

# Distance Scholar Handbook

Revised January 2012



**Chicago Theological Seminary**  
**Student Handbook**  
**2011-2012**

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The *Distance Scholar Handbook* is an announcement of the seminary, is subject to change and is in no way binding upon the seminary. The seminary must reserve the right to change any policy, requirement, or fee when it is deemed necessary. While certain rules, regulations, and academic procedures of the seminary are briefly described, definitive information on these matters will be found in the constitution of the seminary and in the formal actions of the Trustees, Faculty and other competent bodies.

# I. Overview of the Seminary

Founded in 1855 by Congregational churches from Wisconsin, Illinois and Michigan, Chicago Theological Seminary has always addressed the critical issues of each generation it has served.<sup>1</sup> The oldest institution of higher learning in the city, Chicago Theological Seminary is a school closely related to the United Church of Christ. It has a mission of preparing persons for ministry within the context of the religious and secular issues which affect the daily lives of all human beings. It was established to be open to all denominations, and currently enrolls students from over twenty Protestant denominations, as well as the Unitarian Universalist, Roman Catholic, Eastern Orthodox, and Jewish traditions. Unintimidated by issues simply because of the controversy they create, the seminary has a distinguished record of setting trends in church life and leadership for over a century.

- A. Vision Statement: Chicago Theological Seminary shall be an international force in the development of religious leadership to transform society toward greater justice and mercy.
- B. Mission Statement: Chicago Theological Seminary, closely related to the United Church of Christ, serves Christ and the churches and the wider faith community by preparing women and men in the understandings and skills needed for transformative religious leadership and ministry to individuals, churches and society.
- C. Commitment Statement: In fulfillment of our Vision and Mission Statements, and being led by the mission and ministry of Jesus and the Spirit of God, Chicago Theological Seminary is a community of faculty, students, alumni and supporters joined in learning from each other and in commitment to preparing persons who will be leaders of ecclesial and social transformation in anticipation of the divine reign of justice and mercy. To this end we undertake the following specific commitments:
  - We are committed to a curricular structure in all degree programs that encourages academic excellence and free inquiry, that focuses on the issues of transformative leadership, and that fosters cooperation between communities of faith and other community-based organizations to promote the power of life against the forces of death.
  - We are committed to confronting the spiritual impoverishment of our time characterized by meaninglessness, lovelessness and hopelessness with the message of the divine call, love and promise.
  - We are committed to enabling communities of faith to effectively engage in public ministry, articulating the cry of the dispossessed, the transcendent claim of true justice and helping to heal the wounds and divisions that disfigure the social body.
  - We are committed, in a world stratified by social and economic class, to liberation from want, homelessness, hunger, and disease as companions with the poor, challenging structures and decisions that cause poverty, while fostering the year of God's favor for all.

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

- We are committed, in conscious response to the Holocaust and in recognition of the toll taken by religious division in our world, to fostering better understanding and collaboration among religious traditions, paying particular attention to cooperation between Christianity, Judaism and Islam toward the end of realizing the aims of the prophetic traditions.
- We are committed, in a society riven by racism, to equipping leaders who honor cultural and racial diversity while resolutely combating the forces of division and domination.
- We are committed, in a world in which sexism remains a powerful force, to fostering leadership for gender justice, including developing a more mature masculine spirituality, and engaging feminist and womanist spirituality.
- We are committed, while church and society are threatened by new forces of division under the banner of homophobia, to developing leadership for a more inclusive church and society.
- We are committed, in recognition that the divisions of society are global as well as local and national concerns, to fostering the international collaboration of institutions that have a similar commitment to the transformation of church and society and to the equipping of individuals for this ministry in diverse settings around the world.

D. Informing Principles: Chicago Theological Seminary is committed to preparation for transformational religious leadership in today's world. The school understands that all forms of ministry involve, in an interrelated fashion, three crucial functions, which are present simultaneously in any act of ministering. The professional degree programs are designed to develop professional competence with respect to each of these.

