted, a copy of the IRB letter should be submitted to the ASC office to remain on file with your approved prospectus. Note that you may not begin any research that involves human subjects until this letter is received.

3.3.1.5 Limitations and Plans for Completion.

Make clear any limitations that are inherent to the nature of the project or that have been deliberately set in order to limit the scope of the undertaking. Explain the reasons for the limitations. Provide an estimated timeline for completing your work.

3.3.1.6 Working Outline.

Provide an outline of the proposed chapters and a brief (2-3 sentence) description of the points to be covered in each.

3.3.1.7 Working Bibliography.

List and comment, where appropriate, on the sources you plan to use for your study and on secondary work relevant to your subject. Organize the bibliography by categories and provide an introductory paragraph. A complete and thorough bibliography is likely to be at least ten pages in length

3.3.1.8 Appendices.

As noted above, all research instruments should be included in an appendix, along with your draft informed consent document (if needed). Other essential background documents may be included as needed.

3.3.1.9 Definitions.

Throughout the document, the student should be clear about the manner in which key words and concepts are being used. If there is extensive special vocabulary, an appendix of definitions may be used.

3.3.1.10 Length of the Prospectus.

Normally the body of the prospectus should be limited to 15 pages of typewritten, double-spaced text; the bibliography and appendices are not counted within those pages.

4 The Dissertation

4.1 Administrative Guidelines for the Dissertation

Complete the research and write a preliminary draft (or drafts) of the dissertation. Each student should work out an acceptable *modus operandi* with her or his readers. Most find it very useful to submit chapters as they are completed. Some will wish to do a whole draft before submitting it, though the latter process entails certain obvious risks.

Ph.D candidates for May graduation must be registered for both the semester in which the defense is held and the semester before. Students planning to receive their degree in January must have fully registered both for the second semester of the previous year and the first semester of the academic year in which they hope to have the degree awarded. Otherwise, students must be registered each semester or be on an official leave of absence.

The student must consult with the Advanced Studies Program Coordinator regarding thesis guidelines governing the form in which the dissertation shall be submitted to the Library.

4.2 Drafts of the Dissertation

4.2.1 Preliminary Draft

The initial draft of the dissertation, or parts of the dissertation, is submitted to the first reader for guidance and suggestions on revision. These drafts should be fully legible, footnoted, and in proper English, but they need not meet the stylistic form requirements of a completed dissertation. Approval of such drafts is always subject to further revision when the reader sees the whole dissertation.

4.2.2 Official First Draft

This is the first formal draft of the complete dissertation, incorporating revisions and modifications recommended following the reading of the preliminary draft. This should be formatted, and include the title page, table of contents, and bibliography. This draft should be submitted by the end of January (for a May graduation) to both readers and to the Advanced Studies Program Coordinator (for format review).

4.2.3 Examination Draft

Prior to the oral examination, a complete and formatted draft of the dissertation incorporating all revisions must be submitted to each reader and to the Dean's Office at least three weeks before the oral defense. One additional copy is to be given to the first reader for the use of the examining committee.

4.2.4 Final Draft

Two copies of the final version of the dissertation with any corrections requested by the examining committee must be deposited in the Library, unbound, with binding and microfilming fees paid, at least ten days prior to graduation.

4.3 Content and Format Guidelines

The School of Theology requires that all dissertations be formatted in accordance with Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, currently in its seventh edition (2007). In cases where Turabian needs to be supplemented, the current edition of *The Chicago Manual of Style* shall be consulted.

Citations may be given either in footnotes or as in-context notes (with the approval of the first reader). Endnotes following each chapter or at the end of the thesis are not permitted.

With the permission of the first reader, the dissertation may be formatted in APA style if appropriate to the discipline.

