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# DOCTOR OF PHILOSOPHY

## Program Handbook



The Doctor of Philosophy is a degree program with specific interdisciplinary concentrations at the most advanced level of study. It's designed to prepare religious leaders to work at the highest levels of teaching, counseling, research, ministry and administrative positions.





# DOCTOR OF PHILOSOPHY (PhD) PROGRAM HANDBOOK

Revised August 2022



During the 2022-2023 academic year, CTS implements a new calendar based on a tri-term model. This new Tri-Term Academic Calendar is designed to help new students begin their coursework earlier while providing more opportunities for students to engage core faculty throughout the year. It is our hope that a shift to this new model will also assist students in completing their degree program earlier and perhaps save money.

Not only is CTS welcoming a new academic model, but also a new president— Shout out to Dr. Brad Braxton. However, some things have not changed. Covid-19 still looms large. CTS continues to make steps toward a return to normal— whatever that means— after over two years of living under the weight of a global pandemic. Covid-19 vaccines and boosters 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.

While Covid-19 vaccines abound in many places, it is not lost on us that the spread of monkeypox does not equal its vaccine availability. This dual public health crisis along with economic, political, religious, and additional social challenges makes our work at CTS even more urgent. Here's to praying with our feet and protesting with our prayers.

In our ongoing efforts to deliver a stellar educational experience, we continue with our four-fold modality for the 2022-23 Tri-Term 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 and boosters highly recommended for in-person class and all on-campus attendance to protect our students, staff, and faculty. Masks are required for in-person courses and on-campus events. 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-19 Policy (<https://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.

Covid-19 has left no one unscathed. Many are also being impacted by monkeypox. We have lost so much. Yet, we are still here. We hear you. We see you. Take care of yourself. May we show compassion and take care of each other.

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## 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 ground-breaking 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 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.

## CTS PhD Program Mission Statement

The Doctor of Philosophy (PhD) degree program of the Chicago Theological Seminary educates persons to reflect synthetically on religion, social justice, and culture by encouraging interdisciplinary and transdisciplinary approaches to texts and contexts. We advise and mentor leaders to become scholars who will work at the highest levels of teaching and research within the academy, religious communities, and the public square.

## I. Introduction

Founded in 1855 in the Congregational Tradition, Chicago Theological Seminary is the oldest continuing institution of higher learning in the city of Chicago, and has offered PhD degrees since 1895. It has as its mission the preparation of persons for transformative leadership in religion and society. It was established to be open to all denominations and currently enrolls students from more than twenty Protestant denominations, as well as the Roman Catholic, Eastern Orthodox, Jewish, and Islamic traditions.

Today, the 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. “Area of Inquiry” is not a substitute language for concentration: while concentrations normally determine the student’s research focus, the areas of inquiry design allows students’ research interests to determine their scholarly trajectory.

These areas of inquiry represent some of the strengths and commitments across CTS through which a student can develop her/his/their program of study:

- Sacred Texts and Hermeneutical Strategies
- America as an African Diaspora
- Womanist Religious Studies
- World Feminisms
- Interreligious Studies
- LGBTQ Studies
- Theology and Cultural Criticism

### PhD Program Goals

1. Graduates should have a thorough understanding of designated fields of study and sufficient mastery of supporting language and research tools.
2. Graduates should be able to apply knowledge in a teaching context.
3. Graduates should be able to engage in original research that advances theological, ethical, and/or biblical knowledge.

## PhD Learning Outcomes

1. Demonstrate ability to conduct original research that advances theological, ethical, and/or biblical knowledge.
2. Demonstrate skills appropriate for teaching college or graduate level classes.
3. Demonstrate ability to synthesize interdisciplinary knowledge.
4. Demonstrate ability to relate texts to contexts.
5. Demonstrate capacity for critical analysis.
6. Demonstrate a breadth and depth of understanding of primary fields.

Freedom of inquiry is fundamentally important for research doctoral programs. As written in CTS's Vision, Mission, and Commitments Statements, the institution assures that faculty and students have freedom to conduct research in their respective disciplines and the freedom to communicate the findings of their research.

The Chicago Theological Seminary has been accredited by the Association of Theological Schools (ATS) since the Association's accrediting process began in 1938. It is also accredited by the Higher Learning Commission (HLC).

## **II. General Admission Requirements**

Admission to the PhD program normally requires:

- A. A master's degree or equivalent in theology or religious studies from an accredited college, university, seminary, or professional school.
- B. A superior academic record in previous undergraduate and graduate education.
- C. Four letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors.
- D. Graduate Record Examination (GRE) scores and/or Miller's Analogy Test (MAT) scores, or their equivalent.
- E. TOEFL scores for international students for whom English is not their first language.

Admission is by application to the PhD program faculty. Applications may be obtained by contacting the Chicago Theological Seminary Admissions Office ([admissions@ctschicago.edu](mailto:admissions@ctschicago.edu)) or on the CTS webpage ([www.ctschicago.edu](http://www.ctschicago.edu)). 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.



### III. General Academic Requirements

Note: The following applies to students who began in the PhD program in Fall of 2016 or later. Students who began before Fall 2016 should consult Appendix 4.

1. Minimum residence of two academic years, maximum of nine (five years to ABD). Twelve courses, at least eight of which are taken at or registered through CTS. Normally, PhD students will receive letter grades for all courses, but can be graded pass/no pass at the discretion of individual faculty members when appropriate. During the first year of coursework, the student submits a Program of Study for approval by the PhD Committee.
2. Two modern languages are normally required. In exceptional cases, one language and demonstrated competence in an approved alternative research tool (e.g., statistics) may be approved if the alternative research tool is appropriate to a student's doctoral research. See pp. 12-13 for more information about language examinations.
3. A candidacy examination process consisting of four written area examinations and an oral examination focusing on a preliminary dissertation proposal. See pp. 14-15 for more information about the dissertation proposal.
4. A final dissertation proposal completed following admission to candidacy and in consultation with the candidate's doctoral committee.
5. A dissertation presented to the candidate's doctoral committee, approved by all three members of the committee as "ready for examination" and successfully defended by the candidate. See p. 17 and Appendix 3 for details about the dissertation requirements and the dissertation defense.
6. As of June 2020 the Association of Theological Schools (ATS), one of the accrediting bodies of CTS, no longer provides guidelines on course statute of limitations. The nine-year after admission completion is a general CTS guideline. Students should also check with financial aid staff about loan compliance. Students surpassing the nine year mark need to petition the PhD program committee for an extension.

#### Review of Students

Every year, the PhD program committee evaluates the progress of all PhD students. At this annual review of students, each student is carefully evaluated and may be counseled on the advisability of continuing in the PhD program.

## IV. The Course of Study

The PhD program is divided into three phases: coursework, pre-candidacy, and candidacy.

### Phase 1: Coursework

#### Required Courses

Students are required to complete 12 courses, at least 8 of which should be taken at or registered through CTS. Two of these are required courses (see below), and the other 10 are electives.

The following courses are required of all PhD Students:

1. Contemporary Hermeneutical Strategies (RH 601), an advanced introduction to contemporary theories and methods of interpretation.

2. Engaged Pedagogy and Course Design (TEC 604), a course that covers different teaching methods and will require students to develop a course syllabus of their own design. The course also encourages students to write a teaching philosophy statement and lecture on a topic of their choice.

\* The Professional Development Workshop Series (TEC 699) is a required non-credit course that will meet periodically over the course of an entire academic year. It covers various aspects of professional development including writing conference papers, journal articles, grant applications, public theology, CVs, job application cover letters; dissertation strategies; maximizing value within professional organizations and conferences; coaching about the application process for academic positions and advice on alternative career paths. This series does not count as one of the 12 required courses.

Each of these courses will be offered at least once in every two-year cycle of courses. However, because the courses are sometimes offered only in alternate years, students need to consult with their advisors and/or the Program Director in order to ensure that the courses are taken when available. Failure to do so can result in a delay of the completion of courses and, consequently, a lengthening of the PhD program as a whole.

#### Choosing Electives

All courses except the required courses listed above are elective and are selected in consultation with the student's PhD advisor and advisory committee. Both in-depth study and the broad background knowledge necessary for grounding the more specialized foci need to be taken into account in choosing courses.

ATS requires that at least half of PhD courses be in-person. The following courses would qualify:

- Semester-long face-to-face courses at CTS or another of the ACTS schools
- In-person intensives and study tours

- Directed Readings where students meet in person periodically with the professor and at least one peer
- Hybrid and flex courses may be able satisfy some percentage of the residency requirement per course, depending on in-person scheduling. Students should consult with their advisor or the PhD program director when details about the course are available.

PhD students are allowed to take intermediate and advanced masters-level courses with core and affiliated faculty members if they agree to enhance the course of study to bring it to the doctoral level (generally additional reading, sometimes a teaching assignment, and a major research project). Students who would like to work out a doctoral adaptation for CTS 300-level courses, courses with adjunct professors, or ACTS courses should consult with their advisor.

