Doctor of Theology Handbook

For

Candler School of Theology (Emory University)

Interdenominational Theological Center

Columbia Theological Seminary

Care and Counseling Center of Georgia
This handbook is intended to aid students and faculty involved in the Doctor of Theology in Pastoral Counseling program of the Atlanta Theological Association, whether they are registered through the Candler School of Theology, Columbia Theological Seminary or the Interdenominational Theological Center.

I. PURPOSE OF THE PROGRAM

The purpose of the degree of Doctor of Theology in Pastoral Counseling is to prepare persons for the specialized ministry of pastoral counseling at a doctoral level of competence. The degree is intended to be an equivalent of the Ph.D. for those whose interest in pastoral counseling is primarily professional and theological. The supervision in pastoral counseling, which is an integral part of the degree program, is provided according to the standards of the American Association of Pastoral Counselors. It may be used, therefore, to meet the supervisory hours requirement for A.A.P.C. membership.

II. REGISTRATION

Participation in the Th.D. program begins with registration for the first courses to be taken. These are, normally, the core seminar sequence and the pastoral counseling practicum. Registration for these courses as well as for each succeeding component of the program is the responsibility of the student, and it must be accomplished according to instructions issued by the school in which the student is registered.

Th.D. students have access to advanced courses in any of the A.T.A. member institutions through a cross-registration procedure, which can be explained at the time of registration by the registrar or advanced studies office of the school through which the student registers. Registration procedures of Candler, Columbia, and I.T.C. differ from one another, and each student must be careful to follow the instruction of his/her "home" registrar upon each occasion for registration. Normally, course registration follows consultation with the student's advisor, who is assigned upon admission from the faculty of the school in which the student is enrolled.

Although students are expected to make primary use of the library of their school of registration, the Inter-Library Use Card, issued by the reference librarian of the student's school of registration will admit students to the libraries at Candler, Columbia and I.T.C.

All Th.D. students must be continuously registered in each semester of the academic year, excluding summer, beginning at their point of entry and continuing to completion of their programs. For any term in which students are not otherwise registered for
academic credit (core seminars, directed study, practicum, or elective course), continuous registration must be accomplished through the payment of the current free for ATA-000. this course carries no academic credit. Failure to maintain continuous registration will result in the student's automatic suspension from the Th.D. program. Reinstatement as a student may be granted by the Th.D. Committee upon request from the student and at the recommendation of his/her adviser and with the approval of the Advanced Studies Director of the student's home school.

Students whose life circumstances require a leave of absence from the Th.D. program for a semester or an academic year should petition the Th.D. Committee prior to November 1st for a leave beginning in the Spring semester or April 1st for a leave beginning in the Fall semester.

Except for the enrollment in the pastoral counseling practicum, which is required in order to maintain continuity in supervision and responsibility to the student's clients, registration for courses taught in the summer term is optional. Summer practicum registration, for which no course credit is received, is arranged with the training center, and fees for that program are paid directly to the center. Seminary faculty is not normally or routinely available for advising or conducting exams during the summer, although individual arrangements can be requested and accommodated according to faculty willingness and availability.

All fees, other than the application fee and fees for the summer practicum, are paid to the student's school and not to the A.T.A. Matters concerning housing, finances, and other student services are also handled directly by the student's school of registration.

III. PROCEDURES

A. The Student's Adviser

When a student is admitted to the Th.D. program, a pastoral counseling faculty member of the school in which the student is enrolled will be assigned as the student's temporary adviser. The adviser will assist the student in planning his/her program of studies. The student's primary link with the school in which he/she is enrolled is the adviser. The student is required to consult the adviser at least once each semester for approval of course selection and to discuss progress in the program, any questions or difficulties the student has with the program and his/her anticipations and plans for continuation and completion of the program.

The adviser will serve in a consultative manner throughout the student's time in the program, giving help regarding course selection, scheduling, and progress along the way — normally in response to the student's initiative. He or she will be invited
to participate in practicum evaluation sessions and to confer, as needed, with the practicum faculty concerning the student's progress. The adviser is not expected to seek the student out to check on progress or to initiate meetings or conferences. Rather, the student is expected to initiate conferences with the adviser or Th.D. Director, as such conferences may be needed.