One model (not the only one!) for organization of a written thesis is as follows:

1. The Problem and its Setting
2. The Literature Review
3. The Methodology
4. Presentation of the Findings
5. Analysis, Interpretation, Evaluation
6. Discussion, Implications, Recommendations
7. Conclusion

5 The Dissertation Abstract

5.1 Role of the Abstract

When the first full draft of the thesis is completed and the structure of the thesis begins to appear, the student begins to develop the Abstract. This document summarizes the thesis and will eventually be published in Dissertation Abstracts. After approval from the readers, the Abstract is submitted to the ASC Chair and the Dean for approval. When this approval is obtained, the student may apply for the Oral Examination.

5.2 Abstract Guidelines

The Abstract is a statement summarizing the major or important points of the dissertation in 350 words. The Abstract must be approved by: the readers, Dr. Darr (who will review it for style and grammar), the ASC Chair, and the Dean. A form is available for these approvals. The approval must be obtained no later than three weeks prior to the Dissertation Defense. There is a sample of the proper format for the heading on the Abstract.

Final revisions to the abstract may be made after the oral defense, but students should not view this first version as only a "rough draft." This is the only version circulated to the examining committee, the ASC Chair, and the Dean. The final version will be submitted to the Library with the final version of the dissertation, and will be published in Dissertation Abstracts.

The first paragraph of the abstract should be a succinct statement of the thesis. This may be one or two sentences in length. Then give a brief statement of the history and present state of the topic. End the paragraph with a statement how the current thesis advances the topic.

Subsequent paragraphs should summarize each chapter, giving a summary of methodology and results. The final paragraph summarizes the dissertation and describes what the thesis has accomplished. Implications for further study are also stated.

5.3 Approval of the Abstract by Readers, ASC Chair, and Dean

When the first draft of the Abstract has been reviewed by the First Reader, the student should attach the Abstract Approval Sheet and obtain the reader's signature. The Abstract is then circulated successively to the Second Reader, Dr. Darr (who reviews for style and grammar), the ASC Chair, and the Dean. When all approvals have been received, the Abstract and Approval sheet is sent to the ASC, and a copy to the First Reader. The student may now apply for the Oral Examination/Defense. The Oral Examination must not be scheduled sooner than two weeks after the approval of the Abstract.

6 Dissertation Defense

6.1 Dates and Scheduling of Dissertation Defense

The First Reader is responsible for constituting the examining committee, for scheduling the examination, and for seeing that the proper forms are filed. The Defense may not occur less than three weeks before graduation. There should be at least two weeks between the official scheduling of the Defense and the Defense itself. During this period, the First Reader should have copies of the Abstract and the Dissertation available for members of the examining committee. *Note that the student should also have applied for graduation to the School of Theology Registrar by the stated deadline.*

6.2 Examination Committee Structure

The First Reader is responsible for selecting the Examination Committee and choosing the chairperson, though the student may have some input. The examination committee consists of no fewer than five members: the readers, the chairperson (who must not be one of the readers), and at least two additional members. (For every reader there must be one member of the committee who is not in one of the candidate's disciplines.) Readers and members of the examination committee must have faculty status at Boston University or at another accredited institution and at least a degree comparable to the doctorate. It is the responsibility of the First Reader to invite the preferred members of the committee.

6.3 Final Oral Examination

The examination itself is a public event and should be announced in advance. Any members of the faculty or academic community, plus any friends of the candidate, are permitted to attend, as space allows. However, after the Defense proper, the committee must have privacy for their discussions and vote on the examination.

Following the completion of the committee deliberations, the results will be announced to the candidate. The Chair of the Examining Committee will complete the Report of the Dissertation Defense, obtaining the signatures of the committee members, and file this form with the Registrar, with a copy to the First Reader.

6.4 Follow-up

Following the successful completion of the defense, the student is required to make any changes or corrections to the dissertation or abstract that have been requested by the examination committee. These changes normally require the approval of the First Reader. The candidate is then required to prepare the final copies of the dissertation and abstract for deposit in the Library,

along with appropriate forms for binding and microfilming, and is required to pay the associated charges. The student will receive the STH library microfilming and binding forms from the Advanced Studies Program Coordinator. The student will return the forms and their check for the microfilming and binding costs to the Advanced Studies Program Coordinator, who will then send the forms and the check to the STH library. These forms must be in the student's registration folder before the student can be considered for graduation.

