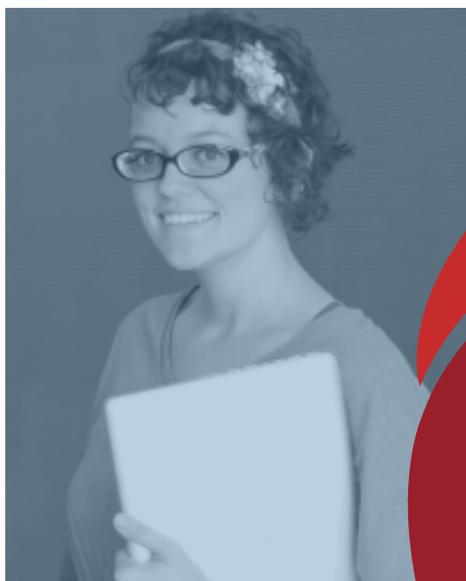
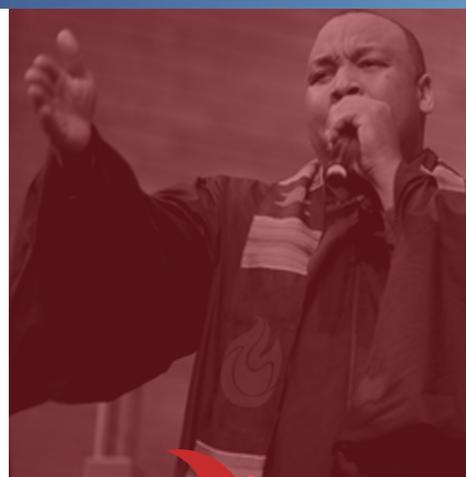


STUDENT HANDBOOK

2021 – 2022



STUDENT HANDBOOK

Revised August 2021



At the start of the 2021-2022 academic year, we are making the first steps toward a return to normal—whatever that means—after a year of living under the weight of a global pandemic. COVID-19 vaccines have begun to transform our lives, even though physical distancing, masks, and handwashing still order our days. We are also acutely aware of the work that remains in order to reach sufficient vaccine coverage that can protect the broader population from the disease.

In our ongoing efforts to deliver a stellar educational experience, we return to our four-fold modality for the 2021-22 Academic Year. **Courses will be delivered: face-to-face (in-person at CTS with some Canvas support); online (synchronous and asynchronous sessions employing Canvas and Zoom); hybrid (online with required face-to-face sessions); and flex (online with some optional face-to-face sessions).** See the [course schedule \(https://www.ctschicago.edu/course-schedule\)](https://www.ctschicago.edu/course-schedule), Campus Café or the Registrar for specifics.

On-campus coursework and meetings are designed to be low-density, with vaccination requirements and continuing attention to COVID-19 safety protocols to protect our students, staff, and faculty. If you are coming to campus, you will need to use your keycard for access; please do *not* hold the door open for anyone else, even if you recognize them. Please see the most recent [COVID Policy \(https://www.ctschicago.edu/press/cts-covid-19-policy\)](https://www.ctschicago.edu/press/cts-covid-19-policy) for details. Our COVID-19 Response Team and Leadership Team will continue to monitor the recommendations of local, state, and federal government officials—prepared to revise policies to advance public safety as necessary.

Many in our CTS community contracted COVID-19 and/or lost loved ones to this deadly virus. We have lost so much. We have also demonstrated great resilience, lifting each other up to continue our sacred work together. Please know that your well-being is important to us. We hear you. We see you. Take care of yourself. May we show compassion and take care of each other.

Chicago Theological Seminary - 2021-2022 Student Handbook

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The *Student Handbook* is an announcement of the Seminary and is subject to change. The Seminary reserves the right to change policies, requirements, or fees when necessary. Additional information on these matters may be found elsewhere. Questions may be directed to the Office of the Academic Dean.

I. Overview of the Seminary

Chicago Theological Seminary (CTS) was founded in 1855 by Congregationalist churches from Wisconsin, Illinois, and Michigan.¹ The oldest continuing institution of higher learning in Chicago, CTS is today an affiliated seminary of the United Church of Christ with an ecumenical, interfaith faculty and student body. Throughout its history, CTS has been a pioneer in educating religious leaders to address critical issues affecting diverse communities in multiple contexts. Unafraid of issues simply because of the controversies they create, the Seminary has a distinguished record of setting trends in religious life and leadership for more than 150 years. Today it offers four accredited degree programs and various other educational programs.

Statement of Mission and Commitments

Chicago Theological Seminary, a seminary affiliated with the United Church of Christ, serves God, Christ's Church, multiple faith communities, and the larger world by educating persons theologically and cultivating the intellectual, pastoral, and spiritual capacities of lay and ordained religious leaders, scholars, and activists who contribute to the increase of justice and mercy.

Inspired by the ministry of Jesus, guided by the Spirit of the Divine, and nurtured by faith and culture, we strive to create a sacred learning community that educates for public ministry, based upon the following interwoven commitments:

- We are committed to a life of mutual teaching and learning, to academic excellence, to open inquiry, and to critical engagement of texts, contexts, and practices in all of our educational programs;
- We are committed, in a world suffering from spiritual impoverishment, which is characterized by meaninglessness, lovelessness, and hopelessness, to proclaim a message of divine purpose, compassion, and promise;
- We are committed, in a society structured by white supremacy and racism, to challenge white privilege, to combat the forces of racial division and domination, and to equip leaders who embrace and celebrate racial, ethnic, and cultural diversity;
- We are committed, in a global context of religious conflicts and a society structured by Christian privilege, to joyous embrace of religious diversity, expanding our groundbreaking work in Jewish, Christian, and Islamic Studies to advance understanding and collaboration among the rich multiplicity of spiritual traditions and lifestances;
- We are committed, in a world governed by sex and gender binaries, to advocate gender justice, to nurture movements for women's equality, and to liberate humanity from restrictive gender norms;
- We are committed, in world governed by the presumption of heterosexual expression, to challenge homophobia, to celebrate lesbian, gay, bisexual, transgender, and other

¹ For an account of the Seminary's history up to the mid-sixties, see *No Ivory Tower* by Arthur Cushman McGiffert, Jr. For an account of the Seminary's history from 1960 to 1980, see *Challenge and Response* by Perry LeFevre.

individuals within the spectrum of human sex and sexuality, and to develop leadership to encourage faith communities to become more open and affirming;

- We are committed, in a world stratified by economic and social class, to challenge the structures that sustain poverty and economic disenfranchisement, and to join the struggle, as companions with the poor, for liberation of all from want, homelessness, hunger, and disease;
- We are committed, on a fragile planet threatened by pollution and exploitation, to interrogate ecological policies, theologies, and practices, and to challenge materialism and the devaluation of creation; and,
- We are committed, in recognition that social divisions are local, national, and global, to international collaboration among individuals and institutions with similar commitments to our own.

In all these ways, we embrace not only the rhetoric but the reality of diversity, and recognize the vital intersectionality of our commitments, working together to do justice, love mercy, and walk humbly with our God. We invite others to join us.

II. CTS Organizational Structure

Board of Trustees

The Board meets three times a year. The Board is responsible for the total well-being of the institution. It acts upon recommendations of the President, Academic Dean, and Faculty concerning faculty appointments and promotions, awarding of degrees, and curriculum.

The Board functions through the following committees:

1. The Academic and Student Affairs Committee is responsible for recommendations on policies affecting curriculum and student life. Each year two students chosen by the President and Dean from among the student representatives to the Academic Council will serve as student representatives to the committee and, by extension, to the Board of Trustees. Student representatives have voice but not vote.
2. The Business Affairs Committee is responsible for recommending the budget and policies regarding business and accounting records and systems, financial aid, buildings and grounds, business planning, legal functions, auxiliary enterprises, and non-academic personnel.
3. The Advancement Committee is responsible for recommendations or policies concerning the Seminary's development programs and public relations efforts.
4. The Committee on Board Affairs, is responsible for nomination of Trustees and for evaluation of individual Trustees' performance, Board structures, and committee performance.
5. Executive Committee

- a. Membership: The Executive Committee shall consist of the Chairperson, the President, and other members as determined by the Board.
- b. Duties: The Executive Committee may exercise the authority of the Board of Trustees in management of the Corporation during the intervals between meetings of the Board of Trustees, subject at all times to the bylaws of the Corporation, and the prior rules, regulations, and directives issued, adopted, or promulgated by the Board of Trustees. The Executive Committee shall annually evaluate the performance of the President and report its findings to the full Board.

Two students, chosen each year by the President and Academic Dean from the six elected student representatives to Academic Council, represent students to the Board.

The Academic Council

The Academic Council meets monthly, with the Academic Dean presiding. It exercises oversight of all academic matters such as curriculum, admissions, awarding of degrees, and student fellowships. Certain matters approved by Academic Council must go to the Board for final action. Final decisions concerning fellowship awards are made by the faculty, normally working through the Admissions and Financial Aid Committee or the PhD Committee.

The following shall be regular members of the Academic Council:

1. All full-time teaching faculty, the President, and the Librarian with voice and vote.
2. The Registrar and the Dean of Students with voice but no vote. Members of the Administrative Council will receive minutes of meetings and are welcome to attend the meetings.
3. Six student representatives, to be selected in a manner decided by the student body, each with voice and a collective maximum of two votes. No single student representative, however, may cast more than one vote.
4. Other members of the Seminary community may be invited to meetings of the Academic Council, on a regular or occasional basis, at the discretion of the Academic Dean or the President.

Much of the work of the Academic Council is carried on through committees, many of which have student members. Committee assignments are made by the Academic Dean in consultation with the President and the faculty.

The Administrative Council

This body (comprised of the President, the Vice President for Academic Affairs, the Vice President for Finance and Administration, the Assistant Director of Student Formation & Community Engagement, the Financial Aid Coordinator, and a faculty member appointed by the Academic Dean) provides a central location for institutional planning and problem-solving, with particular attention to issues that affect student life (including student fees). Its activities may include setting and implementing administrative and financial policies, gathering and analyzing institutional data, coordinating school-wide planning (pre- and post-project/event), approving recognized student groups, and functioning within a culture of ongoing assessment

regarding administrative matters. The council normally meets monthly and is chaired by the President.

Leadership Team

The Seminary's Leadership Team is chaired by the President and meets regularly throughout the year. Members of the Leadership Team include the Academic Dean, Vice-President for Finance and Administration, Vice-President for Strategic Initiatives, Vice-President of Student Services, Vice-President for Advancement and Philanthropic Giving, and other members appointed by the President. Responsibilities include strategic planning; oversight of the seminary's budget, administrative and financial policies, and major events; regular communication with the Board; coordination and communication across multiple seminary offices; and ongoing evaluation of the seminary's activities.

Faculty Caucus

Meeting at least monthly during the academic year, the Faculty Caucus addresses a range of educational issues, advancing our efforts to live into CTS's Statement of Mission and Commitments.

Recognized Student Organizations

Student organizations at Chicago Theological Seminary focus on a shared interest or concern. These organizations foster connections throughout the student body that complement academic life, support spiritual formation, enable networking and professional development, and increase community thriving.

The following policies apply to all student organizations:

1. Student organizations must receive recognition from the Administrative Council as organizations that are eligible for CTS funds. Both new and continuing student organizations must apply to the Administrative Council for this recognition. Questions about application for recognition should be directed to the Assistant Director of Student Formation & Community Engagement.
2. The organizations receive equal budgets from Seminary funds each academic year. The Administrative Council determines this amount yearly. Any unspent funds in a given year are not available in subsequent years.
3. Recognized student organizations may seek an unpaid faculty or staff advisor.
4. Each organization must have requisitions for funds approved by the Assistant Director of Student Formation & Community Engagement, within approved budgets.

Student organizations active in the 2021-22 academic year include the Bayard Rustin Society, the Charles Shelby Rooks Society, PhD Student Association, LGBTQIA+ Interest Group, Healing Religious Trauma, Worship Lab, Discernment Group, and Student Government.

Town Hall Meetings

Town Hall Meetings are held to provide opportunity for discussion of issues important to the CTS community. They may be convened to consider policies, aspects of Seminary life, events of concern, and other issues. These meetings are not intended for determining formal action, but for encouraging better communication among students, faculty, staff, and administration.

Town Halls are normally called and organized by elected student representatives, the President, the Academic Dean, or a member of the Office of the Academic Dean.

III. Academic Information

Admission – General

Students are admitted to four general degree programs at CTS: one professional degree (MDiv) and three academic degrees (MA, STM, or PhD). Admission to study in one of these degree programs is not equivalent to admission to candidacy for the degree (see “Candidacy” below or MDiv and PhD degree program handbooks).

Coursework taken at CTS but applied to a degree received at another educational institution may be applied to a CTS degree subsequently if a petition for transfer credit is approved. When a student who has previously earned a Master’s degree in theological or religious studies is accepted in the MDiv Program, up to one year of coursework (or, 8 courses) applied to the previous degree may be transferred into the MDiv program.

Admission Requirements

Each degree program has its own unique application, requirements, and recommended preparation. Please see the specifics for your desired degree below.

For more information about courses, see <https://www.ctschicago.edu/courses/> and for degree programs, see <https://www.ctschicago.edu/degree-programs/>.

Master of Divinity (MDiv) and Master of Arts (MA)

Applicants must have successfully completed a bachelor’s degree from an accredited college or university. Though a variety of college programs provide adequate preparation, it is to the applicant’s advantage to have well developed written and oral communication skills, strong academic references, good critical thinking skills, and coursework in the area of humanities. GRE scores are not required.

