

Handbook for the Ph.D. Center  
(April 2009 revision)

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Appendices

**I. Introduction**

Founded in 1855 in the Congregational Tradition, The Chicago Theological Seminary is the oldest institution of higher learning in the city of Chicago. 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 and Jewish traditions.

The Chicago Theological Seminary is one of 236 schools in the Association of Theological Schools and has been accredited by that body since the Association's accrediting process began in 1938.

Ph.D. degrees have been offered at Chicago Theological Seminary as long ago as 1895. The current programs of the Ph.D. Center, "Theology, Ethics and the Human Sciences" and "Bible, Culture and Hermeneutics (Jewish & Christian Scriptures)" (formerly "Jewish-Christian Studies"), were both founded in the same year, 1967. They are administered in the Ph.D. Center as two concentrations.

## **II. General Admission Requirements**

Admission to the Ph. D. program normally requires:

- A. A master's degree or equivalent in theology 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 Center Faculty. Applications may be obtained by contacting the Chicago Theological Seminary Admissions Office

### **III. General Academic Requirements**

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

1. Minimum residence of two academic years, maximum of nine. Seven semester courses in a human science discipline and seven semester courses in theology and ethics, for a total of fourteen semester courses. Normally, at least three of the human sciences courses must be taken at or registered through CTS, but the remaining four courses of the human science work can be taken in a secular 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.
2. Two modern languages, or one language and demonstrated competence in an approved alternative research tool (e.g. statistics).
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.

#### **B. 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.
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 section IV. E. 2, pp 9-10, 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 section IV. E. 2, pp 9-10, 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.

#### **C. Both Concentrations**

4. A final dissertation proposal completed following admission to candidacy and in consultation with the candidate's doctoral committee. The dissertation proposal must be approved by the Center faculty.

5. A dissertation presented to the candidate's doctoral committee and approved by all three members of the committee as "ready for examination." After approval of the dissertation by the candidate's advisor and committee members, two additional faculty readers will be assigned to the dissertation and the dissertation will be the subject of an oral examination. 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 given to all five examiners of the dissertation at least two weeks prior to the oral dissertation examination.
6. 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 at their regular monthly meeting.

#### **IV. The Program of Study**

The following guidelines pertain to both concentrations unless otherwise designated.

##### **A Petitioning for a Program of Study**

Students admitted to the Ph. D. program must submit a petition for a Program of Study (see Appendix: Form A) to the Center Faculty 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 submit their petitions during the first semester if possible. 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. Identify topics of scholarly interest and a tentative proposal for research and an identifiable research methodology.
2. Indicate faculty and library resources both at Chicago Theological Seminary and at other schools and/or institutions in the Chicago area.
3. List selected exam areas or figures, and explain how each exam area contributes to a coherent program of study. 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. Both specialization and the broad background knowledge necessary for the grounding of more specialized foci need to be taken into account in the choosing of exam areas.
4. List 14 proposed semester courses including those courses that the student intends to

transfer into the Ph.D. program. Students in the Theology, Ethics and the Human Sciences concentration should indicate which 7 of the 14 courses are to be credited to the Human Science component and which 7 courses are to be credited to the Theology and Ethics component. No fewer than 10 of the 14 courses must be taken at or registered through CTS. Both specialization and the broad background knowledge necessary for the grounding of more specialized foci need to be taken into account in the choosing of courses.

5. Propose research languages and dates by which competence in those languages will be demonstrated. It is normally the case that particular research languages are more important for some areas of specialization than for others. Thus, the student should consult with her/his advisor 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.
6. Name advisor (chosen from the CTS Ph.D. Center faculty) as well as two additional faculty members (at least one of whom must also be from the CTS Ph.D. Center faculty) who, with the advisor, will form an advisory committee. The student should obtain the tentative agreement of all advisory committee members to participate on the committee and should discuss the substance of the proposal with members of the advisory committee. Only when the advisor and committee members agree that a proposal is ready to be discussed by the full Ph.D. Center faculty should a copy of the petition for a program of study be submitted to the Ph.D. Program Director.
7. Provide a tentative bibliography for each exam area (other than the common examination in “Twentieth Century Theology” required of all students in the TEHS concentration). These bibliographies, worked out in consultation with the advisor, should indicate the direction in which a student’s research will go but are not intended to be exhaustive.
8. Indicate how the student hopes to meet the teaching requirement or demonstrate teaching experience (see below).