7 Thesis Format Guide

The School of Theology Thesis Guide follows this handbook.

BOSTON UNIVERSITY SCHOOL OF THEOLOGY

THESIS FORMAT GUIDE

This guide presents the standard format for a doctoral dissertation or master's thesis in the School of Theology. Candidates should follow this format beginning with the proposal stage and then through all drafts of the thesis. The first full draft should be submitted to the Senior Program Coordinator for the Advanced Studies Program for review. A revised version incorporating corrections supplied by the Thesis Coordinator should be reviewed again around the time of the oral examination (for doctoral candidates). The final copies submitted to the Library must follow the format described and is subject to format approval before final acceptance of the thesis. Robyn Kinch is the Senior Program Coordinator for the Advanced Studies Program. Please call (617) 353-3045 with any questions, or email at rkinch@bu.edu.

Style Manual

The approved style manual is Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), commonly referred to simply as "Turabian." This book is available in the School of Theology Library, Mugar Library, and is on sale in the Barnes and Noble Bookstore at Boston University and other local bookstores. Turabian should be consulted on all formatting matters not otherwise specified below especially the forms to use for the various types of sources in footnotes (or parenthetical references) and bibliographies (or reference lists). Note: only the printed manuscript matters for format review. Some requirements may be easier to meet if multiple word processor files are used.

With their advisor's approval, students may also use APA format. *If a student will be using APA format, they must notify the Advanced Studies Program Coordinator prior to the draft submission for the first format review.*

Contents

The following order for the parts of the thesis (major sections) must be followed:

1. **Title page**
2. **Approval page**
3. Copyright page
4. **Contents**
5. List of Tables
6. List of Illustrations
7. Preface
8. Acknowledgements
9. **Abstract** (not required for master's theses)
10. **Text** (chapters)
11. Appendixes
12. **Bibliography or Reference List**

Boldface sections are required. Numbers 1-9 are collectively known as "preliminary pages" or the "preliminaries." Numbers 10-12 are the "main text." The copyright page is recommended for all theses but not required. See Turabian's appendix "Paper Format and Submission" (A; 373-408) for details on the format of the parts of a thesis.

Please note that the standards presented throughout this document are within the capability of good word-processing programs, but not the smaller programs. The student must find adequate computer resources to meet these standards. Exceptions will not be made for inadequate word-processing resources.

Margins and Pagination

The School of Theology requires 1.5 inches margins on the left side of the paper, which is greater than the default on most word-processing programs. The bottom and right margin should be one inch, and the top margin should be one inch to the page number and 1.5 inches to the first line of text. This margin rule applies to ALL pages, including any appendix materials and any pages with charts, graphs or other illustrations. Carefully consider this margin rule for all materials to be included. Letters, questionnaires, etc., may need to be reduced to meet the margin requirement.

The thesis should be numbered in only two divisions: preliminary pages (lower case roman numerals) and main text (arabic numerals). Begin assigning numbers with the title page, but do not print numbers on the title page, approval page, or copyright page. Lower case roman numerals should first appear on the first page of the Contents (iv). Arabic numerals begin with Chapter One. A substantive Introduction outlining the thesis should be called Chapter One. Once you begin using arabic numerals, number all the pages to the end (through the text, the appendixes, and the bibliography) in one number sequence (Turabian A.1.4).

In the preliminary section, page numbers appear at the bottom of the page, centered, 1 inch above the bottom of the paper. For the main text of the thesis, page numbers appear in the upper right corner of the paper, 1 inch below the top of the page and 1 inch from the right edge. EXCEPTION: If the page begins a major section (i.e., a chapter, appendix, or the bibliography), the page number is centered 1 inch above the bottom of the page. The first page of every major section probably needs to be formatted as a separate division with its own page setup in order to place the page number correctly. With some word processors, the page number position is considered outside the print area, so your margins may need to be adjusted.