## **Grading**

Normally, PhD students will receive letter grades for all courses, but can be graded pass/no pass at the discretion of individual faculty members when appropriate.

## **Auditing**

Students paying tuition for credit courses who wish to audit courses in any given term and have that fact recorded on their transcript, may do so for no additional charge. PhD students may audit classes during any term (Fall, J-Term, Spring, and Summer) 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. At the conclusion of the term, the instructor must verify to the Registrar that the student did, in fact, audit the course. Students who audit and seek a recorded audit participate in class and do class readings but do not take exams or write papers for the course. There is no fee for an unrecorded audit. The instructor's permission is required to audit whether it is recorded or unrecorded.

## **Directed Readings**

A portion of a PhD student's coursework will normally consist of Directed Reading Courses. When faculty members agree to lead a directed reading, they are doing this on top of a heavy teaching load and institutional responsibilities; while they are committed to teaching these courses, students should be sensitive to the demands on faculty time. Since the number of directed readings any one faculty member can do is limited, students should arrange directed readings early. They should also consider coming together with other students to think creatively about directed reading courses they can take together. Once enrolled in a directed reading, students are expected to follow the commitments established at the beginning of the course in terms of deadlines and dates for meetings.

1. A normal faculty load for directed readings should normally not exceed one per semester.

2. Ordinarily, directed readings will not be offered where a similar subject is offered in the ACTS Catalog, so students must consult the ACTS Catalog before requesting a directed reading.
3. Directed reading courses are normally reserved for doctoral students. Students are encouraged to consult the CTS Course Listing; if a course is listed but is not being offered, the student may consult with the faculty member offering the class that interests them to see if that course would make an appropriate directed reading.
4. The student who wishes to take a directed reading course will draw up a reading list and a proposal of expectations to be approved or revised by the faculty member in advance of pre- registering for the course, i.e., during the semester prior to the term in which a reading course will be taken.
5. Normally, faculty and student(s) will meet at least five times for at least an hour each session. Sessions are to be scheduled in advance.
6. Since relatively less time is devoted to “class” time in comparison with other courses, it is expected that the work done by the student will exceed that for a normal PhD seminar. Instructors will consult the CTS policy on credit hour definition to ensure that the amount of work requested meets at least minimal standards for earning credit hours.
7. The faculty member may require the student to submit a written analysis (for example, 3-5 pages single-spaced) of the assigned reading in advance of the meeting with the student. If the analysis is not ready (e.g., 24 hours in advance) the faculty may postpone the session until the work is done and a new time is agreed to.
8. Normally, the student will be expected to cover five (5) to fifteen (15) books, and prepare five written analyses and a synthetic or research paper.

### **Petitioning for a Program of Study (POS)**

Students admitted to the PhD program must submit a petition for a Program of Study to the PhD program committee during their first two semesters of residence. Petitions are normally submitted after the completion of three but before the completion of six courses. However, students are encouraged to consult with their advisors and submit a draft of their POS during the first semester. A student who fails to submit a Program of Study petition at the appropriate time may be prevented from registering for classes until the petition is submitted.

Each petition must:

1. Discuss areas of scholarly interest and identify a tentative topic for dissertation research, with appropriate research methodology.
2. Name advisor (chosen from the CTS PhD program faculty) as well as two additional faculty members (usually one of them is also from the CTS PhD program faculty); together they form an advisory committee. The student should obtain the tentative agreement of faculty to

participate on the committee and should discuss the substance of the POS with members of the advisory committee.

3. List 12 proposed courses (with anticipated dates) that lay the groundwork for the students' areas of inquiry, developing both breadth and depth. Remember that at least 8 of the 12 courses must be taken at or registered through CTS, and at least 6 of the 12 (or equivalent) have to be in-person courses.
4. Propose research languages and dates by which competence in those languages will be demonstrated. Particular research languages are often more important for some areas of specialization than for others. Thus, students should consult with their advisors when thinking about appropriate research languages. Students for whom English is a second language may choose to list either English or their native language (but not both) as one of their research languages.
5. Describe four exam areas, identifying an examiner for each and explaining how each area contributes to a coherent program of study. It is the student's responsibility to secure agreement by The topic for each exam area must be sufficiently focused for in-depth research yet broad enough to represent a substantial body of scholarly literature. In choosing their exam areas, students should keep in mind that prospective academic employers sometimes use exam areas to gauge a job applicant's areas of teaching and research competence. See pp. 13-14 for the description of the exam topics.
6. Provide a tentative bibliography for each exam area. These bibliographies, worked out in consultation with the examiners, should indicate the direction in which a student's research will go but are not intended to be exhaustive.
7. Indicate how the student hopes to meet the teaching requirement or demonstrate teaching experience (see p. 11).

The Program of Study Proposal should include any requests for exceptions to any of the above. It is normal that certain revisions to the proposed plan will occur during the course of the completion of the PhD. However, all revisions must be approved by the student's advisor and advisory committee; and certain revisions may need the approval of the PhD program committee.

Models of POS proposals are available for review from the PhD Program Director or your advisor.

When the student's proposed advisor has reviewed the proposal and agrees that it is ready to be submitted to the PhD program committee for approval, the student must email the proposal to the PhD Program Director, who will bring it to the PhD program committee. Students are encouraged to consult all members of their proposed committee before submission. In some cases, an advisor may choose to share a draft proposal with the PhD program faculty for feedback before a final version is submitted for approval.

## **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). The instructor may request assignments be submitted via email or on Canvas; in either case, a copy should be sent to the Registrar.

If work is not turned in to the Registrar by August 15, the student will automatically receive a grade of 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.

Note: For students matriculating in Fall 2015 and later: Each Fall, students with any remaining incompletes will not be able to begin Fall courses, and will be placed on inactive status until all incompletes have been resolved.

PhD students who matriculated prior to Fall 2015 are not covered by this policy, but PhD students with excessive or long-standing incompletes may be prevented from registering for additional courses by the PhD program committee.

## **Teaching Requirement**

Every PhD student is required to participate in one or more teaching experiences or to demonstrate teaching experience. This requirement is normally fulfilled in one or more of the following ways:

1. Teaching Assistantship in CTS Master's courses (paid or unpaid). *See the policies and procedures pertaining to CTS Teaching Assistantships on pp. 18-20.*
2. Teaching in freestanding adjunct offerings at CTS, either during the school year or in the summer.
3. Teaching an approved course at another institution (see the PhD Program Director for approval).
4. Demonstrating prior postsecondary teaching experience. Students who wish to fulfill the teaching requirement on the basis of prior teaching experience should include a petition to that effect on their Program of Study proposal.

If for some reason a student is unable to meet the teaching requirement in any of the above ways, s/he/they should consult with her/his/their advisor or the PhD Program Director.

## Selecting an Advisory Committee

A student's initial advisory committee consists of an advisor, who is a core CTS faculty member, and two other faculty members, at least one of whom will also be from the CTS PhD program faculty. The student should obtain the agreement of all advisory committee members to participate on the committee, and should work with their advisor to make sure the faculty representatives are well chosen to support their work.

Students who wish to change their advisor must first discuss this with the new advisor to confirm the new advisor's readiness to serve in this role, and then the student must have a conversation with the initial advisor to clarify the change. After both the initial advisor and new advisor have agreed, the name of the new advisor should be reported to the Registrar and the Director of the PhD Program. Changing an advisor should be done by the end of a student's coursework so that the new advisor is part of preparation for exams and the dissertation proposal.

## Phase 2: Pre-Candidacy – Preparing the Dissertation Proposal and Taking the Written Examinations

### Language Examinations

Students are required to take 2 language exams. Knowing foreign languages is an important aspect of doctoral education, and allows students to access to materials they would not otherwise be able to access. The goal in learning a language for this doctoral program is to be able to read and understand scholarly articles written in other languages. Therefore, the languages chosen for examination should be in the student's area of interest. Language exams are approved when the student's program of study is approved by the PhD Committee.

Students may fulfill their 2 language requirements in the following ways:

1. Written examination prepared by a CTS faculty member or an examiner chosen or approved by the PhD Program Committee (specific requestions should be included in the POS). This method of meeting the language requirement is the preferred method at CTS.

1. Language exams are normally three hours. Students for whom English is a second language may request an additional hour to complete the language exam (four hours total) from the Registrar when scheduling the exam.
2. Possible results of the exam include:
  - i. No pass – must be re-examined
  - ii. Low pass – may be re-examined
  - iii. Pass
  - iv. High pass

2. A grade of B or better in a second-year college/university course in the approved language.

3. Alternative methods of fulfilling the language requirement must be approved by the PhD Program Director and may require a petition to the PhD program faculty. In some cases, a research tool that is used in the acquisition of data (rather than as an interpretive tool) may work as a substitution for one language exam. Alternative research-gathering tools that have been approved to date include statistics and ethnography; an exam in a general methodology is not a valid substitute for a language exam.