*Students who entered CTS prior to the change from a quarter system to a semester system will need to work closely with their advisory committee in order to be certain that the proper number of courses are proposed. Students who have taken a portion of their courses on the quarter system will normally end up taking a total number of course that is larger than 14.*

In those cases where exceptions to any of the above seem advisable, special reasons should be given. It is normal that certain revisions to the proposed plan will occur during the course of the completion of the Ph.D. However, all revisions must be approved by the student’s advisor and advisory committee; and certain revisions may need the approval of the full Ph.D. Center faculty.

When the student’s proposed advisor and advisory committee have reviewed the proposal and agree that it is ready to be discussed by the full Center faculty, a copy of the proposal

should be given to the Ph.D. Program Director. This version of the proposal should be carefully proofread for spelling, grammar and clarity. When possible the copy of the proposal should be given to the Ph.D. Program Director at least a week prior to the monthly meeting of the Ph.D. Center at which the proposal will be discussed. (Note that monthly meetings of the Ph.D. Center normally take place on the first Thursday of every month.)

B. Required and Elective Courses

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

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 insure 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 Ph.D. program as a whole.

2. Other courses are elective and are selected in consultation with the student's Ph.D. advisor and advisory committee. Both specialization and the broad background knowledge necessary for the grounding of more specialized foci need to be taken into account in the choosing of courses.

*Note: Work in TEC 605 will serve as the basis for one of the six written Ph. D. area examination for students in the TEHS concentration. Work in CH 601 will serve as the basis for one of the six written Ph.D. area examinations for students in the BCH concentration.*

C. Directed Readings

A portion of a Ph.D. student's coursework will sometimes consist of Directed Reading Courses. Thus the student should be familiar with the CTS policy on Directed Readings:

1. A normal faculty load for directed readings is two to three courses per year.
2. A maximum faculty load for directed readings is normally four courses per year (unless a regular course is cancelled with the agreement of the Academic Dean).
3. Ordinarily, directed readings will not be offered where a similar subject is offered in

the ACTS Catalog.

4. Directed reading courses are normally reserved for doctoral students in light of the dearth of seminars available for these students.
5. 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.
6. Normally faculty and student(s) will meet five times for an hour each. Sessions are to be scheduled in advance.
7. Since the student's time is freed for reading and writing (and relatively less time is devoted to "class" time in comparison with other courses) it is expected that the work done by the student (both reading and writing) will exceed that for a normal Ph.D. seminar (regardless of the degree program for which the student is enrolled).
8. 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.
9. 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.

D. The Teaching Requirement

Every Ph. D. 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 M.A./M.Div. courses, (paid or unpaid). *See the policies and procedures pertaining to CTS Teaching Assistantships in Section V.*
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 Ph.D. 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 should consult with her/his advisor or the Ph.D. Program Director.

E. Preparing and Taking the Written Examinations

1. Area Examinations

- a. Four to six months in advance of the proposed examination, the student, having consulted with his/her advisor, will submit a written request to the Director of Studies/Registrar for written questions on the previously approved areas, figures and/or issues for which s/he has been preparing. (See "Petition for a Program of Study" above). The student must list specific proposed dates for taking the exams and be prepared to *negotiate* those dates with the Director of Studies/Registrar. At the same time, a tentative oral examination date must be scheduled, normally within four weeks of the last written examination
- b. 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) may be taken whenever a student has received study questions from the examiners, by way of the Registrar/Director of Studies, and feels prepared to take the examination. Students in the BCH concentration should note that the qualifying examination in "Contemporary Hermeneutical Strategies" and one other exam may be taken whenever a student has received study questions from the examiners, by way of the Registrar/Director of Studies, and feels prepared to take the examination. Additional questions about these examinations can be directed to the Registrar/Director of Studies, the faculty examiners, or the Director of the Ph.D. Program.
- c. For each examination, designated faculty members will prepare for the student several (normally between four and six) study questions on which the examination will be based.
- d. On each of the six written examinations, the candidate will be asked to write answers to two questions. One examination question will be closely related to one of the study questions provided to the candidate in advance. The second examination question will be grounded in the study questions but will be formulated to test the candidate's creative and analogical capacities. Students should always have direct communication with the examiner about expectations for the exam.
- e. Each written examination will be six hours in length. Typewritten or computer generated examinations are strongly encouraged but not required. Candidates will write their examinations in an approved CTS facility. All students will take their examinations at CTS unless a petition to take the examinations elsewhere is granted. Students will normally take their written

examinations on a computer supplied by the institution. Students should discuss this process in advance with the Director of Studies/Registrar, who coordinates the process.