Admission to the MDiv and MA programs requires:

- A bachelor’s degree from an accredited college or university; coursework in theology or religious studies is a plus.
- A superior academic record in previous undergraduate education.
- Official transcripts from all academic institutions attended, whether or not a degree was earned.
- Four letters of reference – at least two must be academic, one may come from a pastor or other religious professional, and one may come from a supervisor or friend.
- Completed application which includes: copy of current resume and essay (additional statement of focus for MA program).
- TOEFL (Test of English as a Foreign Language) scores are required of applicants for whom English is not a first language. The exam must be completed no more than two years prior to application. The TOEFL may only be waived if the applicant has completed another degree, in English, in the US.

- \$50 application fee.

Master of Sacred Theology (STM)

Applicants to the STM Program must have earned a Master of Divinity Degree (or first graduate theological degree providing equivalent theological background) and demonstrate aptitude for advanced theological study.

Admission to the STM program requires:

- A master's degree or equivalent in theology or religious studies from an accredited college, university, seminary, or professional school.
- A superior academic record in previous undergraduate and graduate education.
- Four letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors.
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes: copy of current resume, essay, and statement of focus.
- TOEFL scores for international students for whom English is not their first language.
- \$50 application fee.

Master of Divinity and Social Services Administration (MDiv & SSA)

MDiv/Social Service Administration dual degree in collaboration with the University of Chicago School of Social Service Administration. This dual degree program allows a student to complete the requirements of the Master of Divinity and Master of Social Service Administration degrees simultaneously in four years. This combined program is ideal for students who aspire to work at the intersection of religious leadership and social work, and require credentials in both areas. Application to each program is made separately to the respective institution.

Master of Divinity and Master of Social Work (MDiv & MSW)

MDiv/Master of Social Work dual degrees is offered completely online in collaboration with CTS and Aurora University. This dual degree program allows a student to complete the requirements of the Master of Divinity and Master of Social Work degrees simultaneously in four years. This combined program is ideal for students who aspire to work at the intersection of religious leadership and social work, and require credentials in both areas. Students begin their first year at CTS developing leadership skills and a strong theological foundation. The following three years are done simultaneously at both institutions with combined field education and clinical pastoral education components, which may be combined. Application to each program is made separately to the respective institution.

Doctor of Ministry in Preaching (DMinP)

Applicants must have a Master of Divinity Degree or equivalent from an accredited seminary or divinity school with a GPA of 3.0 or greater (4.0 scale.) Applicants must also have a minimum of three years pastoral experience serving in a ministry context subsequent to completing the MDiv, and currently serve in a context that involves sustained preaching to a community.

Additional information regarding criteria for admission and application materials can be received by contacting the program coordinator at the ACTS Doctor of Ministry in Preaching Program Office: (773) 896-2400 - fax: (773) 643-1284, www.actsdminpreaching.com

Doctor of Philosophy (PhD)

PhD applicants should have earned a master's degree (or equivalent) in theology or religion from an accredited college, university, seminary, or divinity school, and have a superior academic record in previous undergraduate and graduate education. Applicants should be able to articulate a clear sense of intention regarding goals for advanced study. Students in the program have multiple areas of inquiry to focus their studies. These areas of inquiry include: Sacred Texts and Hermeneutical Strategies, America as an African Diaspora, Womanist Religious Studies, World Feminisms, Interreligious Studies, LGBTQ Studies, and Theology and Cultural Criticism.

Admission to the PhD program requires:

- A master's degree or equivalent in theology or religious studies from an accredited college, university, seminary, or professional school.
- A superior academic record in previous undergraduate and graduate education.
- Four letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors.
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes: copy of current resume, doctor of philosophy essay, and writing sample.
- Graduate Record Examination (GRE) scores and/or Miller's Analogy Test (MAT) scores, or their equivalent (Code: 1120).
- TOEFL scores for international students for whom English is not their first language.
- \$50 application fee.

Certificate Program

Applicants to the Certificate program must have completed a bachelor's degree from an accredited college or university. Under certain conditions, persons who do not possess an undergraduate degree may apply to study under the non-degree status of Student At Large with hopes of achieving a certificate at a later date. Though a wide variety of academic and life experience provide adequate preparation from which to pursue a Certificate in Theological Study, it is to the applicant's advantage to have background in the humanities, strong written and oral communication skills, mature intellectual abilities, and the capacity to think critically. GRE scores are not required.

The application process requires:

- Official transcripts from all academic institutions attended.
- An autobiographical statement (250 words or less) describing your interest in theological study.
- A current resume or a brief description of your recent work experience, participation in volunteer and community service, religious or church involvement.
- Two letters of recommendation as described within the Certificate Application Instructions.

Student At Large (SAL)

Student At Large (non-degree) status allows an individual to take a course or courses without participating in a degree program. A bachelor's degree is strongly preferred. Students who do

not possess a completed bachelor's degree may also apply following consultation with the CTS Office of Admissions.

Applicants should demonstrate aptitude for graduate level scholarship. College level coursework, background in the humanities, relevant work and life experience, strong written and oral communication skills, mature intellectual abilities, and the capacity to think critically are advantageous. Applicants with a completed bachelor's degree must complete a simplified application.

Admission to the SAL program requires:

- A bachelor's degree is recommended.
- Two letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors (four required for individuals without a bachelor's degree).
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes: copy of current resume and essay
- TOEFL scores for international students for whom English is not their first language.
- \$50 application fee.

Enrollment as a Student-at-Large is contingent on completion of an application for admission (according to the instructions for SAL applicants) and acceptance by the Admissions Committee. While there is no obligation on the Seminary's part to admit a student into a degree program, applicants may pursue full admission to degree status after successfully completing four courses.

Students in the SAL category can take courses for academic credit without pursuing a formal course of study. They can also choose to earn a certificate of theological studies after the completion of at least six courses.

Some students are admitted to SAL status on a probationary basis. A few may not possess a baccalaureate degree but otherwise can be shown by objective criteria to possess knowledge, academic skill, and ability that prepares them for theological study at the graduate level. Note: Consideration is given to unique life experience, age, and potential for religious leadership.

Students-at-Large can choose to apply for admission to a degree program after successfully completing at least four courses. Students may take no more than eight courses as a probationary SAL, after which time they must be admitted to a degree program to continue their studies. Students should contact the Registrar for information about this process.

Distance Scholar (DS)

Students interested in taking a specific online course for academic credit may apply to study as a Distance Scholar with a succinct online application. Applicants must confirm access to a computer that meets the minimum requirements for online education at CTS. Criteria for admission varies by course selected and are determined by the instructor. A bachelor's degree is strongly preferred; however, exceptions may be made for applicants with relevant life experience and at least two years of exemplary undergraduate education. Some classes may require prerequisites. Courses taken as a Distance Scholar may later be applied to an admitted student's degree program.

Transfer Students

Because Seminary requirements and coursework vary considerably from institution to institution, each transfer student is evaluated individually by the Academic Dean and the Registrar. Courses transferred to CTS must be at the graduate level and from accredited institutions, and students must have received a grade of B or better in these courses. Generally, only elective credits are transferred. A request to have transfer credits satisfy core courses must demonstrate substantial comparability between the courses, and it requires approval from the Academic Dean and Registrar. Transfer of field education credit is determined by the Director of Theological Field Education in consultation with the MDiv Director, the Registrar, and the Academic Dean. In order to graduate, students must complete at least one year of full-time study at CTS or the equivalent (8 courses/24 credits). For PhD students, the final determination of transfer credits is made in connection with a student's program of study proposal. Normally, course credits applied toward degree requirements should be earned within ten years of the awarding of the degree.

Policy on Advanced Standing

All petitions for advanced standing for previous degree work must be evaluated by the Academic Dean, the Registrar, and the Director of the degree program in which a student seeks advanced standing. Degrees received prior to seven years before entering CTS may not be given full credit toward advanced standing. The amount of advanced standing granted depends on the relevancy of the previous degrees received to the CTS degree program in which the student is enrolled, the accreditation of the institutions where the degrees were received, and the academic performance of the student. Specific policies may be set for particular degree programs. In no case will more than one (1) year's advanced standing be granted. Advanced standing is *not* the same as credit hours, which cannot apply to more than one degree.

Class Participation Policy

The class participation policy is determined by each individual instructor. Please refer to course syllabi for details on what constitutes acceptance class attendance and participation.

Religious Accommodation

As a religiously inclusive institution, CTS works to accommodate the practices of all its members, embracing the diversity of our spiritual lifestances. Faculty, whenever feasible, will strive not to schedule class sessions, examinations, and assignment deadlines on major holidays that affect students in their courses. When conflicts do arise, students may:

- absent themselves from class without penalty in order to fulfill their religious obligations
- schedule alternative dates for examinations or assignments that conflict with religious observance, without penalty

Note: Students are expected to communicate with their professors in advance regarding accommodation.

No adverse or prejudicial effects shall result to any student for religious observances. If an issue arises that cannot be worked out with the professor, students may consult with the Academic Dean. If students believe that there has been a substantial violation of the principles of this policy, they may bring a complaint to the Anti-Discrimination/Anti-Harassment Task Force.

Non-Completion of a Course

There are times when students are not able to complete their courses. On such occasions it may be necessary for students to take a step back and cease taking classes, if only for a moment. CTS has attempted to put in place measures around attendance, leave of absence, and inactive status to help students as they encounter unexpected vicissitudes that impact their studies. It is critical that students (or a family member) communicate early and often with their professors, academic advisor, and the Registrar as soon as possible if a crisis should arise. Timely and reliable contact with said persons can assist in discerning a path forward that is suitable to the student's unanticipated circumstances.

Leave of Absence

Students may arrange to pause their course of study for a period of time (be it one semester or longer) without jeopardizing readmission if the intent to return is clearly stated in writing before a leave of absence is taken. Students on leave of absence pay a fee for each semester they are on leave (see Schedule of Fees). Normally a student may not take a leave of absence for more than one academic year. However, a student may request a second year of leave prior to the end of the second semester of the first leave of absence. Under certain circumstances, the seminary may take the initiative to put a student on leave of absence.

Inactive Student Status

Students who have not registered for classes in a Fall or Spring semester without requesting a leave of absence (and who did not receive an appropriate continuation, pre-candidacy, or candidacy status) will be placed on inactive status. There is no fee but, after two consecutive terms on this status, the inactive student may be separated from the seminary. Students who have been separated can reapply for admission after a lapse of one year.

Financial Aid

CTS offers financial assistance to students in the form of merit-based scholarships and need-based institutional grants. These funds are not available for all academic programs. For details concerning eligibility requirements, the application process, and deadlines, students should contact the Financial Aid Coordinator. Students who have concerns about financing their education are encouraged to arrange a meeting with the Financial Aid Coordinator to explore all avenues of assistance, including congregational and foundation grants, fellowships, and the federal Direct Loan program.

In order to retain eligibility for federal student loans, masters-level students must enroll in at least four courses over the academic year and in no semester may they take fewer than two.

Students who are receiving loans will have their Satisfactory Academic Progress evaluated each semester to ensure their eligibility. For more details, see the Financial Aid Coordinator or the Registrar. The full Satisfactory Academic Progress policy is available on the CTS website at <https://www.ctschicago.edu/admissions/costs-and-financial-aid>.

Registration

Advising

- The Registrar generally advises students on course registration for their first semester. Faculty Advisors are assigned shortly after the semester begins.
- MA, MDiv, and STM students will be assigned a faculty advisor for vocational and academic advising, but can continue to meet with the Registrar to discuss course registration, if needed. SAL/Certificate students receive advising from the Registrar. PhD students must meet with their advisors in advance of course registration. At the conclusion of an advising conversation, the Registrar or advisor will approve registration for enrollment. Students can then self-enroll in classes via the Student Web Portal. .
- During faculty sabbaticals, interim advisors for all students other than PhD students will be appointed by the Registrar. Students will be notified of the interim arrangements in advance of the term. PhD students normally retain their regular advisor during a sabbatical.
- Students may request a change in advisor, but there is no guarantee that a specific faculty member will be available as a new advisor. Changes in advising assignments must be approved by the Registrar in consultation with advisors, potential advisors, and students.
- See individual degree program handbooks for additional information about advising for each degree program.

Registration and Pre-registration

The pre-registration process occurs two times a year:

- Middle of Fall semester for J Term and Spring semester registration;
- Middle of Spring semester for Summer term registration and pre-registration for the next Fall semester.

Registration remains open after the pre-registration period but courses do fill and we encourage early registration.

1. New students will receive registration information from the seminary as part of their orientation process. Once enrolled, those students who intend to re-enroll the following term must register for the next semester during a designated registration time, along with other continuing students.
2. In order to register, all accounts (tuition, fees, rents) must be up to date (no balance due). GI Bill and VR&E beneficiaries will be allowed to register and attend classes with an outstanding balance if they have submitted a valid certificate of eligibility but the VA has not yet provided payment.

3. If tuition and fees are not paid by the second week of the term, late fees will be assessed (see Schedule of Fees for amount of fee). Late fees will not be assessed to GI Bill and VR&E beneficiaries who have submitted a valid certificate of eligibility.
4. For continuation fees, accounts must be fully paid in order to proceed with formal advisement, scheduling of consultation or examinations, etc.
5. Exceptions to the above policies must be approved by the Administrative Council.
6. At the time of all registrations, students may sign up for health insurance coverage. Major medical health insurance coverage is strongly recommended for all degree students.
7. Students who experience difficulty registering through the Web Portal, students taking ACTS courses, and students taking Directed Readings should contact the Registrar.
8. Students with three incompletes or long-standing incompletes may be prevented from registering for additional courses by the faculty.