Spacing and Indentation

Pages should be printed on one side only. In general, all text for the thesis proper is double-spaced (Turabian A.1.3). Exceptions that should be single-spaced include the Contents (subheadings within chapters), footnotes (though there is a blank line between notes on the same page), block quotations and the bibliography/reference list (with a blank line between entries). Any word-processing system you use must be capable of printing both single- and double-spacing on the same page.

The first line of a paragraph are indented a consistent distance from the left margin (5 spaces or ½ inch is the usual amount).

All lines of a block quotation are single-spaced with a blank line above and below and indented as far as the first line of a paragraph. For specific variations in requirements for block quotes (prose, poetry, etc.) see Turabian 25.2.2.

The first line of footnotes should be indented the same as the first line of a paragraph. For the bibliography entries, you should use the hanging indentation, so the first line is at the left margin, but all subsequent lines are indented the same as the first line of a paragraph (Turabian A.15.16).

DO NOT JUSTIFY the text to make a flat right margin. The ragged right edge is preferred.

Headings

All major section headings are centered, in all capitals and begin at the top margin. No subheadings within chapters are in all capitals. Chapter and Appendix headings with appropriate numbers are followed by a blank line, then the title proper, centered and capitalized. If the title is longer than four inches, it must be broken into multiple lines: the first must be longer, and the lines are single-spaced. Two blank lines follow the major section heading.

Subheadings within chapters follow the patterns set in Turabian A.2.2 (397-8). Subheadings are formatted in descending order of prominence in a manner similar (in effect) to a formal outline. First level: centered, boldface, headline-style capitalization. Second level: centered, regular type, headline-style capitalization. Third level: flush left, italics, sentence-style capitalization. Fourth level: flush left, regular type, sentence-style capitalization. Fifth level: run in at beginning of paragraph (no blank line after it), italic, sentence-style capitalization, terminal period (Turabian, 398).

All subheadings have two blank lines above them. **EXCEPTIONS:** If the first subheading comes immediately after the chapter title, you have two blank lines, not four. When two subheadings occur together, the two blank lines occur above the grouping with one blank line between the headings.

Fonts

In general, stick to one simple font, like this, which is Times New Roman. The font size should be 12 pt, though 10 pt may be used for footnotes. Do not use larger or smaller fonts in the main text. Be aware that proportional fonts place minimal spaces between characters, particularly noticeable in the ellipsis marks, which are supposed to have blank spaces between each dot. It may be necessary to insert several spaces between each period in order to have the proper visual impact.

Boldface is used for section headings and some sub-headings. Either boldface or italics have replaced underlining. Underlining should only be used if required by a quotation from a source that used underlining. Use italics for book and journal titles, and for emphasis within text. If a book title is in a heading, it may be both boldface and italics. Check to make certain your font has both a boldface and an italic option.

Quotations

For extensive guidance on quoting sources, see Turabian chapter 25. Note that copyright laws do not permit unlimited quotation of copyrighted material, even if properly cited. Publishers vary in their interpretation of the law, but in general, you may not quote an entire verse of a poem (hymn) or more than 250 continuous words of text from a copyrighted source without seeking permission of the copyright holder. It is your responsibility to contact the copyright owner to see if permission is required for the quotations you wish to use, and formally to acknowledge any permission granted in an Acknowledgement section and at the site of the quotation.

If you skip over sections within a quotation, you must use ellipses. Please read Turabian 25.3.2 carefully on the use of ellipses! Never use the ellipsis at the beginning or ending of a quotation.

Regardless of the citation style, biblical references may be given within parentheses in the text and do not require a footnote. Provide an abbreviation for the version used (RSV, NRSV, NIV, etc.) if the quoted material is not from the King James Version.