1. Understanding and Interpreting: Every ministry involves what is technically called hermeneutics. Whether it is a biblical text, an historical event or a movement, the person who ministers is engaged in understanding and interpreting. The one who ministers must have a perspective, a framework for understanding and the skill to discover meaning.
2. Translating and Communicating: Ministry likewise involves making meanings available to others so they can grasp it from their present perspective. The forms of meaning discovered by the skilled interpreter may be foreign to those to whom one ministers. Translating and communicating are necessary if meanings are to be shared and appropriated. Such sharing and appropriation assumes the necessity of dialogue and co-ministry. Such dialogue often reframes the questions and the substance of ministry.
3. Transforming: Ministry moves toward personal and social transformation. Ministry is the human attempt to provide the conditions in which persons and society become responsive to God's transforming presence. Understanding, interpreting, translating and communicating move toward action in which individuals, social groups and communities change and are changed through the agency of God's creative and redemptive spirit. While intentional, the act of ministry is done within the larger vision. Ministry is with God, never a manipulative effort to control God.

## II. CTS Organizational Structure

- A. Board of Trustees: The Board meets three times a year. The Board is responsible for the total well-being of the institution. It acts upon recommendations of the President, Academic Dean, and Faculty concerning faculty appointments and promotions, awarding of degrees, and curriculum.
- B. Academic Council: The Academic Council consists of all faculty members including the President. No more than six students, chosen by the student body in the fall semester, participate (at the invitation of the Academic Council) in all official meetings with voice and a collective maximum of two (2) votes. No single student representative, however, may cast more than one (1) vote. Other staff members are invited to Academic Council meetings by the President or the Academic Dean.
- C. The Administrative Council: This body (comprised of the president, the vice president for academic affairs, the vice president of finance and administration, the director of community life, and a faculty member appointed by the academic dean) provides a central location for institutional planning and problem-solving by setting and implementing administrative policies, including financial policies; gathering and analyzing institutional data; coordinating school-wide planning (pre- and post- project/event); and functioning within a culture of ongoing assessment regarding administrative matters. The council meets monthly (and more often, if necessary).

### III. Academic Information

1. Admission: Admission to Distance Scholar status is not admission into a CTS degree program. Distance Scholars are not eligible for financial aid. Students wishing to study in one of the CTS degree programs must make a full application to that degree program, and can then apply any coursework taken as a Distance Scholar toward the degree, provided that the coursework has not been applied to a degree received at another educational institution. Coursework taken at CTS but applied to a degree received at another educational institution may be applied to a CTS degree subsequently if a petition for transfer credit is approved.
2. Class attendance policy is determined by each individual instructor.
3. Course Work
  1. Numbering: Introductory courses are usually numbered at the 300 level. Advanced courses are numbered in the 400s. The most advanced seminars are numbered in the 500s and 600s.
  2. Course Evaluations: Course evaluations are an important part of the process of curricular assessment at CTS. Course evaluations are normally completed online at the end of each term. Students in online courses may also be asked to evaluate their courses mid-way through the term. Instructions about how to complete course evaluations are provided by email. Delivery of grade reports may be delayed if the student neglects to complete course evaluations.
4. Academic Records
  - A. Grading Symbols: The standard grading evaluation will be A (excellent), B (above average), C (average), D (below average), F (failure), I (incomplete), PI (permanent incomplete), and W (withdrawn). As a whole, and with permission of the instructor, a class may elect to take a course pass/fail.
  - B. Grade Reports: A grade report will be sent to all students after the conclusion of each term, once grades have been received from the professors, as a report of work completed. Final papers are generally available several weeks after the end of the term (please contact the individual professor for the method of return). Delivery of grade reports may be delayed if students neglect to complete course evaluations.
  - C. Grade Point Average: For purposes of computing the GPA (grade point average), the following values will be used: A=4, B=3, C=2, D=1, F=0, PI=0, W=0. Plus and minus grades may be assigned and have a value of +.3 and -.3 respectively.
  - D. Transcripts: Requests for official transcripts must be made in writing to the Registrar by the student (request forms are available in the Registrar's Office). See the Schedule of Fees for amount of transcript fee. Official transcripts will be issued only if the requestor is in good financial standing with the seminary. No transcripts from other institutions will be sent out by CTS.