- f. Normally, candidates take the balance of their examinations during a two-week period.
- g. Examinations will be “closed book” for all students matriculating after 2003. Students who matriculate 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.
- h. 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 candidate 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 Registrar/Director of Studies and the Director of the Ph.D. Program.*
- i. Because a preliminary dissertation proposal serves as a basis for the oral qualifying examination, a student’s advisor must communicate to either the Director of the Ph.D. Program or the Registrar/Director of Studies that a preliminary draft of the dissertation proposal has been deemed “credible for examination” before the oral examination can take place. Normally a student will not begin the written examinations (other than the examination in Twentieth Century Theology and the methodological/Models and Methods exam) until such communication has been made.
- j. The results of a student’s written qualifying examinations will be reported to the student as part of the oral examination process.
- k. At the conclusion of the oral candidacy examination, the faculty will determine whether or not to admit the student into candidacy for the Ph. D. Degree. Admission to candidacy can be delayed if written examinations need to be retaken. Admission to candidacy can be made contingent on the rewriting of inadequate answers to the written examination questions. Admission to candidacy does not guarantee final approval of the submitted preliminary dissertation proposal.

## 2. Language Examinations

Students normally fulfill their language requirements in one of the following ways:

- a. A written examination prepared by a CTS faculty member or an examiner chosen or approved by the Ph.D. Center (include request for examination in

“Petition for a Program of Study”). This method of meeting the language requirement is the preferred method at CTS.

- b. A grade of B or better in a second year course in the approved language. Exceptions may be granted in the case of the fifth language taken for the Bible, Culture and Hermeneutics (Jewish & Christian Scriptures) concentration beyond the two modern languages and Greek and Hebrew.
- c. The Princeton Examination

Alternative ways of fulfilling the language requirement must be approved by the Ph.D. Program Director and may require a petition to the Ph.D. Center faculty. Please note that a) intensive reading courses are insufficient for completion of the language requirement *unless the student also takes and passes a translation examination as part of the course* and b) Greek and Hebrew proficiency exams for BCH students are always written translation examinations prepared by a CTS faculty member or an examiner chosen or approved by the Ph.D. center. The result of such an examination must be submitted to the Director of the Ph.D. Program for approval. Students whose previous language education is deemed insufficient for doctoral level exegesis may be required to take additional courses in Hebrew or Greek before or after matriculation. Such courses will be in addition to the fourteen minimum courses required for completion of the degree.

#### F. The Oral Qualifying Examination

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

Scheduling of the oral qualifying examination is done by the Center Faculty in consultation with the Registrar/Director of Studies and the Director of the Ph.D. Program. Normally the oral qualifying examination is scheduled at the same time that the written examinations are scheduled and takes place soon after (within four weeks of) the last written examination.

#### G. The Dissertation Proposal

1. Dissertation Committee and Advisor

Following admission to candidacy, the student selects a three person dissertation committee to oversee the final dissertation proposal and to counsel the candidate during the writing of the dissertation. This committee may or may not be composed of the same faculty members who constituted the student’s advisory committee through to the candidacy stage. An advisor is selected and chairs the committee. The advisor and at least one other member of the dissertation committee must be members of the CTS faculty.

The candidate develops the final dissertation proposal in consultation with his/her

dissertation advisor and committee. After the dissertation committee has approved the proposal for consideration by the entire faculty, it is submitted to the Ph.D. Center faculty for consideration. (See Appendix: Form C “Petition for a Ph. D. Dissertation Proposal”.) This version of the proposal should be carefully proofread for spelling, grammar and clarity prior to being submitted to the faculty. The faculty may approve the proposal or ask for clarification of one or more facets of the proposal.

After the Center faculty approves the proposal, the candidate works primarily with the dissertation advisor and the dissertation committee to develop the dissertation.

Except for already approved fees for specific services to the Ph.D. Center, expenses of external committee members (e.g., travel expenses) are normally paid by the student.

## 2. The Substance of the 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.
- c. Review of the Literature: The significant literature on the problem, issue or topic of the dissertation should be included in the form of a thorough, preferably annotated, bibliography attached to the proposal.
- 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 very 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 Committee on Human Research Methods (a standing Faculty Committee) should be submitted before research is begun. Guidelines for making this proposal may be obtained from the Director of Studies or the Ph.D. Program Director. Human subject research conducted without such a proposal and written approval of methods is

grounds for separation from the program.

f. Select Bibliography

The length of dissertation will vary according to content. Normally, however, a dissertation will range from 150 to 250 pages. Dissertations should not exceed 300 pages.