4. Intensive reading courses are insufficient for completion of the language requirement *unless the course is approved by the PhD program committee and the student also takes and passes a translation examination as part of the course*. The result of such an examination must be submitted to the Director of the PhD Program.

### **Qualifying Examinations**

Students are required to take four written qualifying examinations. The standard structure for these exams is as follows, although students may adapt the structure to fit their academic foci and project, in consultation with their advisor:

Exam #1: History and Theory of a Primary Field

Demonstrate mastery of your primary field (e.g. theology, ethics, hermeneutics of sacred texts, psychology and religion, etc.) that anchors your interdisciplinary work. The exam should broadly frame the historical development of the field, along with major thinkers and theories that have defined the field from the beginning to the present. You can select a particular emphasis, such as liberation theology, but do not draw your circle too narrowly for this field exam.

Exam #2: Choose 1 of 2 options:

a) Major Figure(s)

Focus on one major figure or a comparison of two major figures in your primary field or area of interest. Develop deep expertise regarding the body of work, the figure(s)' relation to and reception within the field. Your bibliography should include works both by and about the figure(s), if possible.

b) Sacred Text/Body of Sacred Texts

Focus on a sacred text or body of texts in your primary field or area of interest, developing expertise regarding the texts and their interpretation. Given the tremendous amount of material, you should select a particular lens or interrelated lenses, e.g. womanist/feminist/mujerista interpretation. Alternatively, you may focus on a particular time period or intertextual hermeneutic, such as reading early rabbinic literature in comparison with New Testament texts.

Exam #3: Concentration

Demonstrate critical fluency regarding a specific area of historical and/or theoretical importance within or that intersects with your primary field of study. Within the field of History of Religion, for example, you may concentrate on the Great Awakening or Islam in America. If your field is Hebrew



Bible and you have focused on the 8<sup>th</sup>-century prophets for your body of texts, you might elect to concentrate on gendered metaphors in Tanakh or theologies of the prophetic books. In chaplaincy, you might elect to explore the framework for pastoral care in diverse lifestances.

Exam #4: Issue

Frame an issue that requires synthetic, interdisciplinary analysis. This exam might be a way to begin preliminary investigation regarding your dissertation topic. If you plan to utilize queer theory to frame a theological critique of the carceral state, for example, you might explore the historical, theological, and political influences that shape our current system; or you might employ ethical and theological disciplines to explore theories on the nature of sin and repentance and how they may frame an approach to restorative justice.

Before these examinations can be scheduled, students must have completed a draft of their dissertation proposal that has been approved for examination.

## **Preparing for Written Examinations**

As students conclude their coursework, they should establish a timeline for exam preparation. In consultation with their advisors, students should reach out to the examiners for preparatory guidelines and materials. These commonly include a study guide designed by the student and examiner, study questions prepared by the faculty member, and/or study questions prepared by the student and revised by the faculty member.

While preparing for exams, students also prepare their dissertation proposals (see below for more information about the substance of the dissertation proposal). When the dissertation proposal has been deemed examinable and the student is ready to take the exams, the advisor will notify the Registrar and Director of the PhD program. Then the student contacts the Registrar to propose specific dates for taking the exams, prepared for the possibility that the dates may need be negotiated. The written exams are taken over a two-week period and the oral examination on the dissertation proposal should be scheduled within four weeks after that.

The faculty team for the oral examination of the dissertation proposal includes the candidate's advisor and advisory committee. It is common to add an outside examiner, someone who is well-versed in significant aspects of the dissertation topic.

## **Dissertation Proposal**

Normally the dissertation proposal is ten to fifteen double-spaced typewritten pages (excluding the bibliography). It must not exceed twenty pages (excluding the bibliography). The following elements should all appear, though not necessarily in this order:

- a. Statement of the Problem: The central issue, topic or problem the dissertation proposes to investigate should be formulated as sharply and succinctly as possible. The statement should

note the way in which the proposed dissertation engages other work on the problem, topic, or issue. It should introduce the theoretical perspective informing the candidate's approach to the central theme and the basic direction this argument will take. The significance of the issue, topic, or problem should be addressed.

- b. Research Methods to Be Used: The research methods to be used should be described and a rationale for their application to the argument should be demonstrated. Be sure to answer the question of why your methodology is the best one to answer the questions you are asking.
- c. Review of the Literature: The literature review is a section within the proposal where you discuss the scholarly context in which you will anchor your research. Normally this would begin by summarizing and explaining an overview of the contemporary literature that exists on your topic, highlighting the dominant approaches or arguments people make when discussing the topic. Since your dissertation is supposed to be original research, you will want to identify how you will contribute to that field of literature. This might involve finding a gap in the existing literature that you hope to fill, or might just be a unique twist on the normal kinds of arguments made about it, or maybe you are bringing together two topics that each have their own bodies of literature but little work is done looking at their intersections. Whatever that uniqueness might be, your job is to explain the current status of the literature that is out there as a scholarly context in which you are writing, then to position your own work within that context, while explaining your unique position within the field and how are you are contributing.
- d. Tentative Outline of the Proposed Dissertation: The proposal should include a tentative outline of the dissertation and a projection of the approximate length of the various parts. While this outline will probably be modified in the course of the candidate's work, it provides a helpful overview of the shape of the candidate's proposed work.
- e. Human Research Statement: If the proposed research involves any human subjects, a separate proposal to the Internal Review Board should be submitted before research is begun. Guidelines for making this proposal can be found in Appendix 2. Human subject research conducted without such a proposal and written approval of methods is grounds for separation from the program.
- f. Select Bibliography

Please see the PhD Program Director for samples of successful student dissertation proposals.

## **Taking the Written Qualifying Exams**

Normally, candidates take their four written examinations over a two-week period once their preliminary dissertation proposal has been deemed "examinable," which means the dissertation proposal is finished or mostly finished, at the discretion of the student's advisor.

On each of the four written examinations, the candidate will be asked to write answers to two questions. The examination questions will be grounded in the study materials but will be formulated

to test the candidate's creative and analytical capacities. While preparing for the exam, students should always have direct communication with the examiner about expectations for the exam.

Each written examination will be six hours in length (approximately three hours per question). Students for whom English is a second language may request an additional hour for each written exam (seven hours total) from the Registrar when scheduling the exam.

Examinations will be "closed book" for all students. Students will normally take their written examinations on a computer supplied by the institution. All students will take their examinations at CTS unless a petition to take the examinations elsewhere is granted. Students should discuss this process in advance with the Registrar, who coordinates the process.

## **Evaluating the exams**

Qualifying examinations will be evaluated based on PhD program learning outcomes (see p. 5 and Appendix 5). No single exam will be evaluated on the basis of all learning outcomes.

Possible results of the exam include:

- No pass – must be re-examined
- Stipulations – student must meet stipulations to receive pass
- Low pass
- Pass
- High pass

In some cases, examiners may allow a student to rewrite an exam response to seek a higher pass.

In any written exam, when the response to one question is acceptable and the response to the second question is unacceptable, the examiner may require the student to do one of the following:

1. Rewrite the question response in a non-exam context.
2. Complete a research paper.
3. Schedule and take a separate exam on the content of the unacceptable question.
4. Schedule and complete an oral conversation with the faculty examiner on the exam content.

Admission to candidacy can be delayed if written examinations need to be retaken or stipulations need to be met.

The results of a student's written qualifying examinations will normally be reported to the student prior to the oral examination. In some cases, exam results may be reported at the oral examination.

## **Oral Qualifying Examination**

The basis for the oral qualifying exam will be a preliminary draft of the dissertation proposal, written according to the guidelines as set out in the section above, and determined by the student's advisor and advisory committee to be adequate to serve as the basis for an oral qualifying examination.

The faculty team for the oral examination of the dissertation proposal includes the candidate's advisor and advisory committee. It is common to add an outside examiner, someone who is well-versed in significant aspects of the dissertation topic.

Scheduling of the oral qualifying examination is done in consultation with the Registrar after the student's advisor has deemed the dissertation proposal "examinable." Normally, the oral qualifying examination takes place within four weeks of the last written examination. If the exams are taken over the summer, then students should expect to have the oral examination by the end of September. The dissertation proposal draft should be provided to all examiners when the oral exam is scheduled.

The oral exam is assessed with the same scale as the written qualifying exams.

After all exams (language, written, oral) have been successfully completed, the student is formally admitted into candidacy for the PhD Degree. (Congratulations, you are now ABD!)

## **Phase 3: Candidacy – Writing the Dissertation**

### **Dissertation Committee**

After a student is admitted to candidacy, the student selects a dissertation committee. It is often composed of the original advisory committee and plus the outside examiner added for the oral qualifying exam. Retirements, shifts in focus, or other factors may suggest a change, however. The student and advisor should notify the Registrar and PhD Program Director of any changes in the advisory committee. Normally, the advisor and at least one other member of the dissertation committee must be members of the CTS faculty. Exceptions to this policy require approval by the PhD program faculty.