6. Incomplete Policy: If, at the end of a term, a student finds the need to take an incomplete, the following procedures are to be followed:
  - a. Prior to the end of the term, the student obtains from the Registrar's office an "Incomplete Request" form which is to be filled out completely by both the student and the professor and filed with the Registrar. The Registrar sends the student and the professor their copy of the form.
  - b. At the time grades are submitted, the professor gives those students who have petitioned for an incomplete an "I" grade. If grade space is left blank, Registrar will follow through with student.
  - c. Incomplete work is always submitted to the Registrar/Director of Studies. If the student submits incomplete work within two weeks into the next term, the course grade is recorded and no "I" appears on the transcript. If the student takes the remaining "incomplete time" (5 weeks in all), an "I" is recorded on the permanent transcript.
  - d. At the end of the 5 week incomplete period, the student turns in incomplete work to the Registrar for distribution to the professor, who has until the end of the term to turn in a grade for that student.
  - e. If the incomplete work is not submitted, the default grade recorded on the Incomplete Request form is recorded as the final course grade. The "I" already recorded on the transcript remains, and is crossed out when final grade is recorded.
  - f. Any exceptions to the above policy will be dealt with by the Registrar/Director of Studies in conjunction with the Academic Dean.
7. Late Course Withdrawals: After the first two weeks of the semester, students are generally not permitted to withdraw from courses. However, students desiring to do so after the first two weeks of the semester must obtain the approval of the course instructor, director of studies and the Academic Dean. A grade of "W" will be recorded for the course on the student's transcript and no rebate of tuition will be made. The "W" grade carries no grade points.
8. Student Records: Student records will be kept in the Registrar's Office for five (5) years except for official transcripts which will be kept indefinitely. See Section IV, "Student Records Policies and Procedures" for information regarding access to student records.

## IV. Student Records Policies and Procedures

### A. Definitions

1. A college, university or any institution of higher learning is required by Section 99.7 of the FERPA (Federal Educational Rights and Privacy Act) regulations to provide students annual notification of their FERPA rights.
2. For the purpose of this policy, Chicago Theological Seminary (hereafter CTS) has used the following definitions of terms:
  - a. Student - any person who attends or has attended CTS.
  - b. Education records - any record (in handwriting, print, tapes, films, or other medium) maintained by CTS or an agent of the seminary which is directly related to a student, except:
    - i. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
    - ii. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
    - iii. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
    - iv. Alumni records which contain information about a student after he or she is no longer in attendance at CTS and which do not relate to the person as a student.

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

C. Procedure To Inspect Student Records: Students may inspect and review their education records upon request to the Registrar. Students should submit to the Registrar a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

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

- D. Right of CTS To Refuse Access: CTS reserves the right to refuse to permit a student to inspect the following records:
1. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in file before January 1, 1975.
  2. Records connected with an application to attend CTS if that application was denied.
  3. Those records which are excluded from FERPA definitions of education records.
- E. Refusal To Provide Copies: CTS reserves the right to deny transcripts or copies of record not required to be made available by FERPA in any of the following situations:
1. The student lives within commuting distance of CTS.
  2. The student has an unpaid financial obligation to CTS.
  3. There is an unresolved disciplinary action against the student.
- F. Disclosure of Education Records: CTS will disclose information from a student's education records only with written consent of the student except:
1. To school officials who have a legitimate educational interest in the records.
    - a. A school official is:
      - i. A person employed by the seminary in an administrative, supervisory, academic or research, or support staff position.
      - ii. A person elected to the Board of Trustees.
      - iii. A person employed by or under contract to the seminary to perform a special task, such as the attorney or auditor.
      - iv. A student serving a designated official role on the Admissions Committee (Admissions records only).
    - b. A school official has a legitimate educational interest if the official is:
      - i. Performing a task that is specified in his or her position description or by a contract agreement.
      - ii. Performing a task related to a student's education.
      - iii. Performing a task related to the discipline of a student.
      - iv. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