Following completion of the first two semesters of study but before the student makes plans for the qualifying examination; the student will secure a final faculty adviser from the faculty of the school in which the student is enrolled. The permanent adviser should be one whose interests and competencies are in the area of the student's intended dissertation research. This person, who may or may not be the same person as the original, temporary adviser will assume all advisory functions for the student. In selecting his/her permanent adviser, the student should consult with the Th.D. Program Director of the A.T.A. and the Advanced Studies Director of the school in which he or she is enrolled. When the chosen faculty member has agreed to serve, the student shall report the faculty person's acceptance on the appropriate form to the Th.D. Program Director and the Director of Advanced Studies of the school in which the student is enrolled.

Students should be aware that most faculty members work on nine or ten month contracts and may not be available for consultation during two or three of the summer months, and/or during sabbatical leave. The student should be careful to arrive at a clear understanding with his/her adviser regarding such circumstances.

The student's adviser serves as chair of the student's advisory committee and presides over the process of formulating, administering, and evaluating both the academic and clinical parts of the qualifying Examination, the design and execution of the student's research, and the writing of the dissertation.

B. The Advisory Committee

The advisory committee consists of three persons, two of whom are ordinarily from the school in which the student is enrolled. The student's adviser, a faculty member of the school in which the student is enrolled, serves as the committee chairperson. Where possible, a third member of the committee will be selected from the faculties of one of the A.T.A. schools other than that in which the student is enrolled. In addition to these regular committee members, with the approval of the chair of the advisory committee, the student may invite other persons to serve as consultants to the student's research in order to give attention to certain perspectives not well represented by the expertise of the regular committee members. Consultants must agree to serve without financial remuneration, except in instances where the student is able and willing to provide such remuneration.
The advisory committee is recommended by the student in consultation with her/his adviser and approved by the chair of the advisory committee. When committee members from non-ATA schools are used, approval of the Th.D. committee is required. The advisory committee must be selected and approved before preparation may be made for the field examinations. The advisory committee is responsible for preparing the examinations for the student. It continues to function in an advisory capacity throughout the execution of the doctoral research and dissertation. It will inform the Th.D. committee when the qualifying examinations and the dissertation have been satisfactorily completed, or it will make other appropriate recommendation when they have not been satisfactorily completed.

C. Grading System

Students must complete the overall program of study with an average grade of "B" or better. A grade below B- in one of the core seminars of the pastoral counseling practicum will be a signal to the Th.D. committee to review and take action with respect to the student's continuance in the program. When assigned work is not completed during the prescribed period, a grade of "incomplete" may be given by the professor. The procedure of the school where the course is taught will be followed in removing the incomplete grade from the student's record. The grades of "S" for satisfactory and "U" for unsatisfactory work are used in evaluating the concluding doctoral dissertation.

D. Transfer of Credit

1. In planning the student's program with her/his adviser or Th.D. program director, a student may request credit for work done prior to entry under the following guidelines. The work must have been done at the graduation level within the past five years. A grade of B or better must have been given for the course. The student must be able to show that the work is relevant to the Th.D. program and that the course work was not credited toward a degree which was received.

2. Credit for work done after entry into the program at schools and agencies not related to the A.T.A. may be transferred to fulfill requirements for the Th.D. degree under the following guidelines:

   a. Prior to registration for a course for which credit is to be transferred, the student must have written permission of his/her adviser or the
A.T.A. program director and an appropriate officer of the school in which the student is enrolled.

b. The student pays his/her own fees to the school where such work is done at institutions not related to the A.T.A. The number of credits to be allowed within this limitation is, in each instance, subject to the approval of the respective A.T.A. school.

3. A limit of 12 semester hours is placed upon any work done at institutions not related to the A.T.A. The number of credits to be allowed within this limitation is, in each instance, subject to the approval of the respective A.T.A. school.

E. Guidelines for Progress in the Program

There is a time limit of six years for completion of the Th.D. program. It is theoretically possible to complete the program within three years if a student can devote full-time to it. Due to other demands upon their time, however, most students complete the program in four to six years. During the first two years the minimum registration for each semester is for one core course and the pastoral counseling practicum, unless granted an exception by the Th.D. Committee.