Program Changes (Add/Drop and Course Withdrawals)

Adding/Dropping courses is normally done only during the first two weeks of a semester. Adding a course after the semester has begun is subject to the approval of the instructor. Full refunds of tuition are available for dropped courses as long as the changes are made by the Add/Drop deadline.

After the first two weeks of the semester, students are not permitted simply to drop courses. Instead, students can seek approval to withdraw from a course. Students who wish to withdraw from a course after the add/drop date has passed must contact the Registrar. The withdrawal process is as follows:

- Students must fill out a withdrawal form, which they can get from the Registrar. The date that this form is submitted marks the formal date of withdrawal.
- Withdrawal requires approval by the course instructor, the Registrar, the Academic Dean, and the Financial Aid Coordinator.
- If the student has federal loans, the Financial Aid Coordinator will review the student's case and discuss the student's responsibilities for tuition payment and loan repayment as necessary.
- Following a course withdrawal, a grade of "W" will be recorded for the course on the student's transcript. The "W" grade carries no grade points and will not impact the student's GPA.

Students will be responsible for tuition for withdrawn courses according the following schedule:

- Up to 60% of the length of the term, students will be responsible for paying the portion of tuition and fees that correlates to the percentage of the term they have completed. The percentage of tuition and fees correlating to the uncompleted percentage of the term can be applied to a future term.

- The percentage of the term will be calculated by the percentage of calendar days that have passed in the term. This calculation excludes the seven days the seminary is closed for reading week.
- After 60% of the term, no refund of tuition or fees will be given.
- In cases where a withdrawal decreases the student's loan eligibility for the term, the student will be responsible to return any overpayment of loan funds. The Seminary will first draw on any surplus of funds in a student's account due to course withdrawal to resolve the overpayment. The student will have 30 days following notification of overpayment by the Seminary to return any remaining overpayment directly to the Seminary. After 30 days, the Seminary will report overpayment to the National Student Loan Data System (NSLDS) and the student will be responsible for repayment directly to the Department of Education. This will also render the student ineligible for further federal student loans and in-school loan deferment until the overpayment has been resolved.

If a student does not follow the withdrawal process outlined above and ceases to participate in one or more courses, potential consequences include:

- Course failure
- Requirement to repay student loan funds either to the Seminary or directly to the Department of Education.

If the student is withdrawing from all courses in a given term and wishes to remain in their Seminary program, they will be considered inactive for that term. The normal inactive student policy will apply. If the student is entirely withdrawing from the Seminary, this must be conveyed in writing to the Registrar.

Withdrawals During Intensive Courses

Students may drop an intensive course up through the end of the first day of the course, then will follow the regular withdrawal policy.

Audit

Students paying tuition for credit courses who wish to audit courses in any given term and have AU recorded on their transcript may do so. PhD students may audit classes for no cost if they are registered for courses, in pre-candidacy status, or in candidacy status the previous term, and if they have received the permission of the instructor to audit. All others wishing to have a recorded audit will be charged a fee (see Schedule of Fees for amount of fee). At the conclusion of the term, the instructor must verify to the Registrar that the student did, in fact, audit the course. Requirements for auditors are set individually by each instructor. There is no fee for an unrecorded audit. The instructor's permission is required to audit whether it is recorded or unrecorded.

Coursework

Numbering

Introductory courses are usually numbered at the 300 level. Advanced courses are numbered in the 400s. The most advanced seminars are numbered in the 500s and 600s. First degree

students are not excluded from advanced courses, but should check with the instructor regarding their readiness for a particular course prior to pre-registration.

Required Courses

Courses required for CTS degree programs are generally taken with CTS faculty. If students wish to substitute a required course, they should submit a written request to the Registrar, who will route it to the appropriate decision-making body.

The suggested sequence of required coursework found in the degree program handbooks is not binding. Obviously there is value in the suggested course sequence, but individuals may have good reasons to adjust the order. Required courses are generally taught in the same term(s) each year.

Electives

Although many courses are available at CTS, not all courses are offered on a regular basis. Individual faculty members have regular required course offerings, but rotate the electives they offer. A course listing is available on the CTS website and the Registrar can provide a tentative schedule for upcoming terms. Course offerings from all ACTS seminaries can be accessed on the ACTS website (<http://www.actschicago.org/>).

Directed Study for Advanced Students

Advanced students will sometimes be permitted to enroll in directed study courses with professors in topics not covered by available coursework. Required courses may not be taken in directed study form. Students wishing to enroll in a directed study course should contact the instructor with whom they wish to work in advance of registration. In all cases, permission of the instructor is required. Normally, directed study courses are focused on advanced topics. Faculty members are limited to a maximum number of directed study courses per year, and priority will be given to the needs of PhD students rather than masters-level students in determining which directed study courses can be offered.

Online Communication

CTS uses multiple technology tools for communication. Among these, CTS uses a platform called Canvas for online learning (see <https://ctschicago.instructure.com/>). All online courses have a course website on Canvas, and many face-to-face courses use Canvas's discussion forum feature to enhance the temporal nature of the in-class discussion. CTS Connect is a social and academic networking tool with a particular emphasis on fostering the sense of community among students (see <https://www.facebook.com/groups/ctsconnect/>). CTS email is an essential communication tool among faculty, students, and staff.

Because electronic communication is an integral part of the student experience in all of the above platforms, students need to be clear, polite, and compassionate in what they say in order to avoid misunderstandings. The CTS Netiquette (etiquette on the Internet) statement, which can be found on every course's Canvas page, should be used as a guiding principle in all online communications. Students are encouraged to familiarize themselves with this document and to abide by its principles.

Theological Field Education Units

Students starting in the MDiv program should confer with the Director of Theological Field Education about requirements in Theological Field Education. See the MDiv program handbook for more information regarding these requirements.

The Association of Chicago Theological Schools (ACTS)

ACTS includes the following seminaries in the Chicago metropolitan area: Chicago Theological Seminary, Bexley Seabury Seminary, Catholic Theological Union, Garrett-Evangelical Theological Seminary, Loyola Institute of Pastoral Studies, Lutheran School of Theology at Chicago, McCormick Theological Seminary, Meadville/Lombard Theological School, Mundelein Seminary, North Park Theological Seminary, Northern Baptist Theological Seminary, and Trinity Evangelical Divinity School.

ACTS Courses

Students are encouraged to select elective coursework from offerings of the Chicago area seminaries by enrolling in electives offered at other ACTS institutions. Registration for coursework taken in any of these schools requires no special procedure or fee other than filling out a few extra forms at the time of registration. However, some ACTS schools do not accept cross-registration by doctoral students. Doctoral students who wish to take an ACTS course should consult their advisor and the Registrar. Most ACTS courses can be accessed at <http://www.actschicago.org/>. Students pay standard CTS tuition rates to CTS for courses taken through ACTS, and both CTS scholarships and federal loans can apply to these courses.

University of Chicago Courses

All degree students may enroll in University of Chicago courses with the approval of the student's advisor or the Registrar. All students are required to pay full bi-registration tuition and fees. Students should consult with the CTS Registrar about bi-registration procedures. CTS scholarships cannot be applied to the University of Chicago courses, but students who qualify for federal loans can apply their loans to University of Chicago courses.

Hartford Seminary Courses

Degree students may also enroll in courses at Hartford Seminary with the approval of the student's advisor or the Registrar. Students will pay the standard CTS tuition rate to CTS. CTS scholarships cannot apply to Hartford courses, but students who qualify for federal loans can apply their loans to these courses.

Bayan at Chicago Courses

All CTS students can choose to take electives offered by Bayan at Chicago with the approval of the students' academic advisors. Students will pay the standard CTS tuition rate to CTS, and CTS scholarships will apply.

CTS Courses

Although CTS allows students to enroll in ACTS seminaries and the University of Chicago, students are normally expected to take a majority of their courses for any degree program with CTS faculty (full-time, affiliated, or adjunct). It is appropriate for the institution awarding a degree to be the primary focus of a student's education.

Course Evaluations

Course evaluations are an important part of the process of curricular assessment at CTS and are considered course requirements. Course evaluations are normally completed online at the end of each term. Instructions about how to complete course evaluations are provided by email.

Academic Records

Grading Symbols

The standard grading evaluation will be A (excellent), B (above average), C (average), D (below average), F (failure), I (incomplete), PI (permanent incomplete), and W (withdrawn). With permission of the instructor, a student may elect to take a course pass/fail.

Grade Reports

Student grades will be available on the Student Portal after the conclusion of each term. Grades will normally be posted no later than three weeks after the end of the term.

Grade Point Average

For purposes of computing the GPA (grade point average), the following values will be used: A=4, B=3, C=2, D=1, F=0. Plus and minus grades may be assigned and have a value of +.3 and -.3 respectively. Students will not receive credit for a PI, and the PI will not be assigned a numerical value for the purposes of computing GPA. Withdrawing from a course does not count towards the GPA.

Retaking Courses

Courses for which a student receives a poor or failing grade can be retaken. Students normally must pay tuition when they retake a course. Once the course has been successfully completed, the grade in for the original course will be replaced with an R (repeated course), and only the new grade will impact the student's cumulative grade point average. If a student retakes a course with a PI, the PI will be replaced with the new grade.

Transcripts

Requests for official transcripts must be made in writing to the Registrar by the student (request forms are available in the Registrar's Office and on the CTS website). See the Schedule of Fees for amount of transcript fee. Official transcripts will be issued only if the requestor is in good financial standing with the Seminary. No transcripts from other institutions will be sent out by CTS.

Transfer of Credits

Students taking accredited Seminary work elsewhere who wish to have that work officially transferred to CTS must make that request in writing to the Registrar. Courses must be graduate level (doctoral level for doctoral students), and not counted toward another degree. Courses with a grade of B- or below will not transfer in. Advanced standing without credit may exempt students from required courses, permitting the substitution of electives to fulfill CTS degree requirements. Transfer credits do not apply to a student's cumulative GPA, and the grades of transferred courses are not listed on a student's CTS transcript. Any questions about what is an acceptable transfer credit should be referred to the Registrar, who will consult with

the Academic Dean or other faculty members. Also, work done prior to seven years before entering CTS may not be considered for transfer credits.

Incomplete Policy

All students requesting to take an Incomplete in any given course must check with their instructor in advance. It is strongly recommended that students contact instructors in advance of the end of the term because not all instructors allow Incompletes. The instructor may require the student to complete an Incomplete Form, which is to be filled out by the student and professor and filed with the Registrar. In some cases, instructors will choose to give a student an Incomplete grade at the end of the term without being previously contacted by the student. This is at the discretion of the instructor.

In all cases, incomplete work will be due by August 15 (for all courses from the previous Summer, Fall, J-Term and Spring). All incomplete work should be turned in to the Registrar, or the Registrar should be copied when the student sends work by email to the instructor.

If work is not turned in to the Registrar by August 15, the student will automatically receive a grade Permanent Incomplete (PI), except in cases where faculty and students have agreed on a variation to the above policy (a different due date, a different default grade, etc.), using the Incomplete Form.

Students with excessive or long-standing incompletes may be prevented from registering for additional courses by the faculty.

Student Records

Student records will be kept in the Registrar's Office for five (5) years, except for official transcripts which will be kept indefinitely. See Section V, "Student Records Policies and Procedures," for information regarding access to student records.

Unsatisfactory Academic Performance

Warning

A warning will be issued to students whose previous term's academic performance was low, but whose cumulative record is not below the minimum graduation level.

Probation

Students whose cumulative grade point average (GPA) falls below the minimum standard for graduation (3.0) will be placed on academic probation at the beginning of the following semester. Students are able to get off probation by raising their GPA above 3.0. Students are granted two semesters on academic probation before being subject to possible separation from the Seminary. Students should connect with their academic advisor and the registrar to determine necessary steps related to academic advancement and getting off academic probation.

Separation

Students who, during two successive semesters on probation, do not raise their GPA to minimum graduation standards, may be separated from the Seminary. Students who are inactive for two successive semesters may be separated from the Seminary. Students may

also be subject to separation from the Seminary for non-academic reasons such as those outlined in but not limited to Section VI. Separated students cease to have student status.

Readmission

Students who have been separated due to academic reasons may re-apply for admission after the lapse of one year from the time of separation. An application for readmission must show due cause why the Seminary should reconsider the student. All students readmitted after separation return with probationary status; their previous credits remain intact.

Graduation and Placement

Graduation

Degrees are regularly awarded at Commencement in May. Graduation without ceremony is also possible at the beginning of the Fall and Spring Semesters. Students planning to graduate must file a declaration of intent with the Registrar six weeks prior to graduation. A graduation fee is charged to help cover expenses (see Schedule of Fees). Graduation announcements are available to students approximately a month before Commencement. No student with outstanding debts to the Seminary will be allowed to graduate or participate in the graduation ceremony.

Placement

MDiv students are encouraged early in their studies to affiliate actively with an appropriate ecclesiastical body if they are pursuing ordination or, in most cases, professional ministry. Announcements for openings in religious leadership and academic positions are posted on the CTS website.

Degree Programs

**Note: All students should consult the appropriate degree program handbook for more information about the requirements of the degree in which they enroll.