### **Content**

The dissertation should be a substantive piece of original research. The length of the dissertation will vary according to content. Normally, however, a dissertation will range from 150 to 250 pages. Dissertations should not exceed 300 pages. Students may consult a professional editor if desired. Students are strongly encouraged to submit the first chapter they draft to the Learning Commons or Writing Center, to ensure that it conforms to citation and formatting guidelines. It is *much* easier to do it right the first time than to go back and fix it all when you are done. See Appendix 3 for dissertation guidelines.

## **Oral Dissertation Defense**

When the candidate's advisor and committee approve the dissertation as examinable, an oral defense will be scheduled by the Registrar.

This examination must take place at least one month prior to the end of the semester in which the candidate hopes to graduate, and the examination copy of the dissertation must be submitted to all examiners of the dissertation at least two weeks prior to the oral defense.

Dissertation defenses are normally closed, but students may invite guests, including other PhD students, with advisor approval. Questions from visitors posed during the exam will be vetted by the student's advisor.

When scheduling a dissertation defense, students should email a copy of their dissertations to the Director of the Lapp Learning Commons, who will provide recommendations for any additional formatting and citation corrections that are required.

If the dissertation is passed by the committee, the student must provide a copy of the dissertation to the library no later than three weeks before the date of graduation. See Appendix 3 for guidelines.

## **V. Teaching Assistant Policies and Procedures**

### **Purposes of the Doctoral Teaching Assistant Program**

The purposes of the doctoral Teaching Assistant Program are:

1. To provide doctoral students with the opportunity to fulfill the CTS PhD teaching requirement and expose doctoral students to classroom and online teaching. This can happen in a variety of ways that are up to the discretion of the supervising faculty member, possibly including (but not limited to) supervised work on the construction of the syllabus, lectures, discussion group leadership, responding to online discussion forums, grading, and evaluation by students and supervising faculty member.
2. To provide academic assistance to the supervising faculty member in large classes.
3. To support the CTS MDiv and other master's programs.

### **Eligibility and Access to Teaching Assistant Positions**

1. All required MDiv courses, especially those at the lower levels, are eligible for teaching assistant positions. Doctoral students may apply for these positions during the application period each year. Courses other than those required for the MDiv may be deemed eligible by the PhD program committee for teaching assistant positions (normally only if enrollment is above 20) but no guarantee will be possible for such courses until enrollment is set.

Note: Given limited financial resources, all eligible courses may not be staffed by T.A.s at all times. The staffing of all eligible courses by doctoral T.A.s occurs at the discretion of the PhD program committee.

2. The PhD program committee assigns Teaching Assistants by means of an annual application process announced by the Director during the Spring semester. Applicants should normally submit a list of previous T.A. positions at CTS (including course titles, supervising faculty member, and dates), a prioritized list of eligible courses to which the student would like to be assigned as a Teaching Assistant, and a brief (one-two sentence) rationale for each course for which he/she/they want to be considered.
3. The PhD program faculty will determine T.A. assignments based upon available funds, fairness of access, approval of the participating faculty member, and student interest.

### **Execution of Teaching Assistant Duties**

1. It is expected that regular meetings will take place between the Teaching Assistant and supervising professor, including an initial meeting prior to the start of the class in order to discuss roles and expectations for the Teaching Assistantship, and a meeting after the conclusion of the class for the purpose of evaluation. Meetings prior to and during the term will concern academic and pedagogical matters in the class that either the faculty member or teaching assistant wish to pursue. The schedule for meetings will be determined in advance by the supervising professor and Teaching Assistant.
2. Teaching Assistant duties commonly include leading discussion groups, grading student work, communications, Canvas maintenance, and other substantive support functions. There may be opportunity to give/record a lecture and engage students in Q/A. If Teaching Assistants will be expected to grade assignments, the supervising professor will explain the grading criteria in advance, and provide the Teaching Assistant with feedback afterward.
3. Teaching Assistants may consult the CTS webpage ([www.ctschicago.edu](http://www.ctschicago.edu)) for textbook lists in advance of the course. As soon as it is available, the supervising faculty member will also provide the Teaching Assistant with the syllabus.
4. The PhD program committee will provide assigned Teaching Assistants with a copy of the Teaching Assistant Policies and Guidelines.

Note: No other types of student employment are governed by these guidelines.

### **Compensation**

Normally, all Teaching Assistant positions are paid a standard stipend determined by the Academic Dean. Only in exceptional circumstances will unpaid teaching assistant positions be approved by the PhD program committee, and only when such circumstances clearly benefit the professional advancement of the TA.

## **Commitment to Teaching Assistant positions**

1. While all attempts will be made to honor Teaching Assistant assignments, the appointment and termination of teaching assistants occurs at the sole discretion of the PhD program committee, and an arrangement for a teaching assistant is never a guarantee of employment. Classes sometimes have to be canceled due to low enrollment. In these cases, a promised teaching assistant position will also be cancelled. In some unusual cases, a class may not be cancelled, but a teaching assistant position may still be terminated up to the scheduled start of class (with immediate notification of the teaching assistant), if enrollment does not warrant the presence of a teaching assistant and the funds can be better used in a course that has higher enrollment.
2. The ultimate responsibility for the course in which a teaching assistant participates lies with the supervising faculty member. If a teaching assistant does not fulfill the tasks agreed upon in the initial meeting with the supervising faculty member, or in some other way sufficiently hinders the work of the faculty member responsible for the class or the work of the class itself, the PhD program committee reserves the right to terminate the appointment of the teaching assistant at any point during the course of the term.
3. In cases where the Teaching Assistant has a concern about the execution of the supervising faculty member's responsibilities, the Teaching Assistant should first, if possible, raise that concern with the supervising faculty member. However, if the Teaching Assistant believes that the concern is not able to be addressed in this manner, s/he should meet with the PhD Program Director. Further action regarding TA concerns will be taken at the discretion and judgment of the PhD program committee.
4. Students are encouraged to engage faculty or the PhD Program Director with questions or concerns about all aspects of Teaching Assistantships.

## **Evaluation of Teaching Assistants**

1. Student course evaluations include two questions inviting students to evaluate the TA's fulfillment of teaching responsibilities. The responses to these questions will be provided to the TA by the faculty supervisor early in the following term.
2. Faculty supervisors will provide written evaluative comments to the Teaching Assistant.
3. Faculty supervisors will discuss both course evaluation results and written faculty comments with the Teaching Assistant as part of a final evaluative meeting.
4. When appropriate, CTS may provide Teaching Assistants the opportunity to record themselves giving a classroom lecture or leading a discussion group. The recording will provide a further means of self-evaluation and may be discussed by the TA and the faculty supervisor.

## VI. The Faculty of the PhD Program

**Stephanie Buckhanon Crowder**, Professor of New Testament and Academic Dean; BS, Howard University; MDiv, United Theological Seminary; MA, Vanderbilt University; PhD, Vanderbilt University (on sabbatical Fall 2021).

**W. Scott Haldeman**, Associate Professor of Worship; BA, Oberlin College; MDiv, MPhil, PhD, Union Theological Seminary in New York.

**Heesung Hwang**, Visiting Assistant Professor of Religious Education and Public Ministry; BA, Methodist Theological University (Korea); ThM, Methodist Theological University (Korea); MDiv, Wesley Theological Seminary; PhD, Garrett-Evangelical Theological Seminary.

**Rachel S. Mikva**, Rabbi Herman E. Schaalman Professor of Jewish Studies and Interim Academic Dean (Fall 2021); AB, Stanford University; MA, Rabbinic Ordination, Hebrew Union College; PhD, Jewish Theological Seminary.

**José Francisco Morales Torres**, Assistant Professor of Latinx Studies and Religion; BA, Judson University; MDiv, McCormick Theological Seminary; PhD, Claremont School of Theology.

**Zachary Moon**, Associate Professor of Pastoral Theology and Care; BA, Vassar College; MDiv, Chicago Theological Seminary; PhD, Iliff School of Theology.

**Christophe Ringer**, Associate Professor of Theological Ethics and Society; BA, University of Illinois at Champaign-Urbana; Graduate Certificate, University of Illinois at Chicago; MDiv, Vanderbilt Divinity School; PhD, Vanderbilt University (on sabbatical Spring 2022).

**Bo Myung Seo**, Professor of Theology and Cultural Criticism; BA, Drew University; MA University of Chicago; MDiv and PhD, Chicago Theological Seminary.

**Ken Stone**, Professor of Bible, Culture and Hermeneutics; BA, Lee College; MDiv, Church of God School of Theology, Cleveland, Tenn., ThM, Harvard Divinity School; MA, Vanderbilt University; PhD, Vanderbilt University.

**JoAnne Marie Terrell**, Associate Professor of Ethics and Theology; BA, Rollins College; MDiv, MPh, PhD, Union Theological Seminary (on sabbatical Fall 2021).