The following represent the minimum expectations of a student's progress in the Th.D. program at the end of the spring semester of the respective years in which he or she is enrolled:

1. First year—completion of 15 semester hours of course work
2. Second year—completion of 33 hours of coursework
3. Third year—completion of all 54 hours of course work and passing of the pastoral counseling performance exam
4. Fourth year—initial dissertation proposal approved by the Th.D. Committee and passing of all field examinations
5. Fifth year—all research for the dissertation completed and writing of the dissertation begun
6. Sixth year—completion of all work for the degree
An extension of one year for completion of the program may be granted when, in the judgment of the student's adviser and the Th.D. committee, unavoidable circumstances have impeded the student's progress and there is a realistic and likely prospect of completing the degree within the additional year. Students must have completed a satisfactory first draft of a significant portion of their dissertation in order to be considered for an extension of the program deadline.

Students whose progress in the degree program is reviewed by the Th.D. committee and found to be unsatisfactory according to the minimum expectations noted above, with the concurrence of the student's adviser and the Th.D. director, may be recommended for termination to the advanced studies committee of the school in which they are enrolled. That committee will make the final decision on the termination of any student. When progress is not satisfactory but termination is not immediately recommended, the student must, upon recommendation of the adviser, secure from the Th.D. committee approval of a plan for remedial work sufficient to meet the minimum expectations stipulated for the following year.

IV. COMPONENTS OF THE PROGRAM

A. Overview

Fifty-four (54) semester hours of academic and clinical work are required for the Doctor of Theology degree. There are six basic components to the program:

1. Four Core Seminars, carrying a total of 12 semester hours of credit.

2. Pastoral Counseling Practicum, carrying a total of 18 semester hours of credit.

3. The research seminar carrying a total of 6 hours of credit. Students normally enroll for 6 hours of research seminar credit over four consecutive semesters, but may choose to enroll for as few as three hours or two semesters if progress on their dissertation proposal appears too warrant less seminar time. If fewer than 6 hours of the research seminar are taken, the remaining hours must be taken elsewhere, usually by registering for ATA 496, "Dissertation Research."

4. Elective courses totaling a minimum of 18 semester hours of credit

5. Qualifying Examinations

6. A Doctoral Dissertation
V. PROGRAM OF STUDIES

The program of studies is intended to assist the student:

To gain an advanced understanding of theological and theoretical concepts appropriate to pastoral counseling as a specialized form of ministry;

To learn under qualified supervision the application of these concepts in pastoral counseling and to promote professional integration of theory and practice;

To design and execute a research project appropriate to his/her professional practice, which will give evidence of his/her creative ability to contribute to his/her practice of pastoral counseling, and provide knowledge or understanding useful to the field of pastoral counseling in general.

A. The Core Seminars

The core seminars provide a foundational program in the psychological and theological understanding of the person and process of change. Like doctoral courses in general, they do not provide direct preparation for particular examinations. Rather, they are intended to provide a method and direction for study in the major areas of the field examinations.

Ordinarily, the seminars are offered on one day a week in three-hour sessions. Although the scheduling of seminars can often be on the same days as the pastoral counseling practicum, this is not always possible. Each student's participation in the seminar class sessions, as well as the final paper, will be evaluated in determining the grade. A letter grade will be assigned.

B. The Pastoral Counseling Practicum

The Pastoral Counseling Practicum is designed to offer the student supervised experience in the practice of pastoral counseling and a basic theoretical understanding of the specialized ministry of pastoral counseling. The practicum involves both experiential and didactic learning. The student receives both individual and group supervision on a weekly basis as well as the experience of participation and presentation in an interdisciplinary staff conference.

Clients are assigned to the student on the basis of his/her readiness and the needs of particular counselee. An effort is made to provide the student with a variety of counseling experiences during the four-semester sequence. In most cases, this
includes work with individuals, couples, and some opportunity for co-leadership of
group counseling and family counseling.

Following the specific requirements of the American Association of Pastoral
Counselors students will be expected to have thirty hours of supervision with the
same supervisor of work with a particular counselee. Students are given a letter
grade for their work in the practicum.

The pastoral counseling practicum is offered in the fall and spring semesters. At
least 18 semester hours of practicum are required, but additional semesters may be
taken as needed by the student. During the summer term, students are expected to
maintain the necessary supervision and consultation for their ongoing work with
counselees and pay the fees for their supervision directly to the training center.

C. Elective courses

The 18 semester hours of elective courses are designed to enable the student to
deepen his/her theological education to doctoral level competence. Elective
courses should be selected in consultation with the student's adviser.