Courses Required

The various degree programs at CTS require the following number of satisfactorily completed courses:

Master of Arts (MA)	16 courses
Master of Divinity (MDiv)	25 courses
Master of Sacred Theology (STM)	8 courses
Doctor of Philosophy (PhD)	12 courses

Most courses give one academic credit (3 semester hours). Exceptions to this policy will be noted on the course offering schedule.

Master of Arts in Religious Studies (MA)

The Master of Arts in Religious Studies (MA) is a two-year program that allows students to focus theological study in a particular area of interest, culminating in a master's thesis. There are three tracks available within the MA degree program: Religious Studies (with an emphasis

on Christian tradition), Islamic Studies, and Interreligious Studies. The requirements are listed in the table below.

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Religious Studies	Islamic Studies	Interreligious Studies
Religious Heritage (RH)		
Interpreting the Hebrew Bible	The Qur'an: Collection, Composition and Teachings	Sacred Text 1: Interpreting the Hebrew Bible, Gospels, or Qur'an
Interpreting the Gospels	Islamic Law and Legal Theory	Sacred Text 2: Hebrew Bible, Gospels or Qur'an
History of Christian Thought	Islamic History	Jewish Thought, History of Christian Thought or Islamic History
Area Requirement 1	Area Requirement 1	Area Requirement 1
Area Requirement 2	Area Requirement 2	Area Requirement 2
Theology, Ethics, and Culture (TEC)		
Systematic Theology	Islamic Theology and Philosophy	Core or Comparative Theology course
Christian Ethics OR Global Sensitivity in Ministry	Islamic Ethics OR Islamic Leadership and Spirituality	Interreligious Engagement
Area Requirement 1	Interreligious Engagement	Area Requirement 1 (Interreligious or Comparative)
Area Requirement 2	Sunni-Shia Relations and Intra-Faith issues	Area Requirement 2
Capstone		
MA/STM Thesis	MA/STM Thesis	MA/STM Thesis
Electives		
6 free electives	2 CTS electives	6 free electives
	4 free electives	

Students already possessing a first theological degree may petition the MA committee to design a program of study that includes advanced standing. Consult the MA Program Handbook for further information, or direct questions to the Registrar or the Academic Dean.

Master of Divinity (MDiv)

The Master of Divinity (MDiv) is a three-year program (if pursued full-time) designed to prepare students to serve as transformative religious leaders in religious leadership and society.

The following are MDiv course requirements; non-Christian students can petition for appropriate substitution of courses:

Religious Heritage (RH)
Interpreting the Hebrew Bible
Interpreting the Gospels
Two of the following three: <ul style="list-style-type: none"> • Interpreting the Epistles • Interpreting the Hebrew Bible II • Bible Elective
History of Christian Thought
Religion in North America
Theology, Ethics, and Culture (TEC)
Living into our Commitments and Effecting Social Change
Systematic Theology
Christian Ethics
Constructive Theology
Theology elective
Leadership and Ministry

Leadership and Ministry in Context plus Field Placement
Introduction to Pastoral Care OR Introduction to Pastoral Theology
Global Sensitivity in Ministry
Preaching or Worship area requirement
Ministry elective
Clinical Pastoral Education
Electives
An elective course focusing on a religious tradition other than your own
6 free electives

Students earning an MDiv with specialization in Islamic Chaplaincy have the following course requirements:

Six RH courses and three TEC courses:

- The Qur'an: Composition, Collection and Teachings
- Islamic Law and Legal Theory
- Islamic History
- Islamic Theology and Philosophy
- Islamic Ethics
- Arabic 2A
- Arabic 2B
- RH Elective Course
- TEC Elective course

Six ministry courses:

- Islamic Leadership and Spirituality
- Theories and Practices of Spiritual Care (Bayan) / or Introduction to Pastoral
Theology/Care (CTS)
- Living Into Our Commitments (CTS)
- Facilitating Islamic Life Cycle Rituals
- Leadership and Ministry in Context (concurrent with Field Placement)
- Preaching/Worship Elective

Eight electives:

- Introduction to Chaplaincy Studies (CTS)

Course in another religious tradition (CTS)
Interreligious Studies course
Self-Development and Self-Care
Four Bayan Spiritual Care Electives

Field Placement (taken in conjunction with Leadership and Ministry in Context)
Clinical Pastoral Education

Consult the MDiv Program Handbook for further information, or direct questions to the MDiv Director, the Registrar, or the Academic Dean.

Master of Sacred Theology (STM)

The Master of Sacred Theology (STM) is a post-MDiv one-year degree primarily for students who wish to focus their study in a particular aspect of the theological curriculum. A flexible program, its focus is designed by each student in tandem with their advisor or the STM Director. Students must complete seven electives and participate in the Master's Writing Seminar.

Consult the STM Program Handbook for further information, or direct questions to the Registrar or the Academic Dean.

Doctor of Philosophy (PhD)

The Doctor of Philosophy (PhD) program is an interdisciplinary and transdisciplinary degree emphasizing cultural criticism and textual hermeneutics oriented toward social justice. Students in the program have multiple areas of inquiry around which they can focus their studies.

The course of study includes 12 courses, 2 language exams, 4 qualifying exams, a dissertation proposal, and a dissertation.

Consult the PhD Program Handbook for further information, or direct questions to the PhD Program Director, the Registrar, or the Academic Dean.

Concentrations

Students in the MDiv and STM programs may elect a concentration as part of their degree program. Concentrations include the Study of Black Faith and Life, Interreligious Engagement, LGBTQ Religious Studies, Chaplaincy Studies, and Muslim Studies. For more information about these concentrations, consult individual degree program handbooks. MDiv and STM students planning to pursue a concentration should inform both the Registrar and their faculty advisor of this intention.

Certificates

SAL students can pursue a Certificate of Theological Studies, which can be awarded at the student's request after the successful completion of six courses. Students who later go on to pursue a further degree at Chicago Theological Seminary and who wish to apply courses used for the Certificate to that program of study can do so only by rescinding the Certificate to the Seminary.

Students can complete a general Certificate, which includes any six elective courses, or they

may pursue one of five concentrations in the Certificate.

The Ministry Preparation Concentration requires that students take at least the following:

1. 1 Bible course (from the Hebrew Bible or New Testament sections of the Course Listing)*
2. 1 Theology course (from the Theology section of the Course Listing)*
3. 1 Ministry course (any course designated LM)*
4. UCC History and Polity or an alternate Polity or Church History course as appropriate
5. 2 electives

* Generally an introductory level course.

Other Certificate Concentrations each require that the student take four elective courses in the Concentration area and two additional electives in any area of study. For the Certificate in the Study of Black Faith and Life, these courses must include Introduction to the Study of Black Faith and Life. For the Certificate in Interreligious Engagement, these courses must include Interreligious Engagement. For the Certificate in Chaplaincy Studies, these courses must include Introduction to Chaplaincy Studies, and, if the student has not already taken the equivalent, Introduction to Pastoral Care or Introduction to Pastoral Theology.

Academic Review

The faculty will undertake an academic review of MA and MDiv students who have completed at least four courses but no more than eight. If a student's academic performance is substandard or there are substantial non-academic performance concerns regarding the student's ability to complete their degree program successfully, that student may be separated from the Seminary.

Candidacy

Admission to study at CTS is not admission to candidacy. See the MDiv or PhD degree program handbooks for details on the candidacy process.

Level of Performance Required

All programs require a cumulative B average (3.0) or higher for graduation.

Statute of Limitations

Below are CTS guidelines for maximum time to completion of the degree programs. Students should check with financial aid staff about loan compliance.

MA	five years
MDiv	six years
STM	four years
PhD	nine years

Doctoral Candidate Status

Students in the doctoral program who have completed coursework but have not yet been admitted to candidacy pay a pre-candidacy continuation fee each semester to maintain student status (see Schedule of Fees). Those who have been admitted into candidacy and work on their dissertations under faculty supervision must pay a candidacy fee each semester to retain candidate status (see Schedule of Fees). Students beyond coursework who are not maintaining either a pre-candidacy or candidacy status will be considered to be inactive, will lose student privileges, and may be separated by the faculty (see Inactive Student Status, above).

Seminary Awards

C. Shelby Rooks Award

This award honors the first African American president of CTS and the first African American to serve as president at a predominately white theological school, Dr. C. Shelby Rooks, who was president of CTS from 1974-1984. The scholarship is awarded to an African American student each year in October.

Sanderson Award for Women in Leadership

This award was established in 2006 in memory of Judith Parks Sanderson. Sanderson had an outstanding career as an educational development manager with leadership roles at William & Mary College, Princeton University, and University of Chicago. The woman selected to receive the award demonstrates leadership qualities in her chosen field and is committed to assisting others in their personal development in the fields of education and community well-being. The scholarship is awarded to a faculty member, staff member, or student each April.

G. Campbell Morgan Preaching Award

This award honors Rev. Dr. G. Campbell Morgan, who was one of the most noted preachers of the twentieth century. The legacy of Dr. Morgan's preaching is its emphasis on the great themes of Christian theology – creation, providence, and redemption – directed toward the great social and spiritual crises of the day with prophetic pastoral precision. The scholarship is awarded to a student in April.

Castañeda-Jennings Scholarship

The award, established in 1994, honors the memory of Gilberto Castañeda, an adopted son of CTS Professor Emeritus Ted Jennings and Ronna Case. This is the first scholarship in a mainline seminary directed to LGBTQ+ students. The scholarship is awarded to a student each year in May.

IV. Plagiarism Complaint Procedure

Definition

Plagiarism is commonly defined as the use of others' ideas or words without acknowledgement or attribution.² Examples include, but are not limited to the following:

² This discussion draws upon material published by the Purdue University Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/589/01/>). For writing examples and links, see this site.

1. copying the words of others (whether published or unpublished) without proper indication (quotation marks, for example) or citation (sources, footnotes, etc.)
2. submitting the work of others in one's own name (buying a paper, downloading or copying from the internet, having another person write for you)
3. failure to acknowledge the source of ideas you are using in your own work
4. paraphrasing the words of others with only minimal alteration and without attribution

Plagiarism is unacceptable at Chicago Theological Seminary. It is grounds for disciplinary action, including separation from the school.

Procedure

The following procedure represents a specification and codification of the practice of Chicago Theological Seminary.

1. A professor who believes that plagiarism has taken place shall notify the Academic Dean, specifying the terms of the complaint and the evidence. The student shall meet with the Dean to discuss the complaint, the evidence, and the applicable policies.
2. Depending upon the nature and severity of the complaint, and with the concurrence of the Dean, the professor may choose to resolve the issue directly with the student. This could be appropriate where the plagiarism is both minor and reasonably construed as unintentional or accidental. Examples of such resolution include (but are not limited to) failure for the particular assignment and resubmission of the work, additional work, research on standards for academic writing, ethical reflection, etc.
3. If, due to the nature and severity of the complaint, direct resolution is not deemed appropriate or possible, either the professor or the Dean may choose to bring a formal charge of plagiarism against the student. This charge shall be provided to the student in writing, with an explanation of the cause of the charge and the reasons for bringing the charge, based upon the definition of plagiarism contained within this policy. The Dean will invite the student to submit a written statement concerning the complaint within two weeks of receiving the charge, including any exculpatory evidence the student desires to be included in faculty deliberations. The student may invite another student or staff person to accompany them for clarification throughout this process. All participants will respect confidentiality. The complaint and evidence will be considered by an executive session of the Academic Council (faculty only). Other persons may be invited to this session by the Dean for cause.
4. The complaint may be either dismissed or upheld. Upon a finding that plagiarism has taken place, the faculty can apply such academic penalties as it sees fit. Such penalties may include, but are not limited to, failure for the course in question at that point (recorded as "Withdrawn/Failure" on the transcript), requirement to repeat the course for graduation (in the case of a required course), leave of absence from the Seminary for a stated period, or permanent separation from the institution. A student may be required to show evidence of changed behavior in order to continue or return to

studies. Students permitted to continue studies will be maintained on academic probation until graduation. Appeals follow the procedures described in non-academic discipline.

5. The Dean will provide to the student in writing the rationale for the penalty determined regarding the complaint. Subsequently, the Registrar will be available to the student to seek and provide clarification regarding specific actions required of the student where they affect their program of study.

V. Student Records Policies and Procedures

A college, university, or any institution of higher learning is required by Section 99.7 of the FERPA (Federal Educational Rights and Privacy Act) regulations to provide students annual notification of their FERPA rights.

Definitions

For the purpose of this policy, Chicago Theological Seminary (hereafter CTS) has used the following definitions of terms:

1. Student: Any person who attends or has attended CTS.
2. Education records: Any record (in handwriting, print, tapes, films, or other medium) maintained by CTS or an agent of the Seminary which is directly related to a student, except:
 - a. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - b. An employment record of an individual whose employment is not contingent on the fact that they are a student, provided the record is used only in relation to the individual's employment.
 - c. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
 - d. Alumni records which contain information about a student after they are no longer in attendance at CTS and which do not relate to the person as a student.

Annual Notification

Students will be notified of their FERPA rights annually by publication in the handbook. Entering students will receive a copy of the FERPA rights in their registration materials.

Procedure To Inspect Student Records

Students may inspect and review their education records upon request to the Registrar. Students should submit to the Registrar a written request which identifies as precisely as possible the record or records they wish to inspect.

1. The Registrar will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 45 days or less from the receipt of the request.
2. When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her.

Right of CTS To Refuse Access

CTS reserves the right to refuse to permit a student to inspect the following records:

1. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
2. Records connected with an application to attend CTS if that application was denied.
3. Those records which are excluded from FERPA definitions of education records.