### Responsibilities of Faculty During Summers and On Leave

Faculty members serve the PhD program under an academic-year appointment. The remainder of the year is at the disposal of individual faculty members, in consonance with their overall professional responsibilities. Faculty members are therefore normally out of residence during the summer months. Students may request that faculty members assist them with their programs during the summer, but the faculty is under no obligation in this matter.

Faculty members normally continue to work with their PhD advisees during a regularly scheduled sabbatical. Because availability may be limited, however, students should consult with their advisors



prior to a sabbatical to determine how they will communicate and interact during the sabbatical period. Because of faculty projects that take place while they are on sabbatical, it is not always possible for professors to be available at all times.

Students should bear in mind that qualifying examinations and dissertation defenses will normally be arranged on dates within the regular academic year (approximately September through May). It is highly unlikely that a PhD Committee can be convened during the summer for this purpose.

# APPENDICES

## Appendix 1: PhD Program of Study Sequence

1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year****
<p><i>First Semester Coursework</i> (three courses recommended, possibly including a required course, plus the first half of the Professional Development Workshop series<sup>1</sup>)</p> <p><b>Program of Study Proposal</b></p>	<p><i>First Semester Coursework</i> (complete required seminars, continue with electives)</p> <p><b>Teaching Assistantship<sup>2</sup></b></p>	<p><b>Written Exams<sup>4</sup></b> (study for exams; take remaining language exams)</p>	<p><i>First Semester</i></p> <p><b>Dissertation research and writing</b></p>
<p><i>Second Semester Coursework</i> (three courses recommended, possibly including a required course, plus the second half of the Professional Development Workshop series)</p>	<p><i>Second Semester Coursework<sup>3</sup></i> (complete required seminars, continue with electives)</p> <p><b>Teaching Assistantship<sup>2</sup></b></p>	<p><i>Second Semester Written Exams</i> (four written exams, taken during a two-week period, followed immediately by the oral exam and proposal defense)</p> <p><b>Dissertation Proposal and Oral Exam<sup>5</sup></b></p>	<p><b>Dissertation writing and revision<sup>5,6</sup></b></p> <p><b>Graduation</b></p>
<p><i>Summer and January Term</i></p> <p><b>Language Study</b> <b>Language Exams</b></p>	<p><i>Summer and January Term</i></p> <p><b>Language Study</b> <b>Finish Language Exams</b></p>	<p><i>Summer and January Term</i></p> <p><b>Begin Dissertation</b></p>	

<sup>1</sup> The Professional Development Workshops are offered every other year, so this sequence might be taken in the second year.

<sup>2</sup> Every PhD Student is required to participate in one or more teaching experience, or to demonstrate teaching experience. One way to do so is to be a Teaching Assistant for a CTS MA/MDiv course.

<sup>3</sup> Students complete their coursework at different paces, depending on course availability, etc. However, if a student takes a full load of 3 courses per semester, that student will complete the required coursework by the end of the second year of studies.

<sup>4</sup> Students complete written exams when they are prepared for them. The language exams and written qualifying exams are taken before the Dissertation Proposal is examined.

<sup>5</sup> The statute of limitations is five years to ABD and nine years to completion of the degree.

<sup>6</sup> If the dissertation is passed by the committee, the student must provide a copy of the dissertation to the library no later than three weeks before the date of graduation. See Appendix 3 for guidelines.

## Appendix 2: Human Subjects Protocol

All students intending to use human subjects in CTS PhD dissertations, STM, MDiv, and MA theses, or DMin projects must follow these guidelines, which will be reviewed by CTS's Institutional Review Board. The purpose is to ensure an adequate review of the research regarding two central ethical concerns:

1. Human subjects are treated in a manner consistent with their dignity and autonomy – specifically that they consent freely and in an informed manner to participation in the research;
2. Human subjects are protected from any risks or harms posed by the research.

There are two major documents to be completed: 1) Research Overview, and 2) Consent Form. The research review is **NOT** intended to assess either the value of the thesis/dissertation topic or of the research design.

### I. Research Overview (Be as specific as possible)

- A. Describe the nature and purpose of the research, the number of human subjects that will be involved and the research instrument(s) to be used. (interviews, focus group, surveys, etc.)
- B. The Research Procedures: How will research be conducted? What will it entail? e.g. (*"I will interview the subjects in their homes or a place of their own choosing. I intend only one interview per subject; the interview should last about one hour. I will take notes during the interview, I will only tape record the interview with the subject's permission."*)
- C. Subject recruitment and selection: How will you recruit, select and generate a pool of subjects?
- D. Relationship to these subjects
  - a. Pastor
  - b. Teacher
  - c. Relative
  - d. Associate
  - e. Other
- E. Risk and Benefits: State what benefits and what risks you perceive the research posing to the subjects.
- F. Confidentiality and/or Anonymity: State how the confidentiality and anonymity of data/subject will be preserved. Consider the following questions in your overview:
  1. How will data be stored? (The suggested standard is to: 1) store data in a secured/locked manner, and 2) store any key which links the data to the names or identifiers of subjects in a secured/locked manner away from the data)
  2. How long will the data be kept? How will data be destroyed?
  3. What will happen to the data if something happens to you, preventing you from taking the provisions outlined here?
  4. If appropriate, how will you collect and analyze the data to insure anonymity?
  5. If appropriate, how will you officially report that data to insure anonymity?

## **II. Consent Form**

The researcher should keep the original signed document and give a copy to the subject. The subject should also receive a copy of the survey instrument or schedule of questions used in the research. If the instrument is not yet completed or the interview is to be open-ended, include some sample questions, indicating the nature of the information/data sought from the subject. Also, if the consent form provided does not meet the needs of a specific project, the researcher can create an adapted version in cooperation with the advisor to be approved by the Institutional Review Board.



## Sample Consent Form

**Title of the Project** \_\_\_\_\_

**Name of Researcher** \_\_\_\_\_

I \_\_\_\_\_ (print) have been asked to participate in a research study as a part of the (PhD /DMin/STM/MA program at CTS). I understand that this research will focus on \_\_\_\_\_

\_\_\_\_\_ and will involve (interview/survey/focus group discussion, etc.) that will take place \_\_\_\_\_ and will last until \_\_\_\_\_. I understand that the risks involved in this project include [or none]\_\_\_\_\_, my anonymity will be protected and the records and information will be stored securely and only the researcher will have access to them and they will be discarded after the study is completed. I also understand that I am free to refuse to answer any specific questions and to terminate or withdraw completely from the research at any time. While the researcher has copyright protection and retains all intellectual and commercial rights to the materials, I can have access to cite or quote the work for my own purposes. By signing this document I consent to participate in this study.

**Signature of Subject** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Researcher** \_\_\_\_\_ **Date** \_\_\_\_\_

**For information contact Researcher at:**

**Email** \_\_\_\_\_ **Phone number** \_\_\_\_\_

*Adapted for use from the Doctoral Council, GTU, 2014.*

## Appendix 3: PhD Dissertation Guidelines

Doctor of Philosophy regulations at CTS require that you deposit a copy of your dissertation in the Lapp Learning Commons. This document will outline the formatting and submission requirements for submitting your dissertation.

The Lapp Learning Commons requests that you use Kate Turabian's **8th edition of *A Manual for Writers of Research Papers, Theses, and Dissertations*** (Chicago: University of Chicago Press, 2013), for footnote and bibliographic citations. You can choose another style manual such as SBL in consultation with your advisor. The Learning Commons provides access to the Chicago Manual of Style Online.

<https://cts.idm.oclc.org/login?url=http://www.chicagomanualofstyle.org/home.html>

Below is a general overview of the CTS guidelines you must follow.

### General Format Guidelines

- Paper: White, cotton bond paper
  - Use resume, business, thesis or dissertation bond paper
  - 8 ½ " x 11" paper size
  - Acid-free paper
  
- Printing: single-sided
  
- Fonts
  - 12 point font for main body, Times New Roman
  - 10-12 point font for footnotes
  
- Line Spacing
  - Double spacing for: Acknowledgements, Abstract, Main body of dissertation
  - Single spacing for: Footnotes, block quotes (indented), Bibliography, Appendix
  
- Pagination
  - Roman numerals for all of the Front Matter (Table of Contents, Tables/Figures/Illustrations, List of Abbreviations, Acknowledgements, Abstract, etc.)
  - Arabic numerals for the dissertation body, Appendix, Bibliography.
  - All numbers must be on the bottom of the page (centered or right justified)
  
- Margins
  - Left margin must be 1.5"; right margin must be 1"
  - Top and bottom margins must be 1", except for the title page which should be 1.5" from the top of the page;

- Margins for each new chapter heading should be 1.5” from the top

Dissertation Title

- If the title of the dissertation is long, a short title to be used on the spine volume in binding should be typed on a separate sheet of paper

Submit the dissertation in an envelope or folder to the Learning Commons. Do NOT staple or punch holes. The style and form of the dissertation must be approved by the seminary’s librarian prior to convocation at which the PhD degree is to be conferred. The librarian will certify approval with the registrar.