Citations

The thesis is to be fully annotated and documented; every statement for which the student is not fully responsible, whether it is in the form of a direct or indirect quotation or paraphrase, is to be supported by a reference citation. Turabian gives the option of using **either** traditional footnotes **or** the parenthetical (author year, page number) system similar to (but NOT identical to) APA and MLA style. You may not use both in the same thesis! The method used must be selected by the student in consultation with the faculty advisor and followed consistently. See Turabian Chapters 16-7 for details on bibliography style, and Chapters 18-19 for details on reference list style.

Note that nearly every kind of source has a distinct reference format in bibliographic (footnote) style that must be followed. Footnote and accompanying bibliography formats are shown in the examples labeled N. (footnote) and B. (bibliography) in chapters 16-7. Parenthetical reference formats are shown in examples labeled P. (parenthetical reference) and R. (reference list) in chapters 18-9. You cannot mix entries from these two different styles except when supplying additional content in a thesis using reference list style or when citing a biblical or other similar ancient, classical, or otherwise frequently referenced source in a thesis using bibliography style. Endnotes are **not** acceptable.

Bibliography/Reference List

Sources are listed in the bibliography at the end of the thesis alphabetically by the author's surnames or by corporate body or title in the absence of a personal author. It is generally preferred to have only one section in the bibliography, but if extensive material in a special format or from manuscript sources is used, sections may be created, using the same subheading style as in the main text. It is important to remember that all major publications cited in the text must be found in the bibliography. Note that reference lists and bibliographies have different formatting requirements.

Printing

The final hard copy (an electronic copy is also required – see Submitting Final Copies) submitted to the Library should be on a white, 8.5x11 inch paper that is at least 20 lbs. in weight. Crane, Southworth, Eaton, and others, make this kind of paper. It is permissible for the final hard copy to be original printer output, with additional personal copies being neatly photocopied onto the proper paper. Printing must be done with a high-quality laser or ink jet printer. If you change printers for the final copies, run a test printout first, as printer profiles affect the output, and changes may occur.

Format Review

The candidate and faculty advisors are responsible for the content of the paper; format requirements are monitored by the Thesis Coordinator. A first full draft of the doctoral dissertation, with proper preliminary formatting, must be submitted for format review approximately four months before the anticipated date of graduation. Submitting a truly “rough” draft with no attempt to meet the format requirements discussed above may lead to delays in the completion of your degree and may necessitate additional reviews beyond the usual two. Corrections should be made to the first full draft and another draft delivered around the time of the oral examination. This should serve as a final format review copy before printing the official version. The Master’s thesis is normally written during the semester and should be reviewed as soon as a full draft of the thesis is available.

Submitting Final Copies

Final copies of all theses and dissertations are due approximately two weeks prior to graduation. One print copy and one digital copy (PDF or MS Word format) must be deposited in the Library, with payment for associated costs (binding and microfilming). The Library will post the digital copy to the STH online Electronic Thesis and Dissertation (ETD) repository and send the theses to be microfilmed and bound. (Students submitting a Masters thesis pay only binding costs as Masters theses are not microfilmed.)

Signature requirements vary by degree: the Master's Thesis requires one signature from the Thesis Director (occasionally more), while the Doctoral degrees require two signatures (occasionally more). The student is responsible for obtaining the faculty signatures whenever possible, however the Library will attempt to obtain the necessary signatures for out-of-town students.

BOSTON UNIVERSITY
SCHOOL OF THEOLOGY

Dissertation

THE EFFECTIVENESS OF THREE SELECTED CHURCH
PROGRAMS IN DEALING WITH
TEEN-AGE ALCOHOLISM

By

Author D. Thesis

(A.B. Any College, 1996; Th.M., Some Seminary, 1999)

Submitted in partial fulfillment of the
requirements for the degree of
Doctor of Theology

2009

THE EFFECTIVENESS OF THREE SELECTED CHURCH
PROGRAMS IN DEALING WITH
TEEN-AGE ALCOHOLISM

By

Author D. Thesis

APPROVED

By

First Reader _____

Dr. John Smith
Professor of Religious Education

Second Reader _____

Dr. Jane Jones
Professor of Psychology and Religion

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FAITHFUL TO GOD'S CALL: THE ATTRITION OF EURO-AMERICAN
WOMEN CLERGY IN THE UNITED METHODIST CHURCH

(Order No.)