Refusal To Provide Copies

CTS reserves the right to deny transcripts or copies of record not required to be made available by FERPA in any of the following situations:

1. The student lives within commuting distance of CTS.
2. The student has an unpaid financial obligation to CTS.
3. There is an unresolved disciplinary action against the student.

Disclosure of Education Records

CTS will disclose information from a student's education records only with written consent of the student except:

1. To school officials who have a legitimate educational interest in the records.
 - a. A school official is:
 - i. A person employed by the Seminary in an administrative, supervisory, academic or research, or support staff position.
 - ii. A person elected to the Board of Trustees.
 - iii. A person employed by or under contract to the Seminary to perform a special task, such as the attorney or auditor.
 - iv. A student serving a designated official role on the Admissions Committee (Admissions records only).
 - b. A school official has a legitimate educational interest if the official is:
 - i. Performing a task that is specified in his or her position description or by a contract agreement.
 - ii. Performing a task related to a student's education.
 - iii. Performing a task related to the discipline of a student.
 - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
2. To officials of another school, upon request, in which a student seeks or intends to enroll. (CTS will make a reasonable attempt to notify the student of the transfer.)

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
4. In connection with a student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. If required by a state law requiring disclosure that was adopted before November 19, 1974.
6. To organizations conducting certain studies for or on behalf of the Seminary.
7. To accrediting organizations to carry out their functions.
8. To comply with a judicial order or a lawfully issued subpoena.
9. To appropriate parties in a health or safety emergency.
10. Directory information so designated by the Seminary.
11. The results of any disciplinary proceeding conducted by CTS against an alleged perpetrator of a crime of violence to the alleged victim of that crime.

Fee For Copies of Records

1. There is a fee charged per transcript issued (see Schedule of Fees for amount of fee).
2. There is a per page fee for copies of other documents in a student's file (see Schedule of Fees).

Types, Locations, and Custodians of Education Records

The following is a list of the types of records that CTS maintains, their location, and their custodians.

<u>Types</u>	<u>Location</u>	<u>Custodians</u>
Admissions Records (including immunization forms where applicable)	Registrar's Office	Registrar
Cumulative Academic Records (current students and 5 years after graduation or withdrawal)	Registrar's Office	Registrar
Cumulative Academic Records (former students; over 5 years after graduation or withdrawal)	CTS Storage	Registrar
Financial Records	CTS Finance Office	General Accountant
Disciplinary Records	Registrar's Office Academic Dean's Office	Registrar Academic Dean

Record of Requests for Disclosure

CTS will maintain a record of all requests for or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by eligible students.

Directory Information

CTS designates the following items as Directory Information:

1. Student name
2. Address
3. Telephone number
4. Email address
5. Degree program
6. Student photograph

Directories may be published at the beginning of the Fall Term and distributed to the CTS community. Students will be asked at their initial registration for classes to fill out a "Directory Information Permission Form" and to either grant or deny permission to publish their directory information for the duration of their course(s) of study at CTS. A student desiring to change the status of permission previously granted/denied should notify the Registrar's Office in writing before the end of the first week of any Fall Term.

Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. A student must ask the appropriate official of CTS to amend a record. In so doing, the student should identify the part of the record they want to change and specify why they believe it is inaccurate, misleading, or in violation of his or her privacy or other rights.
2. CTS may comply with the request or it may decide not to comply. If it decided not to comply, the Seminary will notify the student of the decision and advise them of their right to appeal the decision.
3. If the student decides to appeal, the student presents a request to the Academic Dean. The Dean will review the information and respond to the student's request in writing.
4. If the student wishes to continue the appeal, the student may petition the Academic Council. The council will prepare a written decision based solely on the evidence presented. The decision will include a summary of the evidence presented and the reasons for the decision.
5. If CTS decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

6. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If CTS discloses the contested portion of the record, it must also disclose the statement.
7. If the Academic Council decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.
8. The decision of the Academic Council is final.

****NOTICE**** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

VI. Non-Academic Discipline Policy

The issues of non-academic discipline or potential dismissal for non-academic reasons include, but are not limited to, actions that are disruptive to the educational process and/or violate Seminary policies or procedures. The intention of the following procedure is to resolve such issues while providing immediate assistance to those persons so involved while maintaining confidentiality regarding this procedure.

1. Faculty members have the authority to dismiss a student from a class session for disruptive behavior.
2. Referrals from members of the Seminary community can be made to the Academic Dean regarding any student's alleged misconduct, including disruptive actions that may result from the use of alcohol and/or chemical substances.
3. All concerns and complaints and documentary evidence should be forwarded to the Academic Dean for an initial assessment. The Academic Dean may then consult with

outside professional resources including legal counsel in specific cases if necessary, but otherwise, the concern or complaint will be kept confidential within that office.

4. If possible, the Academic Dean will arrange an informal discussion with the student who is the subject of concern. This student may wish to bring a supportive person to this meeting. The Academic Dean may wish to include the student's faculty advisor and/or the director of the student's program. The focus of an initial meeting will be the student's actions and a discussion of the specifics of any concern or complaint lodged against him or her and to attempt to facilitate a resolution. The person who brought the concern may or may not be present at this initial meeting.
5. In all cases, the Academic Dean will exercise confidentiality at this stage, holding participants to such confidentiality. A series of such meetings may then occur.
6. In case the concern or complaint is not resolved, the Academic Dean will report and make recommendations regarding issues of non-academic discipline to the President of the Seminary. A copy of the report will also be sent to the student.
7. The student may be subject to probation, suspension, or dismissal, as decided by the President.
8. If dismissal is warranted, the student may elect to voluntarily withdraw from the Seminary. If they do not do so then they may appeal a dismissal decision to the Administrative Council of the Seminary. The Administrative Council, with the President of the Seminary participating without vote, except in the case of a tie vote, will decide on cases of dismissal after a hearing. A student ombudsperson elected by the student may participate during the hearing but with no vote. The student facing dismissal shall have the right to be represented by counsel, to present evidence and to confront adverse witnesses during this hearing. Neither the ombudsperson nor the legal counsel will be present during the taking of the deciding vote; said vote will occur during executive session of the Administrative Council. A written report of the proceedings and the decision of the Administrative Council will be made available to the student.
9. Decisions of the Administrative Council may be appealed to the Academic and Student Affairs Committee of the board of Trustees. Appeal is made by filing a written petition to appeal with the Academic Dean who will forward the petition to the Committee. The decision of the Academic and Student Affairs Committee shall be final.

Appeals to the anti-discrimination policy will follow the same appeals process as the non-academic discipline policy.

VII. Smoking Policy

Students are required to follow Illinois state law with regard to smoking in public places. The law states, "Smoking in public places, places of employment, and governmental vehicles is prohibited. No person shall smoke in a public place or in any place of employment or within 15 feet of any entrance to a public place or place of employment." Therefore, smoking in CTS classrooms, offices, or other indoor spaces is prohibited, as is smoking within 15 feet of any

CTS building entrance. This policy covers cigarettes, pipes, cigars, electronic cigarettes, and comparable devices.

VIII. Accreditation and Student Complaint Procedures

The Seminary is accredited by two agencies:

1. The **Commission on Accrediting of the Association of Theological Schools** in the United States and Canada has approved the following degree programs:

MDiv – Master of Divinity
MA – Master of Arts (Religious Studies)
STM – Master of Sacred Theology
PhD – Doctor of Philosophy

In addition, the Association of Theological Schools has approved a Comprehensive Distance Education Program.

Contact:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275, USA
Telephone: 412-788-6505, Fax: 412-788-6510, Website: www.ats.edu

2. The **Higher Learning Commission of the North Central Association**, and the following degree programs are approved:

MDiv – Master of Divinity
MA – Master of Arts (Religious Studies)
STM – Master of Sacred Theology
PhD – Doctor of Philosophy
DMinP – Doctor of Ministry in Preaching

Contact:

The Higher Learning Commission of the North Central Association, 30 North LaSalle Street, Suite 4000, Chicago, IL 60602-2504
Telephone: 800.621.7440, Website: www.ncahlc.org

Students wishing to make complaints related to the failure of the Seminary to comply with the accrediting standards of the Association of Theological Schools or the Higher Learning Commission of the North Central Association may address their concerns to the office of the President. Records of such complaints are kept in the office of the President. Students who believe they have an unresolved complaint against the Seminary that may fall within the purview of our accrediting agencies can address such complaints directly to those agencies.

Copies of the accreditation standards and procedures are available from the office of the Seminary President.

Veteran Benefits

Chicago Theological Seminary works with veterans, members of the US Armed Forces, and their dependents to assist them in taking full advantage of their educational benefits. However, Chicago Theological Seminary does not participate in the Yellow Ribbon program. For information about accessing these educational benefits as a student at Chicago Theological Seminary, contact the Registrar.

IX. Academic Grievance Policy

The following process is modeled on, and incorporates some material from, Grievance Procedures developed by Luther Seminary.

These procedures for academic grievance are intended to ensure fair treatment of students in regard to educational or related concerns. A starting assumption for the use of these procedures is that faculty members have ultimate responsibility for the evaluation of student progress and the assigning of grades in their courses. A student's unhappiness with a grade normally does not rise to the level of academic grievance, though disagreements about grades may be involved in academic grievance under exceptional circumstances.

Complaints regarding discrimination or harassment are handled under the Seminary's Policy Against Discrimination and Harassment. Complaints about the fitness of a faculty member are handled under Faculty Discipline procedures as found in the Faculty Manual.

A. First Level:

In a matter where there is disagreement between a student and a member of the faculty, or between a member of the faculty and other members of the Seminary community, the parties involved with one another should first speak with one another, clarifying the nature of the problem, the issues involved, and possible responses or solutions to the conflict, with the goal of coming to a mutually agreed upon resolution of the matter among themselves without additional participation from other members of the community.

B. Second Level:

If a conflict is of a nature or intensity that the procedure outlined in the First Level is not adequate or appropriate, any of the parties involved may request that the Academic Dean join them in a conversation where the following process will be followed:

1. The persons involved in the conflict will attempt to state the nature of the conflict and describe their understanding of what is at stake in the disagreement. Each party will also describe their involvement thus far in the situation.
2. The persons involved will then have the opportunity to suggest ways in which they believe the conflict might be resolved.
3. With the third-party involvement of the Academic Dean, the persons involved will work in a collaborative effort to explore and then choose a satisfactory response and resolution to the conflict. Such collaboration may involve a single meeting or several meetings.

4. If the Academic Dean is one of the subjects of a conflict, the President will fill the role of Academic Dean described above.
5. The Academic Dean may make a written recommendation to the parties at the conclusion of this process.

C. Third Level:

In a dispute where a resolution satisfactory to both parties is not achieved at the first or second level within 30 days, the Academic Dean will meet again with both parties as well as a senior faculty member (holding the rank of Full Professor), with each party involved in the conflict having the opportunity to describe:

1. the nature of the problem as s/he/they perceive it;
2. the intellectual, theological, communal, personal, or emotional issues involved; and
3. the significance of the issues and what is at stake for each person involved.

Either the student or the faculty member may choose to bring to this meeting a supportive student or faculty colleague. In cases where the Academic Dean is one of the subjects of a conflict, the President will fill the role of Academic Dean described above.

At such time, in a spirit of collaboration, each person in this group will suggest various responses and resolutions to this conflict. Where such collaboration is not possible because of the dimensions or intensity of the conflict, the Academic Dean and the senior faculty member will determine what measures will be taken in an effort to resolve the dispute. At this stage, possible remedies range from further mediation (informal or formal) to referrals to the policy on Student Non-Academic Discipline (described in the Student Handbook) or the policy on Faculty Discipline Procedures (described in the Faculty Manual).

X. Policy Against Discrimination and Harassment

General Policy Statement and Notice of Non-Discrimination and Non-Harassment

Chicago Theological Seminary is committed to fostering the full humanity of all its members. All forms of discrimination and harassment impugn the full humanity of any human being and for this reason are not tolerated in this Seminary. Chicago Theological Seminary does not discriminate, or tolerate discrimination or harassment, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state, or local law in matters of employment or admissions or in any aspect of the educational programs or activities it offers.

In furtherance of Chicago Theological Seminary's commitment to the principles of equality and equal opportunity for students, staff, and faculty this policy and the associated procedures are established to provide a means to address complaints of discrimination or harassment based on the protected categories described herein.

The policy has been written with the express goal of protecting the rights and concerns of both complainant and respondent. The Seminary will make every effort to assure and protect these rights, and shall undertake no action that threatens or compromises them. Those entrusted with administering this policy are advised to look at the individual situation, the totality of the circumstances, and the nature of the acts involved and to use this policy as a guide on a case-by-case basis.

Overview of Prohibited Acts

Discrimination

No Chicago Theological Seminary student, faculty, or staff member shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in connection with any Chicago Theological Seminary service, program or activity on the basis of any of the following projected categories: race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state or local law.

Note on Title IX: This policy also addresses the requirements of Title IX of the Education Amendments of 1972 ("Title IX"). Title IX is a federal law that prohibits sex discrimination in federally funded education programs and activities. Title IX states as follows:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Discrimination on the basis of sex (i.e., sex discrimination) includes sexual harassment, sexual assault, and sexual violence. Sexual harassment of employees or other types of sex discrimination in employment may also be a violation of Title VII of the Civil Rights Act of 1964.