## Front Matter

List preliminary pages in the order below. Unless otherwise indicated, all front matter must be included in your dissertation. Use lower-case roman numerals for all pages in this section.

Title Page \*

- Use all caps
- Center horizontally and vertically on the page
- No page number displayed (page is still counted in Roman numeral front matter pagination)
- Use provided title page template

Copyright page

- No page number displayed (page is still counted in Roman numeral front matter pagination)
- Copyright notice should be at bottom of the page, flush left, in this manner:  
Copyright © 20XX by Your Name  
All rights reserved

Dedication page (optional)

- No page number displayed (page is still counted in Roman numeral front matter pagination)
- No heading is placed on this page
- Different from Acknowledgements
- Keep brief, fuller statements should be moved to Acknowledgments.

Table of Contents \*

- Label page CONTENTS (do not label Table of Contents)
- If more than one page, do not repeat the heading on subsequent pages
- Leave two blank lines between the title and first item listed
- Single space individual items, double space between items



- Page numbers must be right-justified, lower case roman numbers for all Front Matter
  - Leaders (a line of dots) can be used between the title and page number
  - Match page numbers in TOC with dissertation text
  - Include top-level headings in your TOC (Front matter, Chapters, Appendix, Back Matter) that occur after your TOC (i.e., do not include title page, copyright page, dedication)
  - Do not include headings beyond second-level subheadings
  - Roman numeral pagination at the bottom of the page(s)
- List of figures, tables or illustrations (optional, used only if 5 elements included).
- If the list is more than one page, do not repeat the heading
  - If your dissertation includes both figures and tables, list the first page ILLUSTRATIONS (centered, bold font) but divide the page into two sections labeled Figures and Tables (left aligned, bold font)
  - Leave two blank lines between the title and first item listed
  - Page numbers for tables, figures, illustrations must be justified right, use arabic numerals.
  - Single space individual items, double space between items.
  - Figure/Table/Illustrations titles and captions should match the wording in the dissertation.
  - Roman numeral pagination at bottom of page.
  - See A.2.1.7 of Turabian, 8th edition (page 383) for additional information.
- Acknowledgements page (optional)
- Label the first page ACKNOWLEDGEMENTS/ACKNOWLEDGMENTS
  - Stick to one spelling
  - Leave two blank lines between the title and first item listed.
  - If your acknowledgements are longer than one page, do not repeat the heading
  - Include in the TOC
- List of abbreviations (only if needed)
- Label the first page ABBREVIATIONS
  - Leave two blank lines between the title and first item listed
  - Single space individual items, double space between items
  - If your list is longer than one page, do not repeat the heading
  - List alphabetically by abbreviation, not full term
  - Abbreviations are flush left, with spelled out terms aligned under one another
  - Include in TOC
  - Heading in TOC must be **List of Abbreviations**, with corresponding page
  - Roman numeral pagination at bottom of page
- Glossary (only if needed)

- Label the first page GLOSSARY
- Leave two blank lines between the title and first item listed
- If your glossary is longer than one page, do not repeat the heading
- List terms alphabetically, flush left, followed by a period (you can use a colon or em dash —)
- Terms can be in italics or bold font
- If the definition is more than one line, indent the runovers by a half inch (similar to bibliography indentation)
- Definition/translation should be in sentence case and end with a period
- Include in TOC
- Roman numeral pagination at bottom of page

Abstract \*

- Must be included in your dissertation and the final page in your front matter
- label the page ABSTRACT
- Leave two blank lines between the title and first item listed
- Must be double-spaced, roman numeral pagination at bottom of page
- Abstracts should not be more than one page, and ideally limited to 150-200 words.

## Body of Dissertation

Thesis Main Text

- Double spaced, pagination in arabic numerals, align left, do not justify
- Footnotes, block quotes, bibliography, tables, appendices are single spaced
- Each list, chapter and appendix starts on a new page
- Label Chapters at the top of the page followed by the chapter number in arabic numerals
- List chapter descriptive title two lines below chapter heading (centered, all caps and bold)

### **CHAPTER 1.**

### **REPLACE WITH YOUR CHAPTER TITLE**

Footnotes

- Place footnotes at the bottom of the page, use arabic numerals
- Cite the work in full the first time it is referenced in chapter, even if you cited it in a previous chapter. Use the shortened form (author–title) thereafter.
- Single space footnotes
- Do not use Ibid. at top of footnote section. Ibid can only be used if there is a footnote from the same work immediately preceding it on the same page
- Restart footnote numbers with each new chapter
- If a note consists of a citation and a comment, list the citation first with a period after it, then the comment

- Be judicious in your use of substantive comments in footnotes
- Do not use same format for bibliography in footnotes, there is a difference

Sections and Subsections

- Do not use point size to differentiate headings
- Do not leave headings isolated by itself at the bottom of the page
- Use the following formatting styles to differentiate sections

**Subheadings First Level (Centered, Bold, and Capitalized First Initials)**

Subheadings Second Level (Centered and Capitalized First Initials)

**Subheadings Third Level (Left-justified, Bold, and Capitalized First Initials)**

Subheadings fourth level (Left-justified and Capitalized only; sentence capitalization)

*Subheadings fifth level.* (Run-in heading at the beginning of paragraph with italicized font and a period at the end)

Quotations

- Short direct prose quotations should be incorporated in the text, and enclosed in double quotation marks.
- Other quotations (prose quotations of four or more typewritten lines, short prose quotations which are to be displaced for purpose of emphasis or comparison, and quotations of poetry) should be set off from the text, without quotation marks, in single-spacing, and indented from the left and right margins. Standard procedures as to notation for ellipses, interpolations, etc, is to be followed.

**Back Matter**

Appendix (optinal, if needed)

- List individually in TOC
- Label A,B,C or 1,2,3 (only if more than one appendix, otherwise just label APPENDIX)
- Match Appendix heading, with listing in the TOC
- Appendix heading must be centered, all caps and bold

Bibliography

- Do not use the same format for your footnotes
- Use three em dash when listing more than one work by the same author
- If no author, list alphabetically ignoring stop words like A, An, and The
- Single space individual entries, double space between entries
- If the entry is more than one line, indent the runovers by a half inch

## Appendix 4: The PhD Program Structure Prior to Fall, 2016

Students who began the PhD program before 2016 entered under a different program structure, and will follow the old structure unless they petition to switch over to the new program. The previous program requirements were as follows:

Students were to choose one of two distinct concentrations within the Ph.D. program: **Bible, Culture and Hermeneutics** (formerly Jewish and Christian Scriptures) and **Theology, Ethics and the Human Sciences**. Both programs emphasized interdisciplinary methods, the encounter between texts and contexts, and critical reflection.

### General Academic Requirements, by concentration

#### The Concentration in Theology, Ethics and the Human Sciences (TEHS)

1. Minimum residence of two academic years, maximum of nine. Seven semester courses in theology and ethics and seven semester courses in a human science discipline or another approved cognate area, for a total of fourteen semester courses. Normally, at least three of the human science or cognate courses must be taken at or registered through CTS, but the remaining four courses of human science or cognate work can be taken in an accredited university or approved institute. The seven courses in theology and ethics are normally taken at CTS or taken in one of the ACTS schools but registered through CTS. A minimum of four of the candidate's courses in the theological area must be taken with the CTS Ph.D. faculty. Normally, Ph.D. students will receive letter grades for all courses, but can be graded pass/no pass at the discretion of individual faculty members when appropriate.
2. Two modern languages. In exceptional cases, one language and demonstrated competence in an approved alternative research tool (e.g. statistics) may be approved if the alternative research tool is appropriate to a student's doctoral research. See p. 11 for more information about language examinations.
3. A candidacy examination process consisting of six written area examinations (one in "Twentieth Century Theology"; one in either "Models and Methods in Theology, Ethics and the Human Sciences" or another methodological exam that makes use of the human sciences; and four others) and an oral candidacy examination focusing on a preliminary dissertation proposal. See pp. 14-15 for more information about the dissertation proposal.

#### The Concentration in Bible, Culture and Hermeneutics (Jewish & Christian Scriptures) (BCH)

1. Minimum residence of two academic years, maximum of nine. Fourteen courses, at least ten of which are taken at or registered through CTS. Normally, Ph.D. students will receive letter grades for all courses, but can be graded pass/no pass at the discretion of individual faculty members when appropriate.

2. Language requirement:
  - a. Hebrew Bible: Two modern languages and at least two ancient languages, normally Hebrew and Greek. Some work in a third language such as Aramaic is normally also required. See p. 10 for more information about language examinations.
  - b. New Testament: Two modern languages and at least two ancient languages, normally Hebrew and Greek. Some work in a third language such as Aramaic may be required. See p. 10 for more information about language examinations.
3. A candidacy examination process consisting of six written area examinations (one in "Contemporary Hermeneutical Strategies") and an oral candidacy examination focusing on a preliminary dissertation proposal. See pp. 14-15, for more information about the dissertation proposal.