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

G. Fee For Copies of Records

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

H. Types, Locations, and Custodians of Education Records: The following is a list of the types of records that CTS maintains, their location, and their custodians.

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

- I. Record of Requests for Disclosure: CTS will maintain a record of all requests for or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by eligible students.
- J. Directory Information: CTS designates the following items as Directory Information:
1. Student name
  2. Address
  3. Telephone number
  4. Email address
  5. Degree program
  6. Student photograph

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

- K. Correction of Education Records: Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:
1. A student must ask the appropriate official of CTS to amend a record. In so doing, the student should identify the part of the record they want to change and specify why they believe it is inaccurate, misleading, or in violation of his or her privacy or other rights.
  2. CTS may comply with the request or it may decide not to comply. If it decided not to comply, the seminary will notify the student of the decision and advise them of their right to appeal the decision.
  3. If the student decides to appeal, the student presents a request to the Academic Dean. The Dean will review the information and respond to the student's request in writing.
  4. If the student wishes to continue the appeal, the student may petition the Academic Council. The council will prepare a written decision based solely on the evidence presented. The decision will include a summary of the evidence presented and the reasons for the decision.
  5. If CTS decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has a right to place in

the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

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

## **V. Anti-Discrimination and Disability Policy**

It is the policy of Chicago Theological Seminary not to discriminate on the basis of age, ethnicity, race, gender, sexual orientation, or physical capability in its educational programs, student activities, employment or admissions policies, in the administration of scholarship or loan programs or in any other seminary-administered programs.

Therefore, Chicago Theological Seminary policy is to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any Seminary program or activity. In response to a request made by a qualified student with a documented disability, the Seminary will provide reasonable accommodation and academic adjustments necessary to afford the student with the opportunity for full participation in Seminary programs. Students should report their academic needs to the Registrar, who will communicate with faculty members regarding accommodations to be made. Students should report their general needs to the President's Office.

The person responsible for complying with and carrying out the seminary's responsibilities under the above policy in general matters is the President of the seminary; the person responsible with respect to academic matters is the Academic Dean.

## **VI. Non-Academic Discipline Policy**

- A. The issues of non-academic discipline or potential dismissal for non-academic reasons include, but are not limited to actions that are disruptive to the educational process and/or violate seminary policies or procedures. The intention of the following procedure is to resolve such issues while providing immediate assistance to those persons so involved while maintaining confidentiality regarding this procedure.
1. Faculty members have the authority to dismiss a student from a class session for disruptive behavior.
  2. Referrals from members of the seminary community can be made to the Academic Dean regarding any student's alleged misconduct, including disruptive actions that may result from the use of alcohol and/or chemical substances.
  3. All concerns and complaints and documentary evidence should be forwarded to the Academic Dean for an initial assessment. The Academic Dean may then consult with outside professional resources including legal counsel in specific cases if necessary, but otherwise, the concern or complaint will be kept confidential within that office.
  4. If possible, the Academic Dean will arrange an informal discussion with the student who is the subject of concern. This student may wish to bring a supportive person to this meeting. The focus of an initial meeting will be the student's actions and a discussion of the specifics of any concern or complaint lodged against him or her and to attempt to facilitate a resolution. The person who brought the concern may or may not be present at this initial meeting.
  5. In all cases, the Academic Dean will exercise confidentiality at this stage, holding participants to such confidentiality. A series of such meetings may then occur.
  6. In case the concern or complaint is not resolved, the Academic Dean will report and make recommendations regarding issues of non-academic discipline to the President of the seminary. A copy of the report will also be sent to the student.
  7. The student may be subject to probation, suspension or dismissal, as decided by the President.
  8. If dismissal is warranted, the student may elect to voluntarily withdraw from the seminary. If he or she does not do so then he or she may appeal a dismissal decision to the Administrative Council of the seminary. The Administrative Council, with the President of the seminary participating without vote, except in the case of a tie vote, will decide on cases of dismissal after a hearing. A student ombudsperson elected by the student may participate during the hearing but with no vote. The student facing dismissal shall have the right to be represented by counsel, to present evidence and to confront adverse witnesses during this hearing. Neither the ombudsperson nor the legal counsel will be present during the taking of the deciding vote; said vote will occur during executive session of the Administrative