Harassment

Harassment, including sexual harassment, is a form of discrimination. Chicago Theological Seminary does not tolerate any form of harassment and considers such behavior – whether physical or verbal – to be a breach of standards of conduct. Harassment is unwelcome conduct that is based on: race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state, or local law. Harassment becomes unlawful when the conduct is severe or pervasive enough to create a work or learning environment that a reasonable person would consider intimidating, hostile, or abusive.

Sexual Harassment

Prohibited conduct includes all forms of sex discrimination and sexual harassment, as well as sexual assault and sexual violence. Sexual harassment, which includes sexual assault and sexual violence, may take many forms. Sexual harassment includes, but is not limited to unwelcome sexual advances, requests for sexual favors, and other written or verbal abuse of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- submission to or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting such individual; or

- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working, academic, or social environment.

Examples may include, but are not limited: to verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments of a sexual nature about a woman or a man; leering at, fondling, pinching, or brushing against another body; offensive sexual language; displaying objects or pictures without clear pedagogical context which are sexual in nature in ways that create hostile or offensive environments. When such conduct is coercive and threatening, it creates an atmosphere that is not conducive to teaching, learning, or working. Sexual harassment may occur between persons in different Seminary status or between persons in the same Seminary status.

Sexual assault/sexual violence is a particular type of sexual harassment that includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. This includes, but is not necessarily limited to inappropriate touching, sexual intercourse of any kind without consent, rape, and attempted rape.

Consensual Relationships

All members of the community are cautioned against the possible costs of even an apparently consenting sexual relationship in which power differentials exist. For example, a faculty member who enters into a sexual relationship with a student (or a supervisor with an employee) where a professional power differential exists, should realize that if a charge of sexual harassment is subsequently lodged, it may be difficult to maintain innocence on grounds of mutual consent. Codes of ethics for most professional associations forbid professional-client sexual relationships. In the view of the Seminary, the professor-student relationship may often be comparable to the relationship of a professional and client.

The Seminary cautions its community for the following reasons:

- i. The real power exercised by persons in supervisory positions (administration, professor, and staff) in regard to evaluations, recommendations, scholarships and awards, etc., greatly diminishes the supervisee's actual freedom in regard to consent, should sexual favors be included alongside legitimate demands.
- ii. As with a therapist or clergy person, the problem of transference or counter-transference can occur. In this example, the person in "authority" is an inappropriate object of sexual desire, advances, or relationship.
- iii. Power differentials exist in many forms. The theological education community is composed of administrators, professors, staff, students, therapists, case conference leaders, adjunct faculty, field education supervisors, judicatory officials, home church pastors, youth, and children (while not inclusive, this list is meant to suggest that power differentials exist in many situations in which the Seminary shares or has responsibility). In each relationship, the individual in the position of greater power should be responsible for setting appropriate boundaries.

Retaliation

The Seminary prohibits any form of retaliation against any person for bringing good faith complaint of discrimination or harassment or providing good faith information about discrimination or harassment, even if evidence is not found to substantiate the complaint.

Retaliation exists when action is taken against a complainant or participant in the complaint process that (i) adversely affects the individual's opportunity to benefit from the Seminary's programs or activities; and (ii) is motivated in whole or in part by the individual's participation in the complaint resolution process. Any person who is found to have engaged in retaliation in violation of this policy is subject to disciplinary action possibly including dismissal from the Seminary. Any act of retaliation should be reported in the same manner as acts of discrimination or harassment and will be investigated using the procedures described below.

Procedures for Addressing Discrimination and Harassment

Steps in Reporting and Inquiry

1. Any person wishing to report an instance of suspected or alleged discrimination or harassment should do so by contacting any Title IX Coordinator, any member of the Anti-Discrimination/Anti-Harassment Task Force, the Academic Dean, or the President, in person, by telephone, by email, or in writing.

Although there is no specific time limit for reporting a suspected violation of this policy, an individual who believes that they have been subjected to conduct that violates this policy is encouraged to contact an appropriate official as soon as possible after the alleged act of discrimination, harassment, or retaliation to discuss the available options for proceeding.

2. The Seminary will promptly and equitably investigate and resolve all suspected or alleged violations of this policy. Alleged or suspected violations of this policy will be investigated by either an Informal Resolution process, or by a Formal Resolution process as outlined below.
3. The Seminary will attempt to complete investigations within 60 days of the filing of a complaint or the date on which the Seminary becomes aware of a suspected violation of this policy, unless the Seminary determines in its discretion that more time is required to complete the investigation.

Chicago Theological Seminary is committed to the prompt and equitable resolution of all alleged or suspected violations of this policy, regardless of whether a complaint alleging a violation of this policy has been filed and regardless of where the conduct at issue occurred.

The Seminary's ability to investigate in a particular situation, or the extent of the investigation in any given situation, may be affected by any number of factors, including whether the complainant is willing to file a complaint or to consent to an investigation, the location where the alleged conduct occurred, and the Seminary's access to information relevant to the alleged or suspected violation of this policy. The Seminary is nonetheless committed to investigating all alleged and suspected violations of this policy to the fullest extent possible under the circumstances.

4. To the extent permitted by law, the confidentiality of all parties involved in the resolution of alleged or suspected violations of this policy will be observed, provided that it does not interfere with the Seminary's ability to conduct an investigation and take any corrective action deemed appropriate by the Seminary.

Persons should be aware that, under certain circumstances, once an instance of suspected or alleged discrimination or harassment is reported to any of the persons listed above, the Seminary may choose to initiate an investigation, even if the person making the report does not wish to proceed with an investigation.

5. The Seminary reserves the right to suspend any member of the Seminary community suspected or accused of violating this policy or to take any other interim measures the Seminary deems appropriate, pending the outcome of the investigation or grievance. Such interim measures can include, but are not limited to, modifying course schedules and issuing a “no contact” order.
6. The Seminary also reserves the right to take steps to protect the complainant as deemed necessary during the pendency of the investigation and resolution process (e.g., allowing for a change in academic or work situation, issuing a “no contact” order to the accused, etc.). Any such interim steps will be taken in a manner that minimizes the burden on the complainant to the extent possible.

Informal Resolution

An informal resolution is a confidential intervention that does not trigger the formal complaint process and does not become part of official record. In cases in which an informal resolution is desired by the complainant and the accused and deemed appropriate by the Title IX Coordinator(s), in consultation with the President, the Title IX Coordinator(s) will name an impartial Informal Resolution Facilitator or Informal Resolution Facilitation Team. This Informal Resolution Facilitator or Informal Resolution Facilitation Team will seek informal resolution of the issues that implicate this policy.

The informal resolution process is as follows:

1. The Title IX Coordinator(s), in consultation with the President, will appoint an Informal Resolution Facilitator or Informal Resolution Facilitation Team.
2. The Informal Resolution Facilitator/Informal Resolution Facilitation Team will speak with the involved parties, first separately, to gather pertinent information about the situation needing resolution.
3. The Informal Resolution Facilitator/Informal Resolution Facilitation Team may then contact both the complainant and the accused, to arrange a time *for both to meet together with the Informal Resolution Facilitator/Informal Resolution Facilitation Team*, for the purpose of seeking informal resolution to the complaint.
4. If informal resolution is met, *to the satisfaction of the complainant and the accused*, the Informal Resolution Facilitator/Informal Resolution Facilitation Team will report back to the Title IX Coordinator(s), and no further action will be necessary.
5. If resolution is *not* achieved, the formal resolution process may be invoked, via written complaint by the complainant or the Title IX Coordinator(s) on her/his behalf. Informal resolution is considered *not* to have been achieved if:
 - a. The complainant reports that her/his complaint has not successfully been resolved via mediation; or
 - b. The accused is dissatisfied with the proposed resolution.

N.B.: *Allegations of physical assault or violence may not be resolved using the informal resolution process.* An allegation of physical assault or violence will automatically invoke the formal investigation process outlined below.

Formal Resolution

The formal resolution process applies (i) to all matters involving alleged or suspected assault or violence; (ii) when any party so requests in writing; or (iii) when the Seminary elects to use the formal resolution process in any matter when the Seminary deems doing so appropriate.

When the formal resolution process is invoked, the President shall appoint an Investigation Team from among the members of the Anti-Discrimination/Anti-Harassment Task Force. If members of the Task Force are accused of a violation of this policy, the President will appoint a replacement to the Task Force; if the President is the accused or the complainant, the Chair of The Board of Trustees will take charge of this appointment process.

The function of the Investigation Team is to gather information, make a preliminary determination regarding whether a violation of this policy has or has not occurred, and if, in their judgment, sufficient evidence exists to move to disciplinary procedures, recommend to the appropriate Seminary disciplinary body (as described below) for adjudication and final determination of appropriate sanctions or other corrective action.

The following procedures shall apply in all cases in which the formal resolution process is used.

1. The Seminary shall provide any individual suspected or accused of violating this policy with a written explanation of the suspected or alleged violations of this policy. Complainants and accused parties shall both be provided with the following in connection with the resolution of suspected or alleged violations of this policy.
 - The opportunity to speak on their own behalf.
 - The opportunity to identify witnesses who can provide information about the alleged conduct at issue.
 - The opportunity to submit other evidence on their behalf.
 - The opportunity to review any information that will be offered by the other party in support of the other party's position (to the greatest extent possible and consistent with FERPA or other applicable law).
 - The right to be informed of the outcome of the process (to the greatest extent possible and consistent with FERPA or other applicable law).
 - The opportunity to appeal the outcome of the process.
2. To help ensure a prompt and thorough investigation, complainants are asked to provide as much information as possible, such as:
 - A description of any relevant incident(s), including the date(s), location(s), and the presence of any witnesses.
 - The alleged effect of the incident(s) on the complainant's opportunity to benefit from the Seminary's programs or activities.
 - The names of other individuals who might have been subject to the same or similar acts of discrimination, harassment, or retaliation.
 - Although it is not required, any steps the complainant has taken to try to stop the discrimination, harassment, or retaliation.

- Any other information the complainant believes to be relevant to the alleged discrimination, harassment, or retaliation.
3. Oral and written statements shall be gathered from the parties involved in the alleged policy violation, and from others who may have pertinent information.
 4. The standard used to determine whether the policy has been violated is whether it is more likely than not that the accused violated this policy. This is often referred to as a “preponderance of the evidence” standard.
 5. In a timely manner, both the complaining and the accused party will be informed in writing of the outcome of the investigation, including whether there has been a determination that this policy has been violated. This written notice will be issued concurrently to the complaining and accused parties unless the Seminary determines in its discretion that concurrent notification would not be appropriate. If there is a finding that this policy has been violated, the Seminary will take such action as it deems necessary to eliminate the policy violation, prevent the recurrence of the violation, and address the effects of the violation.
 6. The Investigation Team must deliver written opinion to the appropriate Seminary body (see description below) that:
 - in their view no violation of this policy occurred or that the evidence is insufficient to determine whether or not it occurred;
 - in their view a violation of this policy occurred and that disciplinary procedures should be invoked.

The standard used to determine whether the policy has been violated is whether it is more likely than not that the accused violated this policy. This is often referred to as a “preponderance of the evidence” standard.

If there is a finding that this policy has been violated, the Seminary shall take such action as it deems necessary to eliminate the policy violation, prevent the recurrence of the violation, and address the effects of the violation. In addition to its written opinion to the appropriate Seminary body, the Investigation Team shall make a recommendation to the President as to what actions the Seminary should take to eliminate the policy violation, prevent the recurrence of the violation, and address the effects of the violation.

- a. The appropriate Seminary bodies are defined as follows:
 - i. Reports regarding students are submitted to the Vice President for Academic Affairs and are addressed according to the Non-Academic Disciplinary Policy as found in the Student Handbook;
 - ii. Reports regarding staff members are submitted to the Vice President for Finance and Administration and are addressed according to the Disciplinary Policy as found in the Staff Manual;
 - iii. Reports regarding faculty members are submitted to the Vice President for Academic Affairs and are addressed according to the Faculty Disciplinary Policy as found in the Faculty Manual;
 - iv. As the Seminary deems appropriate, any of these reports may go to judicatory officials and/or supervisors.

- b. If there is a finding that this policy has been violated, these bodies will take action that may include, but is not limited to:
 - i. Formal reprimand, with defined expectations for changed behavior;
 - ii. Recommending or requiring psychological assessment and/or counseling;
 - iii. Mandatory psychiatric assessment and/or treatment;
 - iv. Probationary standing, with the terms of such probation clearly defined;
 - v. Dismissal from the Seminary.
7. Appeals: Normal appeals procedure as outlined in student, staff, administrative and faculty manuals and handbooks of Chicago Theological Seminary will be followed. In matters involving allegations of discrimination or harassment (including sexual assault and sexual violence), both the complaining party and the accused party will be afforded the right to appeal as provided in the applicable manual or handbook.

Title IX Coordinators

The Title IX Coordinators are responsible for implementing and monitoring Title IX compliance on behalf of the Seminary. This includes coordination of training, education, communications, and administration of the complaint and grievance procedures for the handling of suspected or alleged violations of Title IX.

Title IX Coordinator

Michele Carr
 Controller
 Office #153
 773-896-2442
 mcarr@ctschicago.edu

Title IX Deputy Coordinator

José Morales Torres
 Asst. Prof. of Latinx Studies & Religion
 Office #138
 773-896-2493
 jose.morales@ctschicago.edu

Please review information posted throughout the school for details on other Title IX Coordinators.

Anti-Discrimination/Anti-Harassment Task Force

An Anti-Discrimination/Anti-Harassment Task Force is established at the President's initiation at the beginning of each calendar year, and runs from January to January. The Task Force is reappointed each year by November 1 and members are trained and ready to function by January 1.