With the exception of occasional seminars scheduled in the summer, tuition for
courses taken at A.T.A. schools other than the one in which the student is enrolled
is paid directly to the student's own school. If a particular course needed for a
student' projected program is not available in any of the A.T.A. schools, or to assist
a student who lives at some distance from Atlanta, permission may be given to
enroll in a class offered at the graduate level by a college or seminary which is not a
part of the A.T.A. consortium. An alternative to taking class work at another
institution is registering for directed study with one of the A.T.A. faculty members.
Faculty time available for directed study courses is quite limited and such work is
possible only with those faculty with whom the student has had previous course
work or with those who have a particular interest in the area in which the student
proposes to be engaged.

D. The Qualifying Examination

The qualifying examination consists of two major parts. Both parts of the
examination are to be administered by the student's advisory committee. The two
parts of the qualifying examination are the performance examination and the field
examination.
1. The performance examination is scheduled by the student and his/her adviser in consultation with the student's individual supervisor during the latter part of the student's fourth semester in the practicum. This means that normally the performance examination is taken before the rest of the qualifying examinations.

The performance examination is written by the pastoral counseling supervisory staff in consultation with the student's adviser. The examining committee is composed of the student's adviser, at least one other academic faculty member from the participating schools, and her/his first and second year pastoral counseling.

2. Field examinations occur after the completion of all course work, after successful passing of the performance exam and after approval of a preliminary version of the student's dissertation proposal. The "passing" of these examinations admits the student to candidacy status and officially qualifies him/her to work on the doctoral dissertation.

Before the examinations can begin, the student must have chosen a topic for the dissertation and must have provided his/her doctoral committee with a preliminary proposal for a dissertation. The general design of the proposal, if not the details, must be acceptable to the student's advisory committee and to the Th.D. committee prior to the field examinations.

The content areas in which the student shall be examined include:

a. Personal and Interpersonal Dimensions of Pastoral Counseling

   Exam 1. Therapeutic relationship and process in relation to personality, developmental theories, psychopathology, and the psychological understanding of religion.

   Exam 2. Marriage and family theory and therapy plus one of the following: (1) social psychological understandings of therapeutic process, (2) theory of group process and leadership, (3) theory and practice of pastoral consultation and supervision.


b. Sociocultural Dimensions of Pastoral Counseling
Exam 4. Pastoral counseling as a profession in relation to other professions; its relation to class, race, and gender; its relation to contemporary family, work, and religion; its participation in the larger cultural and religious traditions understood through such disciplines as cultural anthropology, cultural criticism, and feminist theory.

c. Ecclesiological and Ethical Dimension of Pastoral Counseling

Exam 5. Pastoral counseling as a specialized form of the church's ministry in relation to: (1) the history of pastoral care and counseling, (2) theological understandings of the church and its mission (ecclesiology), (3) ethical dimensions of pastoral counseling as a professional practice.

Procedures for Written and Oral Qualifying Examinations

Four of the five field examinations shall be taken by the student during a two-week period at times designated by the student in consultation with her/his adviser. The other exam is both written and oral. The student chooses a topic that falls within the subject matter of exam areas 3, 4, or 5, and writes a paper of 15-20 doubled-spaced pages upon which she/he will be examined. Prior to the beginning of the first written exam on the other four areas, the student will provide the examining committee with a full draft of the paper which is to be the focus of the oral exam. The oral exam may also include questions from the committee about other exam areas in which there were deficiencies. In addition to the advisory committee, the examining committee must include at least one of the student's former counseling supervisors.

All of the pastoral care faculty members of the three Atlanta A.T.A. schools and members of the Th.D. committee will be invited to participate in the oral exam and to be voting members of the examining committee. Students in the Th.D. program and consultants may also be invited to the exam, but will not have a vote. Other faculty invited to the exam and Th.D. students will, at the same time, be provided with a one-page abstract of the paper.