Council. A written report of the proceedings and the decision of the Administrative Council will be made available to the student.

9. Decisions of the Administrative Council may be appealed to the Academic and Student Affairs committee of the board of Trustees. Appeal is made by filing a written petition to appeal with the Academic Dean who will forward the petition to the Committee. The decision of the Academic and Student Affairs Committee shall be final.

B. Complaint of Sexual Harassment is addressed by the Sexual Harassment Policy.

## VII. Plagiarism Complaint Procedure

- A. Plagiarism is commonly defined as the use of others' ideas or words without acknowledgement or attribution.<sup>2</sup> Examples include, but are not limited to the following:
1. copying the words of others (whether published or unpublished) without proper indication (quotation marks, for example) or citation (sources, footnotes, etc)
  2. submitting the work of others in one's own name (buying a paper, downloading or copying from the internet, having another person write for you)
  3. failure to acknowledge the source of ideas you are using in your own work
  4. paraphrasing the words of others with only minimal alteration and without attribution.
- B. Plagiarism is unacceptable at Chicago Theological Seminary. It is grounds for disciplinary action, including separation from the school.
- C. **Procedure:** The following procedure represents a specification and codification of the practice of Chicago Theological Seminary.
1. A professor who believes that plagiarism has taken place shall notify the Academic Dean, specifying the terms of the complaint and the evidence. The student shall meet with the Dean to discuss the complaint, the evidence, and the applicable policies.
  2. Depending upon the nature and severity of the complaint, and with the concurrence of the Dean, the professor may choose to resolve the issue directly with the student. This could be appropriate where the plagiarism is both minor and reasonably construed as unintentional or accidental. Examples of such resolution include (but are not limited to) failure for the particular assignment and resubmission of the work, additional work, research on standards for academic writing, ethical reflection, etc.
  3. If, due to the nature and severity of the complaint, direct resolution is not deemed appropriate or possible, either the professor or the Dean may choose to bring a formal charge of plagiarism against the student. This charge shall be provided to the student in writing, with an explanation of the cause of the charge and the reasons for bringing the charge, based upon the definition of plagiarism contained within this policy. The Dean will invite the student to submit a written statement concerning the complaint within two weeks of receiving the charge, including any exculpatory evidence the student desires to be included in faculty deliberations. The student may invite another student or staff person to accompany them for clarification throughout this process. All participants will respect confidentiality. The complaint and evidence will be considered by an executive session of the Academic Council (faculty only). Other persons may be invited to this session by the Dean for cause.

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<sup>2</sup> This discussion draws upon material published by the Purdue University Online Writing Lab ([http://owl.english.purdue.edu/handouts/research/r\\_plagiarism.html](http://owl.english.purdue.edu/handouts/research/r_plagiarism.html)). For writing examples and links see this site.