#### Both Concentrations

4. The following three courses are required of all Ph.D. Students in both concentrations:
  - a. Contemporary Hermeneutical Strategies (RH 601), normally offered in the fall semester.
  - b. Philosophical Thought (TEC 602), normally offered in the fall semester.
  - c. Twentieth Century Theology (TEC 605), normally offered in the spring semester.

*Note: Work in TEC 605 will serve as the basis for the Twentieth Century Theology area examination for students in the TEHS concentration. Work in RH 601 will serve as the basis for the Contemporary Hermeneutical Strategies area examination for students in the BCH concentration.*
5. A final dissertation proposal completed following admission to candidacy and in consultation with the candidate's doctoral committee.
6. A dissertation presented to the candidate's doctoral committee, approved by all three members of the committee as "ready for examination" and successfully defended by the candidate. See p. 15 and Appendix 3 for details about the dissertation requirements and the dissertation defense.
7. Terminal dates: The written area qualifying examinations and the oral candidacy examination must be passed within five years after admission to the doctoral program. Normally, all requirements, including the dissertation, must be completed within nine years after admission to the program. Extensions may be obtained by a written appeal to the Center Faculty. Students who exceed these dates will need to petition the Ph.D. Center for an extension.

## Preparing and Taking the Written Examinations Under the Previous Program Structure

### Area Examinations

- a. Students in the TEHS concentration should note that qualifying examinations in “Twentieth Century Theology” and one methodological exam (either “Models and Methods in Theology, Ethics and the Human Sciences,” or an alternative exam, approved by the faculty, which is methodological in orientation) are taken first, and may be taken whenever a student has received appropriate preparatory materials from the examiners, by way of the Registrar, and is prepared to take the examination. Students in the BCH concentration should note that the qualifying examination in “Contemporary Hermeneutical Strategies” and one other exam are taken first, and may be taken whenever a student has received preparatory materials from the examiners, by way of the Registrar, and is prepared to take the examination. Additional questions about these examinations can be directed to the Registrar, the faculty examiners, or the Director of the Ph.D. Program.
- b. On each of the six written examinations, the candidate will be asked to write answers to two questions. The examination questions will be grounded in the study materials but will be formulated to test the candidate’s creative and analytical capacities. While preparing for the exam, students should always have direct communication with the examiner about expectations for the exam.
- c. Normally, candidates take two examinations at any point when they are prepared to do so. The remaining four examinations are taken over a two-week period once their preliminary dissertation proposal has been deemed examinable and the student has submitted a Petition for an Examination of a Dissertation Proposal.
- d. Examinations will be “closed book” for all students matriculating after 2003. Students who matriculated prior to 2004 may take “open book” examinations in accordance with the policy in place at that time. However, they are strongly discouraged from doing so. Faculty examiners will be notified whether a student’s written examinations were completed in a “closed book” or “open book” format.
- e. Shortly after (and normally within four weeks of the last of) the written examinations, the faculty will conduct an oral examination based on (1) a preliminary dissertation proposal prepared by the student and (2) the written exams. *This oral examination should be scheduled, at least on a tentative basis, at the same time as the written examinations, in consultation with the Director of the Ph.D. Program, the Registrar, and/or the Assistant to the Academic Dean.*

The oral qualifying exam, the dissertation proposal, dissertation, and the oral dissertation exam follow the same guidelines in the new program that they did in the previous program.

*For copies of a previous year's PhD Program Handbook, please contact the PhD Program Director.*

### **Transition for Current Students to New Program Structure**

All students who began prior to 2016 will follow the program structure that was in place when they began. Depending upon their stage in the program, a student may petition to transition into the new program. No one will be required to shift to the new program. For those who do wish to petition,

- Students who are ABD stay in their original program structure
- Students who are in pre-candidacy can choose whether to shift their exams to the new structure:
  - Exam shift is all or nothing – if student shifts, their four exams must fit the new structure.
  - Shift requires new approved Program of Study proposal
- Students in coursework can choose one of three options:
  - Stay with old structure
  - Stay with old coursework requirements, shift exams to new structure
    - As above, exam shift is all or nothing.
  - Shift both coursework and exams to new structure
    - As above, exam shift is all or nothing.
    - Coursework shift is also all or nothing – students switching to new coursework structure must meet new curricular requirements.
  - Students with approved POS will need new POS if shifting to new structure for exams or exams and coursework.

For students who shift:

- Students should consult with their advisor about whether the new structure is a good fit for their specific program and academic goals.
- Requires a new POS proposal that fits with the new structure, to be approved by advisor, dissertation committee, and PhD Program committee.
- New program of study should be on file with Registrar and Ph.D. Program Director.
- In deciding whether to shift to the new structure, students (especially those who have already taken one or two exams) should keep in mind the purpose of written exams:
  - Support writing of dissertation
  - Demonstrate broad and deep knowledge base
  - Provide evidence of areas of teaching competency for prospective employers

## Appendix 5: Written Exam Rubric

Exam Name: \_\_\_\_\_

Student: \_\_\_\_\_ Examiner: \_\_\_\_\_

Does this exam: Evaluate whether student understands their primary field: YES NO

CTS Written Exam Rubric	Demonstrates exceptional ability	Demonstrates strong ability	Demonstrates adequate ability	Demonstrates inadequate ability	Fails to demonstrate ability
Present depth and breadth of material in the field	Discuss material thoroughly, accurately, clearly, and creatively, attending to all key concepts, texts, etc. with full understanding.	Discuss material thoroughly and accurately, attending to all key concepts, texts, etc. with understanding.	Discuss material accurately, attending to most key concepts, texts, etc., with understanding.	Discussion of material has inaccuracies or significant gaps.	Incoherent or absent discussion of material.
Present discourse of field from without & within	Represent discourse from within and without, demonstrating thoroughness originality, and insight in addressing critiques of discourse. Critique the discourse out of a mastery of the discourse	Demonstrates familiarity with and understanding of the breadth and depth of critiques of the discourse from without and within.	Demonstrates familiarity with and understanding of most critiques of the discourse from without and within.	Shallow or incomplete understanding of the critiques of the discourse from without and within.	No attention to critiques of discourse.
Critique discourse of field	Discussion insightfully, persuasively and creatively situates the student's position in relationship to existing criticism, demonstrating clear understanding of the place of the discourse in wider context.	Discussion critically situates the student's own position in relationship to existing criticism.	Discussion connects the student's position to existing criticism.	Incoherency, inconsistency, or inaccuracy in student's positioning in relationship to existing criticism.	Position in relationship to criticism is absent.
Relate texts to context	Accurate and clear thick description of context/contexts in relationship to other contexts. Demonstrate relationships, differences and similarities, within a historical scope. Understands the relationship between text and context, & why they understand it the way they do.	Accurate thick description of context/contexts in relationship to other contexts. Demonstrate relationships, differences and similarities, within a historical scope.	Accurately description of context/contexts, and relationships within a historical scope.	Provides a shallow description of context/contexts.	No relation of text to context.
Synthesize interdisciplinary knowledge	Persuasive, cogent, creative interdisciplinary connections; demonstrates how understanding of one discipline changes by relationship	Relevant, appropriate, clear interdisciplinary connections, showing how understanding of one discipline changes by	Relevant and appropriate interdisciplinary connections.	Fails to make relevant or appropriate	No attention to Interdisciplinarity.



	to a 2 <sup>nd</sup> discipline & vice versa. Interdisciplinarity woven throughout contributes to argument.	relationship to a 2 <sup>nd</sup> discipline & vice versa. Interdisciplinarity contributes to argument.	Interdisciplinarity contributes to argument.	interdisciplinary connections	
Demonstrate critical analysis	Posits & advances thesis: creatively, coherently, fairly, and persuasively presents argument/s supporting thesis & those that would contradict it. Reaches solid and original/creative conclusions.	Posits & advances thesis: coherently and fairly persuasively presents argument/s supporting thesis & those that would contradict it. Reaches solid conclusions.	Coherently posits and advances thesis and supporting arguments. Addresses alternate arguments. Reaches solid conclusions.	Thesis unsupported or unclear, no attention given to alternate arguments, and/or no solid conclusions.	No thesis, and/or argument is presented uncritically.

**MARK N/A** when a student was not expected to address this area in the exam, and thus it is not relevant for your evaluation of their performance.