Elizabeth J. Collier

Doctor of Theology
Boston University School of Theology, 2000

Major Professor: Sharon Peebles Burch, Assistant Professor of Systematic Theology and
Religious Education

ABSTRACT

Almost one-third of Euro-American clergywomen in the United Methodist Church are not in congregational ministry. Previous research has examined sociological and psychological reasons for women's attrition from that ministry. It has also been suggested that there is a theological dimension to women's exits. However, few studies exist which are dedicated to the exploration of theologies, and specifically the understandings of ministry, of women who have exited. This dissertation investigates the relation between the theological dimension, expressed as an understanding of ministry, and the exit of ordained Euro-American United Methodist women from congregational ministry. A grounded theory social scientific method, in which theory emerges from (is grounded in) data rather than using data to prove theory, is employed to analyze interviews with eighty-eight ordained Euro-American United Methodist women who had served as pastors in congregations in the United States and then exited those positions.

CHAPTER ONE

TITLE OF THE FIRST CHAPTER SECOND LINE OF TITLE

First Level Subheading Within the Chapter

This is the introduction to the topic of formatting a thesis properly. The first page of every chapter should have a 1.5-inch top margin, then the generic heading (“CHAPTER ONE”) centered in all capitals. There is one blank line and then the chapter title, which is also centered in all capitals. If the chapter title is longer than four inches, it should be split into two (or more) lines, the first line being the longest. There is no blank line between the multiple lines of a chapter title.¹ There are always two blank lines after the chapter title, whether followed directly by text or by a first level subheading.

Second Level Subheading

The top margin should be 1-inch including for the first page of all major sections, including the Contents, Acknowledgements, chapters, appendix and bibliography. Subsequent pages should have a 1-inch margin to the page number, 1.5-inches to the first line of text. Other margins should be set at 1.5 inches left, and 1-inch right and bottom.

¹ This rule applies to all subheadings also. Note: these are examples of properly formatted footnotes.

Page numbers in the preliminaries should all be at the bottom; in the main text, page number on the first page of each major section (chapter, etc.) must be centered at the bottom, while for other pages, the preferred position is top right. This means that the first page of each chapter is a new section for word processing purposes. Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), 376.

The second level subheading should be centered, upper and lower case, but not bold. Note that there should be two blank lines above every subheading. If you have set your paragraph format to double-space, you need to insert a single-space paragraph. Text should be in 12pt font and notes may be in 10pt font. Use boldface for headings, and use italics for book or journal titles or for foreign words or emphasis. Underlining should only be used if you are quoting a source that uses it.

Third Level Subheading

The third level subheading begins at the left margin and is in italics. Again, there are two blank lines above the heading.

When you have a block quotation (if you quote more than eight lines of text) then you single-space the text and indent each line as you would for the beginning of a paragraph. Note there should be at least eight lines in any block quotation unless it is required for emphasis. Shorter quotations can be placed in the double-spaced text using double quotation marks. Note that ellipsis marks are used within the quotations to note omitted material. Never use the ellipsis marks at the beginning or ending of quotations (we know there is more before or after the quote).

Citations should be given either in traditional bibliography style (footnotes) or reference list style (parenthetical), but do not mix the styles! Citations must be on the same page. Endnotes are not allowed.

If you reproduce materials for your appendix, make sure the copy conforms to the margin requirements! Reproduction of the work of others in an appendix or lengthy quotations may require obtaining formal permission from copyright holders. See the relevant sections in Turabian and/or the latest edition of the *Chicago Manual of Style* for more details.