4. The complaint may be either dismissed or upheld. Upon a finding that plagiarism has taken place, the faculty can apply such academic penalties as it sees fit. Such penalties may include, but are not limited to, failure for the course in question at that point (recorded as “Withdrawn/Failure” on the transcript), requirement to repeat the course for graduation (in the case of a required course), leave of absence from the Seminary for a stated period, or permanent separation from the institution. A student may be required to show evidence of changed behavior in order to continue or return to studies. Students permitted to continue studies will be maintained on academic probation until graduation. Appeals follow the procedures described in non-academic discipline.
5. The Dean will provide to the student in writing the rationale for the penalty determined regarding the complaint. Subsequently, the Registrar/Director of Studies will be available to the student to seek and provide clarification regarding specific actions required of the student where they affect their program of study.

## **VIII. Student Complaint Procedures**

A. Students wishing to make complaints related to the failure of the Seminary to comply with the accrediting standards of the Association of Theological Schools or the Higher Learning Commission of the North Central Association may address their concerns to the office of the President. Records of such complaints are kept in the office of the President.

B. Students who believe they have an unresolved complaint against the Seminary that may fall within the purview of our accrediting agencies can address such complaints directly to those agencies. The contact information is as follows:

The Association of Theological Schools of North America and Canada  
10 Summit Park Drive, Pittsburgh, PA 15275-1103

The Higher Learning Commission of the North Central Association  
30 North LaSalle Street, Suite 4000, Chicago, IL 60602-2504

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

## IX. Sexual Harassment Policy

### A. Sexual Harassment Definition

1. Chicago Theological Seminary is committed to fostering the full humanity of all its members. Sexual harassment impugns the full humanity of any human being and for this reason is not tolerated in this seminary. Sexual harassment of employees may also be a violation of Title VII of the 1964 Civil Rights Act. Sexual harassment is defined as follows: unwelcome sexual advances, requests for sexual favors, and other derogatory or demeaning comments of a sexual nature about a woman or a man constitutes sexual harassment when:
  - a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
  - b. submission to or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting such individual or;
  - c. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.
2. Examples may include, but are not limited to: verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; derogatory or demeaning comments of a sexual nature about a woman or a man; leering at, fondling, pinching, or brushing against another body; offensive sexual language; displaying objects or pictures without clear pedagogical context which are sexual in nature in ways that create hostile or offensive environments. When such conduct is coercive and threatening, it creates an atmosphere that is not conducive to teaching, learning or working. Sexual harassment may occur between persons in different seminary status or between persons in the same seminary status.
3. The policy has been written with the express goal of protecting the rights and concerns of both complainant and respondent. The seminary will make every effort to assure and protect these rights, and shall undertake no action that threatens or compromises them. Those entrusted with administering this policy are advised to look at the individual situation, the totality of the circumstances, and the nature of the acts involved and to use this policy as a guide on a case-by-case basis.

### B. Consensual Relationships

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

professional-client sexual relationships. In the view of the seminary, the professor-student relationship may often be comparable to the relationship of a professional and client.

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

### C. Structures for Handling Complaints of Sexual Harassment

1. Informal: A Mediation Team drawn from the senior members of the administration and faculty may be appointed at any time by the President to deal with the informal resolution of problems that may arise in this area in which the seminary has all or some responsibility. Its main task is the informal resolution of problems before they become formal complaints. Their work is confidential and is not made a part of the Task Forces minutes unless an attempted resolution is not successful and the complainant decides to file a formal complaint. A written complaint triggers the formal structure. When a formal complaint is made, the President asks a member of the Mediation Team to bring a statement of what has taken place between the complainant and the Team.

Persons seeking such intervention as the Mediation Team might provide may initially approach any member of the Task Force; Task Force Members names are annually posted in public format in the seminary community.