**RESULT**

High Pass	Pass	Low Pass	No Pass
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**Notes:**

## Appendix 6: Dissertation Rubric

<b>CTS Dissertation Rubric</b>	Demonstrates exceptional ability	Demonstrates strong ability (exceeds expectations)	Demonstrates acceptable ability (meets expectations)	Inadequate ability (below expectations)	Failure to demonstrate ability	N/A
<b>Demonstrates Research Abilities</b>	Dissertation is of near-publishable quality.	Dissertation would be suitable for publication, given revision.	Dissertation would require substantial additional research to be publishable.	Dissertation is unlikely to be publishable.	Dissertation is unsuitable for publication.	
Clarity of argument, organization	Argument is developed deftly, convincingly, and with artistry.	Thesis is clearly stated in introduction. Development through chapters clearly & explicitly builds argument, with summative conclusion appropriate to project.	Thesis is stated in introduction, developed through chapters, and revisited in conclusion.	Argument is unclear or disjointed. Chapters do not support thesis.	No evidence of thesis, or development of ideas through chapters.	
Breadth of research	Bibliography is exhaustive and its utilization throughout shows mastery of the breadth and depth of the field.	Bibliography covers necessary and relevant ground for the subject, and is utilized throughout project.	Bibliography covers most necessary ground for the subject, but may have some gaps, or is not thoroughly utilized throughout project.	Bibliography has substantial gaps, or does not reflect the actual breadth of the project.	Bibliography is absent or inappropriate to project.	
Methodological rigor	Methodology is original, creative, and/or goes above and beyond expectations.	Clear identification and consistent application of method, and persuasive explanation for the choice of the identified method.	Identification and consistent application of appropriate method.	Inconsistent application of method, or inappropriate choice of method.	No clear method.	
<b>Synthesizes Interdisciplinary Knowledge</b>	Persuasive interdisciplinary connections and clear and creative. Interdisciplinarity is woven seamlessly through project and contributes substantially to the overall argument.	Makes interdisciplinary connections in a clear way, demonstrating how the understanding of one discipline changes by relationship to a second discipline and vice versa. Interdisciplinarity is present through project and contributes substantially to the overall argument.	Project makes relevant and appropriate interdisciplinary connections, showing how the understanding of one discipline changes by relationship to a second discipline and vice versa. Interdisciplinarity contributes to the overall argument.	Project fails to make relevant or appropriate interdisciplinary connections, or interdisciplinary connections do not contribute to overall argument.	No clear or relevant interdisciplinary connections.	
<b>Understands Primary Fields</b>	Represent discourse from within, critiquing the discourse out of a mastery of the discourse. Present the breadth & depth of field – history, contemporary issues and concerns, trends. Appropriately, fully, and creatively situate the project in the primary field.	Represent discourse from within, while critiquing the discourse out of an understanding of the discourse. Present the breadth and depth of the field. Appropriately situate the project in the primary field.	Present discourse thoroughly and accurately, including attention to history and present concerns. Appropriately situate the project in the field.	Presentation of discourse has inaccuracies or significant gaps, and/or fails to appropriately situate the project in the field.	Discussion of discourse/field is incoherent or absent.	

<b>Relates Texts to Contexts</b>	Accurate thick description of context/contexts in relationship to other contexts. Appropriately demonstrates relationships, differences and similarities, within a historical scope. Student not only understands the relationship between text and context, but can explain why they understand it that way.	Accurate thick description of context/contexts. Appropriately demonstrates relationships, differences and similarities, within a historical scope. Demonstrates clear understanding of relationship between text and context.	Accurately thick description of context/contexts, and relationships within a historical scope.	Provides a shallow description of context/contexts.	No description of context/ contexts. No sense that the project is contextually situated.	
<b>Analyzes Critically Coherent Argument &amp; Conclusions</b>	Clear, cogent and creative presentation of both argument/s being made and alternative arguments, detractors of the argument. Responds persuasively, cogently, and fairly to detractors, and reaches solid and insightful conclusions.	Clearly presents both the argument/s being made and the alternative arguments, detractors of the argument. Responds appropriately to detractors, and reaches solid conclusions.	Clearly presents the argument being made. Acknowledges and responds to alternate arguments/detractors. Reaches solid conclusions.	Argument is incoherent, does not address alternate arguments/detractors, and/or lacks solid conclusions.	Argument is presented uncritically.	
<b>Analyzes Critically Awareness of Gaps in Project</b>	Student has already identified any major potential gaps in project and has addressed them in writing. In addressing other minor gaps, student can think creatively on their feet about how to address them – the student takes the exam as an opportunity to strengthen and further develop their thinking on the topic.	Student can recognize gaps in project, and think creatively on their feet about how to address them – the student takes the exam as an opportunity to strengthen and further develop their thinking on the topic.	Student can recognize gaps in project, and think on their feet to address them.	Student responses to questions show they have not considered or recognized gaps in project, and answers fail to address the gaps.	Student responds defensively when question about gaps in project, or is unable to defend project.	
<b>Demonstrates Language Skills or Mastery of Appropriate Research Tools (when applicable)</b>	Makes use of language ability/research tools in sources and resources, drawing on the most pertinent sources with mastery. If appropriate, high level of engagement with both ancient and other primary texts.	Makes use of language ability/research tool in sources and resources. If appropriate, engagement with both ancient and other primary texts.	Use of language ability/research tools in sources and resources is insufficient or inappropriate to project. Lack of needed engagement with primary and/or ancient texts.	Failure to make use of language ability/primary resources/ research tools detracts from or invalidates argument.		
<b>Demonstrates Ability to Communicate Effectively for Teaching/ Professional Contexts</b>	Student speaks clearly & spontaneously about their work – understands questions asked in exam and answers cogently and with appropriate depth, engaging examiners as a peer.	Student understands and responds clearly to examiners' questions.	Student struggles to respond to questions, tending to reiterate arguments from dissertation without moving forward.	Student's responses to questions show a failure to understand the questions, their own work, or both.		

## Appendix 7: Teaching Assistant Rubric

TA Name: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

Course Code/Title: \_\_\_\_\_

Course Modality: \_\_\_\_\_ Term/Year: \_\_\_\_\_

### Instructions:

The instructor should complete this form to evaluate his/her/their TA. This form should be provided to the TA as part of an evaluative conversation, to the TA's advisor, and to the PhD Program Director.

#### 1. Expectations and Responsibilities

The instructor will list overall expectations and responsibilities and share with the TA before the course begins.

#### 2. Evaluation

This part will be completed at the end of the course.

Criteria	Exceptional	Strong	Adequate	Inadequate	Poor	Not Observed or Applicable
<b>Aptitude/Teaching Skills</b>						
Displayed understanding of course content knowledge and skills						
Demonstrated effective teaching practices in lectures, reviews, recitations, etc.						
Monitored and adjusted teaching strategies to meet the need of students						
Presented him/her/themselves clearly and completely in interactions with students						
<b>Grading</b>						
Submitted grades and feedback in a timely manner						
Appropriately assessed students						
Effectively handled student issues and challenges						
<b>Professionalism</b>						

Projected professionalism and ethical standards as well as personal integrity in all interactions with students						
Was punctual to class and scheduled appointments						
Promoted an inclusive learning environment regarding student identities (e.g., race, gender) and background experiences						
Maintained clear distinctions/boundaries as an instructor						
<b>Attitude</b>						
Served as positive model for students by action and attitude						
Conducted positive and appropriate interactions with instructor						
Was willing to help students						
Was willing to help instructor						
Responded appropriately to directions and feedback						

**3. Additional Feedback**

- Describe the TA's greatest strengths:
  
- Describe areas that need improvement:
  
- Would you like to have this TA for another session in the future?

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 8: Academic Calendar

### 2022

Registration Fall Term (new students)	Online in August
Fall Term begins	September 6
Last day to add/drop courses	September 16
Tuition & fee payment due	September 19
Late fee charged – 10%	September 22
Reading week	October 24-28
Registration for “J” and Spring Terms	November 14
Thanksgiving Recess	November 24-25
Fall Term ends	December 16

### 2023

“J” Term begins	Jan. 3 (Tue)
Martin Luther King Jr. Day (seminary closed)	Jan. 13
Spring Term begins	Jan. 17
Last day to add/drop courses	Jan. 27
Tuition & fee payment due	Jan. 30
Late Fee Charged – 10%	Feb. 2
Reading week	March 6-10
Registration for May, Summer, Fall Terms	Mar 27-31
Spring Term ends	April 28
Commencement	April 28
May Term begins	May 15
May Term ends	May 26
Summer Term begins (12 weeks)	May 30 (Tue)
Last day to add/drop courses	June 5
Tuition & fee payment due	June 7
Late fee charged – 10%	June 10
Summer Term ends	August 19

## Tentative Faculty Sabbaticals

Fall 2022	Stone, Mikva
Summer 2023	Moon
Fall 2023	Morales, Seo
Fall 2024	Haldeman, Terrell
Spring 2025	Crowder



## Appendix 9: Academic Accommodations Policy

### Requests for Accommodations<sup>1</sup>

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 the 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 3<sup>rd</sup>-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

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<sup>1</sup> Language adapted from Trinity Christian College.

records that are most helpful in documenting the disability/disabilities that prompt the request for accommodations.

### **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#:



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