The Task Force consists of the following members:

- Title IX Coordinators and Deputy Coordinator
- One member of the Leadership Team of the Seminary, selected for two years, by the President;
- One faculty member, nominated by the President and approved by majority vote of the Academic Council for two years;
- One staff member nominated by staff and appointed by the President for two years;
- Two students; the two students will each serve two years, but be appointed by the President on alternate years from among the student representatives to Academic Council.

The two main functions of the Task Force are to be available to adjudicate formal charges (by appointment to the Investigation Team), and to develop an educational program for the community around these issues in conjunction with the Title IX Coordinators. As part of the educational program, all students, staff, and faculty receive a training from an outside party each fall.

The names of the members of the Anti-Discrimination/Anti-Harassment Task Force will be made available to the public by January 1 each year.

Seminary Discretion

The Seminary reserves the right to interpret this policy and modify it as appropriate in the circumstances of particular case, in its discretion.

Academic Accommodations Policy

Requests for Accommodations³

When a verified physical, psychological, attentional, or learning disability impacts a student's academic progress, accommodations may be available to assist the student in meeting academic goals.

If you need accommodations, please fill out the form and contact Amy Aschliman, Assistant Director of Student Formation, to schedule a conversation about the accommodation process and possible study plans.

Diagnostic paperwork or other documentation should be sent to the Registrar, Tina Shelton, along with a copy of your form. All records will be handled in confidence. Once the Dean has approved the accommodations, the Registrar will provide a letter that you should give to professors at the start of every term. This letter will last throughout your program unless your disability is temporary.

Students who believe they may have a learning difficulty that has not been identified can make an appointment to discuss their academic history in order to determine what may be hindering academic progress. Confidential advising with Amy is available.

Disability Documentation

When determining what accommodations are appropriate for students, it's important to understand how their disabilities will likely impact their academic progress at Chicago Theological Seminary. We request a self-report from students (see below) and support documentation from external sources.

Helpful 3rd-party information includes records of past accommodations and services from college and/or other graduate programs, formal psychological or medical evaluations, and letters from past health or service providers. Students do not need to share *everything*—just those records that are most helpful in documenting the disability/disabilities that prompt the request for accommodations.

³ Language adapted from Trinity Christian College.

Request for Accommodations

Student's Name _____

Home Address _____

City: _____ State: _____ Zip: _____

Email: _____

Diagnosed disability/disabilities relevant to accommodations request:

Please share information that will be useful in thinking about appropriate accommodations to help you succeed in your learning:

- What tools or strategies facilitate your learning?
- What potential barriers can you anticipate?
- How does your disability interact with communication, classroom learning, reading and writing, technology, and the physical environment?

Accommodation(s) I am requesting from the Seminary (permanent and temporary):

I've had the following accommodations at other educational institutions:

Please identify the documentation attached to this request:

I authorize the Seminary to arrange for reasonable accommodation(s), to share limited information with others as necessary, and to obtain additional information from the individual(s) listed below if needed.

Student's Signature: _____ Date: _____

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#:

XI. Robinson and Janet Lapp Learning Commons

Resources available for all CTS students

The Learning Commons is a key partner in your education here at CTS. We're located on the third floor of the Seminary building. The Learning Commons' website can be accessed at <https://commons.ctschicago.edu>. From this website, you will be able to access the Learning Commons' online catalog, research assistance resources, a complete copy of the Learning Commons' policy manual, and online journals, databases, and ebooks. Learning Commons' hours are posted on that website as well.

Doing Research at the Lapp Learning Commons

Most research materials can be found on the homepage and under the "[Find](#)" tab on the main web page. Each sub-group is named after what you'd be looking for.

"[Search Everything](#)" This is exactly what it sounds like. CTS subscribes to EBSCO Discovery Service, a platform that allows users to search in one place all the content the Learning Commons either owns or subscribes to. You can search for books, articles, streaming media and more across our catalog and all of our databases (e.g. ATLA, EBSCO, JSTOR, Project Muse, etc.).

"[CTS Catalog](#)" takes you to the local book catalog. Inside of it is all of our print books, print journals, ebooks, and A/V, including streaming videos. You can search by title, author, or keyword.

"[Find—Databases A to Z](#)" is exactly what it sounds like. All databases the Learning Commons subscribes to are listed alphabetically on this web page.

"[Find—Online Journals](#)" takes you to a search screen for ejournal titles. Please note that this is not where you'd search for a topic. It's only useful when you are searching for specific journal you want to look at.

"[Find – Research Guides](#)" takes you to our research guides. These guides are a curated list that provide two or three key "starting point" databases for a particular subject area, with a long list of other related databases in the box(es) below it. Occasionally, other guides of relevance are added (such as the [Getting Started](#), [Navigating Databases](#), and [DMin](#) guides.

"[Find – Course Reserves](#)" takes you to the listing of course reserves. This listing is updated on a semester-by-semester basis.

[Find – Dissertations and Theses](#) takes you to a listing of dissertaton and theses databases

The Learning Commons' Physical Resources

COVID-19 changed much of the ways in which we interact with physical spaces and books in the Learning Commons. This fall, the library stacks have reopened for students. Students will again be able to browse the physical book stacks and check-out materials. The Learning Commons includes study spaces, multiple group study rooms (these are now only available to PhD student who have completed their course work), a quiet reading room, cheerful staff, a multifunction photocopier/scanner and multiple computers for student use. Students are asked to wear their mask in the Learning Commons at all times, and to clean their study space both before and after use. Cleaning supplies are available at the circulation desks.

Course Reserves

Course readings are kept on reserve for all students to use and will be again available for students to check out for up to three hours. Where available, course reserves in ebook format,

will be purchased and listed under the [Course Reserves](#) section on the Learning Commons website.

Curbside Pick-up for Physical Books

Curbside pick-up for physical materials will only be offered to members of the CTS community who are unable to access the CTS building. Circulating material in the Learning Commons can be checked-out as follows:

1. Please email your book requests to library@ctschicago.edu. Library staff will pull the books off the shelf for you as we receive your request.
2. You will receive an email when your materials have been checked-out to you and ready for pick-up.
3. Books will be placed in a sealed paper bag with your name on a table on the first floor by the South Reception desk. This contactless system will allow you to pick-up your reading materials.
4. Please contact the main reception desk at CTS when you will be picking-up your books so that you can gain access to them. Please wear a mask and be mindful of social distancing rules.

It is recommended that you bring your CTS ID with you to the Learning Commons, as it is the only way to utilize the printing and photocopying services. Additionally, please memorize your CTS email username and password as this is necessary to access the computers.

The Learning Commons' Electronic Resources

Many electronic resources are made available to CTS students. Nearly all of them are accessible from your home computer. Online access to databases, ebooks, and streaming videos is available to all currently enrolled students. When accessing these resources from off campus, students must use their email address to login. You'll use the first part of your CTS email address as your username and the password is your email password. For instance, if your email is john.doe@ctschicago.edu. Your username for the Learning Commons would be just "john.doe." Please consult [this guide](#) on how to login to access information in the Learning Commons.

Logging into your CTS Learning Commons Account

Your library account can help you keep track of the books you borrow. You can also renew books, check fines, and place holds on books by logging into your account. To login to your library account click on MY ACCOUNT located on the left-hand side of the navigation bar on the [Learning Commons Website](#).

If you're already searching in the [CTS Catalog](#), you can find the login to your library account in the upper-right hand corner of the webpage. At the time of writing this handout, your CTS email username and password will grant you access to your library account by September 8. Please consult [this guide](#) on how to login into your library account. If you're unable to access your library account, please email library@ctschicago.edu.

Research Help

Research help is available through the following:

1. **LiveChat** – Reach out to library staff in real-time using the red LiveChat widget on the [Learning Commons website](#). Library staff are available during the following hours:

Monday-Friday from 10:00am to 5:00 pm. You can still submit your questions after-hours via the LiveChat widget.

2. **Email** – Send your research request via email to library@ctschicago.edu.
3. **A 1:1 reference consultation** can be arranged by appointment via Zoom. You can directly schedule a meeting with library staff through [Calendly](#), our scheduling app. Evening hours are available for meetings.
4. **Call the Learning Commons** during our office hours at 773-896-2450.
5. **Online webinars** – The Learning Commons offers regular workshops on various research skills such as database navigation, using subject headings and controlled vocabularies, citation management, biblical research, etc.

Study Carrels

While the Learning Commons does not offer traditional study carrels, PhD and DMin students can request a locker from the circulation desk and utilize the study spaces found in the learning commons for their research needs. All materials in one's locker must be checked out.

Computers, Printing, Photocopying and Scanning

The Learning Commons has public workstations that are connected to a networked printer/copier. Printing and photocopying costs \$0.10 per side of the page, i.e. a double-sided printout on a single sheet is still \$0.20. Students will have \$25.00 deposited to their account for printing and photocopying each semester. To access those funds, students will need to swipe their CTS ID Card when they print or photocopy material in the library. The Learning Commons also has a self-serve scan station. You can scan material and send via email or save to USB.

Reference Management Tools

[NoodleTools](#) is a web-based student research service that helps you correctly cite sources in MLA, APA, and Chicago/Turabian citation styles. Use NoodleTools throughout a research project to track your sources, take notes, create outlines, collaborate with classmates, and format and print your bibliography.

[Zotero](#): A free bibliography tool, similar to NoodleTools, RefWorks, and Endnote. Autoback-up online.

[Chicago Manual of Style Online](#): An online version of the Chicago Manual of Style.

[Turabian Quick Guide](#): A quick outline of how a citation should look in Turabian. Turabian is the student version of *The Chicago Manual of Style*. *The Chicago Manual of Style* is aimed at professional scholars and publishers. Think of Turabian as a lite version of Chicago.

Other Borrowing Privileges

ACTS Library System

As a CTS student, you are also entitled to use the library resources at other ACTS schools. In order to use these resources, you will need an ACTS Library card. Take your

CTS ID to the Learning Commons at CTS and the staff will present you with your ACTS card. These cards are valid for one year.

The ACTS libraries are:

Catholic Theological Union, 5401 South Cornell Ave., Chicago
JKM Library (for LSTC and McCormick Seminaries), 1100 East 55th St., Chicago
Garrett-Evangelical's United Library, 2121 N. Sheridan Rd., Evanston
Meadville Lombard Theological School, located at the Spertus Institute, 601 S. Michigan Ave., Chicago
North Park Theological Seminary Library, 5125 N. Spaulding Ave., Chicago
Trinity Evangelical Divinity School, 2045 Half Day Rd., Deerfield
University of St. Mary of the Lake/Mundelein Seminary Library, 100 E. Maple Ln., Mundelein
Northern Theological Seminary Library, 660 E. Butterfield Rd., Lombard
Loyola University Libraries, 1032 W. Sheridan Rd. and 25 E. Pearson St., Chicago
Moody Bible Institute, 860 N. LaSalle Dr., Chicago
American Islamic College, 640 W. Irving Park Rd., Chicago

University of Chicago / Regenstein Library

Due to the COVID-19 restrictions currently in place, the University of Chicago Library is not extending access or borrowing privileges to non-U of C students at this time. As part of a reciprocal agreement between CTS and the University of Chicago, CTS student were able to access the [University of Chicago's libraries](#) with their CTS student IDs. The University of Chicago Library is still in the process of determining what Library services can be offered this fall and as the quarter progresses things may change. Requests for materials from the University of Chicago Library can still be made via interlibrary loan.

ATLA Reciprocal Borrowing Program

The ATLA Reciprocal Borrowing Program creates an arrangement between participating North American seminaries to grant check-out privileges to each other's patrons/students. A patron/student walks into a participating seminary library, shows proof of current enrollment at another participating seminary, and checks out materials based on the library's local lending policies. Here's the [list of participating seminaries](#) in the ATLA Reciprocal Borrowing Program.

Interlibrary Loan (ILL)

If you need a book or article that is not available at the Lapp Learning Commons, you can place an Interlibrary Loan request for it in one of the following ways:

1. If you're searching in EBSCO Discovery Service, click on:
 Request this item through interlibrary loan;
2. If you're searching in [OCLC WorldCat](#), click on the button "Request item through Interlibrary Loan";
3. Email library@ctschicago.edu with your request.

Please keep in mind that receiving materials through Interlibrary Loan can take up to four weeks. Patrons are responsible for keeping track of when their ILL materials are due.

In addition, interlibrary loans of physical books can only be offered at the CTS campus. Distance students are encouraged to place ILL requests through their local public library.

XII. Facilities and Services

Security

Because security is a concern for all, please help keep our community a safe place. Doors which are normally kept locked should not be propped open. Do not share your ID card with non-CTS students. If you are coming to campus, you will need to use your keycard for access, but because of the COVID protocols that are in place, you may not hold the door open for others, even if you recognize them – each person must use their own key card; this prevents non-vaccinated or non-exempted people from entering without authorization and provides tracking information if contact tracing should become necessary.

Communications with Students

CTS has replaced paper communication with electronic communication wherever practical. All CTS students have an email address. This email account will be available to you for the duration of your studies at CTS and will be provided to you prior to the beginning of classes. If you graduate or otherwise cease to be a CTS student, this account will normally be deleted by the beginning of the next academic term.

If you already have an email account, our system can automatically forward messages from your CTS mailbox to your external mailbox.

You can access your CTS email by connecting to the CTS website, going to MyCTS, and clicking on the Webmail link. If you do not have access to the internet, many public libraries have free internet services that will permit you to access to your CTS mailbox.