2. Formal: A Sexual Harassment Task Force will be established by the initiation of the President at the beginning of each calendar year. The Task Force has its portfolio from January to January to assure continuity over the course of the academic year. The Task Force will be reappointed by November 1 of each academic year and be trained and ready to function by January 1.
  - a. The Task Force consists of the following members:
    - i. One of the administrators of the seminary, selected for two years, by the President;

- ii. The Director of Community Life;
  - iii. One faculty member elected by the Academic Council for two years;
  - iv. One staff member nominated by staff and appointed by the President for two years;
  - v. Two students; the two students will each serve two years, but be appointed by the President on alternate years from among student representatives to Academic Council.
- b. If members of the Task Force are charged, the President will appoint a replacement to the Task Force; if the President is charged, the Chair of The Board of Trustees will take charge of this appointment process.
  - c. The Core Task Force: In the case of a written complaint by either a complainant or a member of the Task Force who has knowledge of alleged misconduct, the President shall appoint a Core Task Force from among the members of the Task Force. Where the President is either charged or complainant, the Chair of the Board of Trustees will appoint the Core Task Force. The function of the Core Task Force is to gather information, make preliminary determination that harassment has or has not occurred, and if, in their judgment, sufficient evidence exists to move to disciplinary procedures, recommends to the appropriate seminary disciplinary body (as described in the seminary's manuals for students, faculty or employees) for adjudication and final determination.
  - d. Primary Functions: The two main functions of the whole Task Force are to be available to adjudicate formal charges (by appointment to the Core Task Force) and to develop an educational program for the community around these issues. The Sexual Harassment Task Force is not set up to deal with the informal resolution of problems.
- D. Steps in Reporting and Inquiry: Each person wishing to report an instance of sexual harassment may move through the process differently, given the severity of the presenting incident. The following are recommended steps, but they are not lock-steps. An extremely severe incident may be reported first directly to a member of the Task Force.
- 1. If informal interventions of the Mediation Team are not successful, or are judged as inappropriate, written complaint must be delivered in timely manner (by the complainant or member of the Mediation Team) to a member of the Task Force or to the President.
  - 2. The President will appoint an appropriate 2-3 person Core Task Force and deliver to them the written complaint.
  - 3. The Core Task Force will then institute formal proceedings. All parties are expected and required to cooperate. Failure to do so will be taken into consideration in the deliberations of the Core Task Force.
  - 4. Oral and written statements shall be gathered from the parties involved in the alleged harassment, and from others who may have pertinent information.

5. Written complaint from the complainant (presented to the accused) and written response from the accused (presented to the complainant) are expected by the Core Task Force.
  6. In all instances, clear and timely deadlines should be observed by individuals and the Core Task Force.
  7. The Task Force may conclude that while the hearing is in process, suspension (with pay and benefits) from position is warranted until conclusion is reached by both the Core Task Force and the appropriate bodies/officers of the seminary.
- E. Referral: The Core Task Force must deliver written opinion to the appropriate seminary body that:
- in their view no sexual harassment occurred or that the evidence is insufficient to determine whether or not it occurred;
  - in their view sexual harassment has occurred and that disciplinary procedures should be invoked.
1. The appropriate seminary bodies are defined in the Community Handbook for students, in the Employee Manual for employees, and in the Faculty Manual for faculty and, where appropriate, judicatory officials of pastors or supervisors.
  2. These bodies will take action that may include, but is not limited to:
    - a. Formal reprimand, with defined expectations for changed behavior;
    - b. Recommending or requiring psychological assessment and/or counseling;
    - c. Mandatory psychiatric assessment and/or treatment;
    - d. Probationary standing, with the terms of such probation clearly defined;
    - e. Dismissal from the seminary.
- F. Appeals: Normal appeals procedure as outlined in student, staff, administrative and faculty manuals and handbooks of Chicago Theological Seminary will be followed.
- G. Retaliation Prohibited: The seminary prohibits any form of retaliation against any person for bringing good faith complaint of sexual harassment or providing good faith information about harassment, even if evidence is not found to substantiate the complaint. Any person who is found to have engaged in retaliation in violation of this policy is subject to disciplinary action possibly including dismissal from the seminary. Any act of retaliation should be reported in the same manner as acts of sexual harassment and will be investigated using the procedures described above.