Students normally write their exams on a computer (which may be their own) at an appropriate place of their own choosing (which may be their own home), within the time period arranged in advance with the student’s examining committee. The exams are “closed book,” meaning that students may not consult other persons or notes of any kind during the writing and revising of their manuscripts, including electronic notes on computer disks, hard drives, CD’s, or tapes. Students for whom English is the first language have a total of
eight (8) hours in which to prepare their exams. Students whose first language is other than English may consult their chairperson about the possibility of arranging extra time, though in no instance may the total allotted time exceed ten (10) hours. Students are encouraged to take time for meals and breaks within the allotted time. A rule of thumb is that the time devoted to the writing of a first draft, including time for thinking and planning, should be about six (6) hours. The final version must be carefully written, proofread, and printed in Times New Roman or similar standard typeface, using double spacing, standard one-inch margins, and 12-point type.

Exam questions will normally be emailed to students (as attachments) at the hour arranged for each exam. At the end of the specified period, students may submit their proofread answers, together with a copy of the questions, either by email attachment to their chairperson, or by hard copy. The normal procedure is the use of email attachments. However, if a student submits hard copies, he or she should provide the chairperson with enough copies for each member of the examining committee, and should submit them at a place and by an hour arranged in advance with the chairperson, usually within an hour of the official end of the examining period, subject to negotiation with the chairperson in view of particular circumstances.

Responsibility for seeing that questions are emailed to the student at the time arranged for the exam and for monitoring the timely arrival of the student’s answers lies with the examining committee’s chairperson. In the exceptional event that questions are either not emailed or not opened at the designated time, the eight-hour time frame will commence from the hour that the student opens them. If the student has a lengthy delay in opening the attachment for any reason, he or she will promptly inform the chairperson. The chairperson and each member of the examining committee will be responsible for individually downloading examinations submitted in the form of email attachments.

Members of the student's committee may ask for consultation from other faculty members or other qualified persons in evaluating the student's exam. After consultation among the members of the student's committee with respect to their evaluations of the student's examinations, the student's adviser will inform the Th.D. student as to his/her success or failure on the various exams and provide information about specific strengths and weaknesses in the exams.

In the event that one or more of the five field examinations are not satisfactorily passed while the remaining field exams are satisfactory, the student may be permitted to retake the unsatisfactory field exams upon recommendation of the student's advisory committee and approval of the Th.D. committee.
E. The Dissertation Proposal

There are two stages in the presentation of a dissertation proposal: (1) preliminary to the field examinations; (2) after the examinations have been successfully completed. The student is responsible for getting the preliminary dissertation proposal which has already been approved by his/her advisory committee to members of the Th.D. committee at least two weeks prior to the scheduled meeting time of that committee. The student is expected to be present to listen while the Th.D. committee discusses the proposal. After that initial discussion, the student is invited to engage the committee about the issues raised in the discussion. Following this, the committee meets without the student present to make a decision about approving or disapproving the proposal and to make recommendations to the student and the advisory committee.

After the student successfully completes all of the field examinations, he/she meets again with the advisory committee for the dissertation and makes any necessary revisions in the proposal. Then, ordinarily, the student will meet again with the Th.D. committee for final approval of the proposal and to make recommendations to the student and his/her adviser about carrying out the research and writing of the dissertation.

Each dissertation proposal is to be approved first by the student's advisory committee and, second, by the Th.D. committee or a subcommittee appointed by them. The purpose of the review of each dissertation proposal by the Th.D. committee is to assure both the relevance of the research project and dissertation to the Th.D. degree program and the adequacy of the proposal. For both the preliminary and the final dissertation proposal the student's adviser must be present at the meeting of the Th.D. Committee where the proposal is reviewed.

The content of the proposal shall include the following—usually in this order:

1. Statement of the problem
2. The significance of the problem and why the author is concerned with it
3. A brief survey of previous research and relevant literature
4. Limitations of the research, what is ruled out and why
5. Thesis or major contention
6. Definition of principal or problematic terms

7. The method and structure of the dissertation, including rationale for the method, what is specifically going to be done and why, and the method and criteria for evaluating any empirical or practical hypotheses

8. Conclusions and implications of the dissertation

9. The time line for completion of the research and dissertation—what is going to be done when

F. The Doctoral Research Project and Dissertation

The research project and dissertation constitute the concluding and most comprehensive component of the student's Th.D. program. It should grow out of a concern within an area of pastoral counseling which directly affects the student's particular ministry. It is designed to demonstrate the student's ability to engage in professionally-oriented research and to utilize his/her ability in bringing theological and other theoretical knowledge to bear upon the professional practice of pastoral care and counseling. The dissertation is expected, moreover, to contribute useful findings and insight to this particular form of ministry. The dissertation should reflect mature theological insight, care inquiry, logical and coherent thought, imagination, careful execution, and relevance to the ministry of the student and the mission of the church.