There are student mailboxes on the third floor near the Student Commons for those times when something cannot be delivered by email. On-campus students should check their mailbox regularly.

IT Help Desk

Please contact the IT Department at help@ctschicago.edu or by phone at 773-896-2444 for technical support of the following:

- CTS Webmail
- VPN Connection
- Wi-Fi Access
- Other pertinent technology questions

For Canvas support, please contact Alex Jean-Charles at alex.jean-charles@ctschicago.edu. See <https://ctschicago.libanswers.com/tech/faq/320788> for a complete list of contacts for other areas of technical support.

The IT Department's business hours and response times are as follows:

- Normal business hours are 8:30 a.m. to 4:30 p.m. Monday through Friday
- Response time for a help desk ticket is within one business day
- During business hours, you will often receive a response within 2 hours

Best Practices

1. Backup your information to multiple locations including (but not limited to): a Flash Drive, Dropbox, your personal laptop/desktop, or Google Drive.
2. Protect your personal Windows machine with an anti-virus program. Note that because of Apple's built-in security features, Mac users do not need to purchase anti-virus software.
3. Create a strong password for yourself with a minimum of 8 characters and a mix of symbols, uppercase and lowercase letters, and numbers.
4. Use of public computers on the 3rd Floor Lapp Learning Commons as well as the public areas on the 1st and 2nd floors have been temporarily suspended because of COVID restrictions.

Please note the IT Department cannot do the following:

1. Recover data from portable storage devices
2. Loan out laptops or other mobile devices
3. Be held responsible for the well-being of your personal laptop/desktop/mobile device

Mail

CTS cannot accept first-class mail deliveries or package deliveries on behalf of students.

Emergency Closing Procedure

In the event that CTS needs to be closed due to weather, information will be available at www.emergencyclosings.com. To sign up for emergency text alerts, please contact Brendan Diamond at brendan.diamond@ctschicago.edu.

Parking

Parking in the gated lot: CTS has a small 50-car parking lot that is shared by students, staff, and faculty who pay for spots during normal business hours, 7:00 a.m. – 5:30 p.m. Monday through Friday. The parking lot is open and available for guests and the CTS Community to park for free after 5:30 p.m. on weekdays and all day on weekends. Current students can pay to park in the lot by semester. During intensive weeks, CTS students can pay for a spot by the week. During weeks when there are intensive courses, students can pay for parking by the week. Please contact the finance office to purchase a pass.

Parking in the metered visitors' spots: Students can park in the visitors' spots during the weekday by feeding the meter on an hourly basis. Please note that the meters only take quarters, have a three-hour limit, and must be fed again after this time runs out. The visitors' spots are first come, first served. If a car is parked at a meter and hasn't paid, it is subject to ticketing and towing.

Additional parking options: All of the street parking around the building is free and non-permitted.

Photocopying and Use of Seminary Office Equipment

There is a copier in the Learning Commons for general student use, with payment due per page copied. Students wishing to use any Seminary office equipment for Seminary class presentations, committee work, or other CTS activities should check this equipment out by inquiring at the Learning Commons' front desk. Students should be aware of copyright regulations when photocopying documents, and abide by the law. The Learning Commons staff can assist if there is any uncertainty about these regulations.

Room Reservations

Students groups wishing to reserve space for CTS-approved functions should fill out the Student Group Reservation form on the CTS website or pick up a paper copy from the office of the Director of Facility and Events. Students wishing to reserve space for outside functions or private events should fill out the Space Inquiry Form, which can be found on the CTS website at <https://www.ctschicago.edu/about/facility-rental>. For questions, please email reservations@ctschicago.edu.

Transportation

CTA bus routes #6, #28, #15, #171, #172, and #192 provide frequent, scheduled service throughout Hyde Park and north Woodlawn. See www.transitchicago.com for fares and schedules for these and other CTA bus and train services, as well as maps and status updates. Using your CTS ID card, you can ride the free daytime or NightRide shuttles, which run into the early morning every day, and are available for free (see <https://safety-security.uchicago.edu>).

Weapons

Chicago Theological Seminary prohibits all persons who enter Seminary property from carrying a handgun, firearm, knife with a blade larger than that of a folding pocket knife, chemical, explosive, or detonating device or other weapon of any kind, regardless of whether the person is licensed to carry the weapon.

Pursuant to 430 ILCS 66/65, a State of Illinois concealed carry licensee shall not knowingly carry a firearm on or into a higher education campus building. The only exception to this policy will be police officers, security guards, or other persons who have been given written consent by CTS to carry a weapon, and individuals who are required to carry a weapon pursuant to state law.

XIII. Use of University of Chicago and ACTS Facilities

ACTS Facilities

CTS students with an ACTS Library Card (contact the CTS Learning Commons to obtain an ACTS card) may use the facilities and libraries, including checkout privileges, of ACTS institutions.

1. ACTS institutions in Hyde Park are:
 - a. Bexley Seabury Seminary (located in the CTS building)
 - b. Catholic Theological Union
 - c. Chicago Theological Seminary
 - d. Lutheran School of Theology at Chicago
 - e. McCormick Theological Seminary

2. ACTS institutions outside of Hyde Park are:
 - a. Garrett-Evangelical Theological Seminary, Evanston
 - b. Loyola Institute of Pastoral Studies, Chicago
 - c. Meadville Lombard Theological School, Chicago
 - d. North Park Theological Seminary, Chicago
 - e. Northern Theological Seminary, Lombard
 - f. Trinity Evangelical Divinity School, Deerfield
 - g. University of St. Mary of the Lake/Mundelein Seminary, Mundelein

Please note: The University of Chicago is not a member of ACTS, so the ACTS card does not entitle you to the use of University of Chicago facilities such as libraries, gym, health service, etc.

University of Chicago Student Privileges

University Health Service

1. For a per-quarter fee, students living in Illinois may have access to the University of Chicago Student Health Services if they carry major medical insurance through the University (see Schedule of Fees for amount of fee). Those that take advantage of this service are required to file a medical history form with the Student Health Clinic prior to using it. This does not require a physical exam. Forms are available from the Student Health Clinic. The University Student Health Clinic is located in the Wyler Pavilion at 5839 S. Maryland, Suite R-100. A brochure describing all aspects of the Student Health Service is available in the Registrar's Office.

2. Students may not use the Student Health Clinic prior to the first day of the academic year, except for emergencies; in such cases, emergency out-patient care must be paid for by the student. Students arriving on campus early for orientation and intensives should note that they are not eligible to use the Student Health Service, except for emergencies, until the first official day of the University's Fall Quarter.

3. Students are entitled to one quarter of off-quarter Student Health Service privileges per year, for a quarter of non-enrollment. To be eligible, the student must have been a registered student the previous quarter and must be expected to be a registered student the following quarter. Off-quarter coverage is handled through the CTS Registrar. When the Student Health Service is closed, students in need of medical care should go to the Emergency Room at Mitchell Hospital. The entrance to the Emergency Room is on 58th and Maryland or through the hospital.

Student Health Insurance Plan

Chicago Theological Seminary students may purchase health insurance coverage from the University of Chicago. Enrollment and payment in the Insurance Plan are done on a quarterly basis at the time of registration. Coverage begins on September 1 and extends through interim periods for students in continuous enrollment. Contact the Registrar for more information.

XIV. Student Worker Program

Chicago Theological Seminary employs Student Workers for the following purposes:

1. To carry out responsibilities for which regular CTS staff and faculty do not have time or, in some instances, expertise.
2. To provide students with a source of additional income.
3. When possible, to provide students with career development opportunities.
4. To enhance the quality and diversity of the CTS working environment.

The following principles shall guide the hiring and employment of Student Workers:

1. CTS staff will seek out students who are most qualified for the particular skills needed.
2. CTS will ensure equal and open access to all students seeking to apply for positions.
3. In order to ensure that as many students as possible have the opportunity for employment, each position must be reposted at least yearly, if not more frequently.

These purposes and principles are reflected in the following “Practices for the Hiring and Employment of CTS Student Workers”:

1. Student Worker positions will have a specific term, normally September – December, January – May, September – May, or the Summer. There may also be occasional, short term positions for particular events or projects.
2. All positions will be posted via email to all students and on the bulletin board outside of the Lapp Learning Commons.
3. The filling of all positions will be by written application.
4. There will be a standard application form for all students.
5. All students will be eligible to apply for all positions.
6. Preference will be given, when possible and if qualifications are met, to students not currently employed in any other student worker position.
7. Student workers must reapply for positions when the specified term of employment is completed.
8. Rehiring a student is based on their availability, qualifications, and prior performance.

The following institutional Policies for CTS Student Workers will apply to all Student Workers:

1. Student Workers are considered “Occasional Employees” as defined by the CTS Employee Manual. As such they are not entitled to employee benefits but are subject to the protections and accountabilities pertaining to Occasional Workers as outlined in the sections on “Employment Conditions, Performance Evaluations, Pay Policies, and Employment Policies.”

2. As Occasional Employees, Student Workers will receive a copy of the Employee Manual prior to beginning employment and must sign a “Receipt of Employee Manual” form as part of onboarding.
3. Student Workers are not normally expected to attend CTS Staff meetings but may be invited by the President for agenda items relevant to their work.
4. If requested, a member of the Leadership Team, designated by the President, may convene a meeting for all Student Workers to hear concerns or suggestions that can strengthen the Student Worker Program. This meeting shall not be a forum for individual concerns which should be addressed in the supervisory relationship or through the grievance or internal complaint procedures above.
5. CTS will provide Student Worker supervisors with appropriate support and training.

The practices and policies in this document apply to all student workers with the exception of Teaching Assistants.

XV. 2021-2022 Schedule of Fees

(All rates are subject to change without notice.)

A. Semester Tuition

1. MA, MDiv, SAL, per course\$3,087
Cost for one-year full-time study = \$24,696
2. STM, per course.....\$3,552
3. DMin, per course.....\$2,904
4. PhD, per course\$5,004
5. Recorded Audit, per online course (if not registered for other courses).....\$1,011
6. Recorded Audit, per online course, for alumni/ae\$777

B. Student Fees

1. Online Course Fee (per course)\$0
2. Tuition Late Payment Fee..... 10% of amount owed
Fees are due by the one week following the last day of the drop/add period or three weeks into the term.
3. Master's Continuation Fee for Approved Leave of Absence (LOA).....\$125
4. Doctoral Independent Research Status Fee (by approval)\$200
5. PhD Not Registered Fee for Approved Leave of Absence (LOA)\$125
6. PhD Pre-Candidacy Fee.....\$2,394
7. PhD Candidacy Fee.\$3,222

C. Other Non-Refundable Fees and Deposits

1. Application Fee\$50
2. Matriculation Fee\$150
3. Graduation Fee\$175
4. Transcript Fee \$10 for 1st, \$5 for each additional copy
5. Photocopies of other documents from student's file \$2/page
6. Parking Pass (off-street, uncovered parking, subject to change)
.....\$140/fall or spring term, \$10/week during J-Term and summer intensives
7. I.D. Card Replacement Fee\$20

D University of Chicago Fees (*Fees subject to change*)

The University of Chicago operates on a quarterly academic year. All fees are paid in relation to their quarterly calendar.

1. Major Medical Insurance and Student Health

Basic Plan – student only \$4,566/year
Spouse/Eligible partner \$4,566/year

2. Athletic Facilities (Ratner and Henry Crown) (temporarily closed)

3. Athletic Facilities (Henry Crown only) (temporarily closed)

4. Tuition and Fees*

a. One course\$3,988

b. Two courses\$7,976

c. Three courses\$11,964

*Enrollment at the University of Chicago incurs a \$432/quarter student life fee regardless of number of classes taken.

XVI. Academic Calendar

FALL SEMESTER 2021	
New Student Orientation	Online in August
Registration Fall Term – NEW STUDENTS	June 1-30 and August 1-19
CLASSES BEGIN	September 7
Last Day to Drop/Add	September 17
Last Day to Pay Tuition & Fees	September 24
Late fee charged (10%)	September 27
Reading Week	October 18-22
Registration for January & Spring Terms	November 15-19
Thanksgiving Recess	November 25-26
Fall Semester Ends	December 17
2022 WINTER “J” TERM	
Term Begins	January 3
M.L. King Day (no classes)	January 17
Term Ends	January 31
SPRING SEMESTER 2022	
CLASSES BEGIN	January 31
Last day to Drop/Add	February 11
Last Day to Pay Tuition & Fees	February 18
Late fee charged (10%)	February 21
Reading Week	March 14-18
Registration for Summer & Fall Terms	April 17-22
Spring Semester Ends	May 13
Commencement	May 13

Daily

Lapp Learning Commons hours (while classes are in session):

Please check the Lapp Learning Commons website for up-to-date hours of operation.

Weekly

Wednesday Gatherings at noon, usually on Zoom, replacing the former Wednesday Chapel/Lunch.

Monthly

The **PhD/MA/STM Committee** normally meets the 1st Thursday of the month at 11:30 a.m. in room 222 or on Zoom.

Academic Council normally meets the 1st Thursday of month at 2:00 p.m. in room 214 or on Zoom.

Faculty Caucus normally meets the 2nd Thursday of the month from 12:30-2:00 p.m. in room 251 or on Zoom.

The **MDiv Committee** normally meets the 2nd or 3rd Thursday of the month at 9:30 a.m. in 222 or on Zoom.



1407 E. 60th Street, Chicago, IL 60637
773.896.2400 ctschicago.edu