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

## **X. Libraries**

1. The purpose of the Library at CTS is to serve the academic needs of the CTS community. Information is available on the library website, [www.ctslibrary.org](http://www.ctslibrary.org). Library staff are available to answer students' questions during regular library hours.
2. OCLC: The Library participates in the Online Computer Library Corporation (OCLC), which links us to a nation-wide bibliographic database. Searches disclose library holdings throughout the country, including Harvard and Yale Divinity Schools, as well as the ACTS libraries. This information is used in the InterLibrary Loan process, helping to locate requested materials. This database may be consulted via the Internet by members of the CTS community. Ask the library staff for the authorization number and password.

## **XI. Communication**

1. CTS has replaced paper communication with electronic communication wherever practical. CTS students normally have an email address. This email account will be available to you for the duration of your studies at CTS and will be provided to you prior to the beginning of classes. If you cease to be a CTS student, this account will be deleted by the beginning of the next academic term. In certain cases, students enrolled in CTS courses (e.g., students registered for CTS courses through another ACTS institution, certain Distance Scholars in an online course, etc.) will use an email account other than that supplied by CTS. In such cases, the appropriate email address will be supplied to the Registrar, the Instructor, and the Assistant Dean for Academic Administration.
2. If you already have an email account, our system can automatically forward messages from your CTS mailbox to your external mailbox. If you wish to have your mail automatically forwarded so that you only have to monitor one mailbox, please complete a Request to Forward Electronic Mailbox form.
3. You can access your CTS email by connecting to the CTS website and clicking on the Webmail link.

## XIII. Billing and 2011-2012 Schedule of Fees

### 1. Billing

Students admitted to a course as a Distance Scholar will be enrolled in the class when they pay a \$160 enrollment deposit. This deposit will be applied to the cost of tuition.

50% of the total tuition is due on the first day of the term. The remaining 50% of tuition and any applicable fees will be due to the Seminary one week after the end of the add/drop period. If the student drops the course **before** the start of the term, the deposit will be refunded in full. If the student drops the class during the add/drop period (normally the first two weeks of the term), CTS will refund half of the deposit. If CTS cancels the course, the student will be refunded the full amount of tuition.

Students can pay tuition and fees by check or credit card. To pay by credit card, contact the Finance Office at (773) 896-2400.

### 2. 2011-2012 Fee Schedule

(All charges listed are subject to change without notice.)

#### A. Tuition

1. Per course.....\$1605  
50% of tuition, \$802.50 is due by the first day of the term, January 30<sup>th</sup>.  
50% of tuition, \$802.50, is due on February 17<sup>th</sup>.

#### B. Fees

1. Enrollment Deposit.....\$160  
The enrollment deposit will be applied to the online course fee.
2. Technology Fee .....\$100  
*For students taking two or more courses in any given term, the technology fee is \$200.*
3. Online Course Fee .....\$160

#### C. Other Non-Refundable Fees and Deposits

1. Application Fee.....\$50
3. Transcript Fee..... \$10 for 1<sup>st</sup>, \$5 for each additional copy
4. Photocopies of other documents from student's file ..... \$2/page

## XIV. Academic Calendar

<b>FALL SEMESTER 2011</b>	
<i><b>CLASSES BEGIN</b></i>	September 6
Last Day to Drop/Add	September 16
Last Day to Pay Tuition & Fees	September 23
Reading Week	October 10-14
Thanksgiving Recess	November 24-25
Fall Semester Ends	December 16
<b>2011 WINTER "J" TERM</b>	
Term Begins	January 9
M.L. King Day (no classes)	January 16
Term Ends	January 27
<b>SPRING 2011 SEMESTER</b>	
<i><b>CLASSES BEGIN</b></i>	January 30
Last day to Drop/Add	February 10
Last Day to Pay Tuition & Fees	February 17
Reading Week	March 19-23
Spring Semester Ends	May 11
Commencement	May 12