The research project and dissertation should be carried out in close cooperation with the student's adviser and with the consultation of his/her advisory committee. The student is strongly encouraged to consult with his/her adviser and when needed, other committee members at every major point. While dissertations may vary greatly in subject matter and organization, the following elements will be expected in all of them:

1. The research issue—the problem, or area of inquiry. A detailed exposition of the issues addressed by the dissertation. The problems, questions, hypotheses and goals which that issue entails in the ministry of the student.

2. The design of the dissertation and of the various methods involved in its execution.

3. Perspectives—descriptions of the manner in which theological, empirical, and operational disciplines are involved in the dissertation.
4. The results and conclusions resulting from the research, including appropriate and adequate means of evaluating any empirical or practical hypotheses.

5. Implications of the student's work for the student's future ministry and for the field of pastoral care and counseling.

6. Bibliography of written material and other resources employed in the dissertation.

G. Criteria for Evaluation the Dissertation

The doctoral dissertation will be evaluated in terms of its demonstration of:

1. the ability to generate and explore an interesting and useful thesis in the field of pastoral care and counseling;

2. an adequate understanding of the contextual factors which are directly or indirectly related to that thesis;

3. scholarly competence in the academic disciplines relevant for the research and dissertation;

4. the ability to integrate the theory and practice of pastoral care and counseling;

5. observance of acceptable canons of scholarly writing and documentation.

These criteria allow for a broad range of dissertation projects. The student is encouraged to explore a topic which has personal importance for his or her ministry but which can also contribute more generally to the understanding of pastoral care and counseling as a dimension of the church's ministry.

H. Final Oral Exam

When each member of the student's dissertation committee has indicated to the committee chair that the dissertation text is fundamentally acceptable (meaning that no revisions are anticipated which involve additional substantive work, such as further reading, research, or thinking through of a problem), the student will meet with the advisory committee and any faculty or students in the Th.D. program who wish to attend for an oral review of the dissertation. The student is responsible for
arranging the time and place of the review in consultation with committee members. The Th.D. Program Director is responsible for informing the Th.D. student body and faculty of the time and place of the oral review and the subject of the dissertation project.

The purpose of the oral review is threefold: (1) to enable the faculty to determine how well the student understands and can join with the faculty in critically assessing his or her own work; (2) to reflect more broadly on the project's significance personally for the student and professionally for the field; and (3) to provide the student and committee an occasion for bringing their work together to a common conclusion and to celebrate the student's achievement. At the review, the advisory committee formally votes to recommend the student for graduation from the school in which he/she is enrolled.

In the unlikely event that the oral review reveals unanticipated major revisions of the dissertation, the advisory committee will set a reasonably timely date for completion of the revisions. The committee may use its discretion in determining whether a further oral review is needed. If it determines that this is appropriate, it may modify the length and nature of the follow-up review to fit the circumstances.

Graduating students are strongly encouraged to attend commencement ceremonies in their school of registration. Commencement is a grand occasion of acknowledging the achievement of a doctoral degree and can be personally meaningful to faculty, students, their families, and friends.

I. Final Procedures

1. An abstract of the dissertation, not to exceed 500 words, shall be provided according to the guidelines of the school in which the student is enrolled. It should include the student's name, title of the dissertation and the date.

2. The original and all copies of the dissertation must be on high quality bond paper of twenty-pound weight. It is to typewritten or printed on a letter quality or laser printer.

3. In all other respects, students shall follow the style and format rules for dissertations of the school in which they are registered.

4. When each member of the student's advisory committee has approved the final draft, the chairperson of the advisory committee will write a letter to the A.T.A. Program Director indicating that the dissertation has been satisfactorily completed. The Program Director will then inform the
Advanced Studies Director in the school of the student's registration, who will take the necessary steps to recommend the student for graduation.

5. The student's adviser will sign all final copies of the dissertation to indicate approval of the advisory committee. Acceptance of the dissertation on behalf of the A.T.A. is indicated by the signature of the A.T.A. Program Director. Acceptance of the dissertation on behalf of the school is indicated by the signature of the Advanced Studies Director.