H. Dissertation Regulations

1. Dissertations are to be printed in laser/letter quality print or to be typed with a black ribbon on any good quality bond paper of high rag content, weight 20 pounds, size 8½" x 11".
2. Each dissertation is to be provided with a title page arranged in the form of the model title page distributed by the librarian.
3. Short Title: If the title of the dissertation is long, a short title, to be used on the back of the volume in binding, should be typed on a separate sheet of paper. The student's surname, a dash, the short title, and all spaces between words should not exceed sixty spaces.
4. Each dissertation is to be provided, when appropriate, with a Table of Contents, a List of Tables and a List of Illustrations.
5. Spacing of Tables: The table of contents and other tables and lists must be neatly and consistently spaced.
6. Spacing of Text: The main text of the dissertation may be either double-spaced or one-and-one-half spaced.
7. Margins are to be neat and uniform; the left-hand margin should be 1 1/2 inches; the top margin 1 inch to page number, and the other two margins should be one inch.
8. Pagination of all pages except the title page must be complete. Page numbers may be placed at the top center or the top right-hand corner of each page.
9. Chapters (or equivalent major sections), bibliography, appendices, etc. should normally begin on new pages, with centered headings of uniform style, preferably with larger top margins than on other pages. Section headings are to be consistently displayed throughout the dissertation.
10. Footnotes and references must be accurate, complete, and consistent in form. The form must be a standard one; a form specified in The Chicago Manual of Style is recommended. References may be placed either at the foot of the page or in a list of references at the end of the dissertation.

11. Punctuation should be consistent and may follow any accepted style of the student's choice. Correct division of words at the end of lines is required.
12. 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 displayed for purposes 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 margin. Standard procedure as to notation for ellipses, interpolations, etc. is to be followed.
13. Hand work (symbols, etc.) is to be computer-generated or entered neatly in permanent black ink.
14. Corrections: Careful proofreading and entry of all necessary corrections are required. Erasures and corrections must be made neatly and legibly. Interlineations, crossing out of letters or words, and strikeouts are not acceptable.
15. One original typewritten or computer printed (not a Xerox) copy of the dissertation is to be deposited in the library. The dissertation is to be deposited no later than three weeks before the date of the convocation. A certificate of approval signed by the Academic Dean is to accompany the dissertation.
16. The style and form of the dissertation must be approved by the Seminary's librarian prior to the convocation at which the Ph. D. degree is to be conferred. The librarian will certify approval to the Director of Studies.
17. For information on specific matters of style the most recent editions, the *Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, ed., University of Chicago Press, and *The Chicago Manual of Style* are recommended.

## **V. Teaching Assistant Policies and Procedures** (Approved May 3, 2001)

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

The purpose of the doctoral teaching assistant program is threefold.

1. First, in addition to fulfilling the teaching requirement, it should serve a pedagogical goal of exposing doctoral students to classroom 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) opportunities for supervised lecture, discussion group leadership, supervised grading, student conferences, and evaluation by students and supervising faculty member.
2. Second, the purpose of the teaching assistant program is to provide academic assistance to the supervising faculty member in large classes.
3. Third, the doctoral teaching assistant program contributes to the M.Div. program, which in turn serves the first pedagogical goal.

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

1. All required M.Div. 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 M.Div. may be deemed eligible by the Ph.D. Center 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 TAs at all times. The staffing of all eligible courses by doctoral TA's occurs at the discretion of the Ph.D. Center Director.
2. In order to give all Ph.D. students a chance to meet the teaching requirement, an annual application process for Teaching Assistant positions will be implemented by the Ph.D. center. Interested doctoral students may submit to the Ph.D. Center an application for eligible courses during the Spring semester during an application period announced by the Director. Applications normally include a list of previous T.A. positions at CTS (including course titles, supervising faculty member, and dates) and a prioritized list of eligible courses to which the student would like to be assigned as a Teaching Assistant. The student should provide a brief (one-two sentence) rationale for each course for which he or she wants to be considered.
3. After an announced deadline for application and in consultation with participating faculty, the Ph.D. Center Director will determine assignments based upon available funds, fairness of access, approval of the participating faculty member, and student interest.

### **C. Execution of Teaching Assistant Duties**

1. In order to clarify appropriate boundaries and limits of the position, the supervising professor and assigned teaching assistant will meet to discuss roles and expectations before class sessions start.
2. 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 about how he/she did afterward.
3. To ensure open communication, regular meetings will take place between the Teaching Assistant and supervising professor, including an initial meeting prior to the start of the class and a debriefing meeting after the conclusion of the class. These meetings 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.
4. When the faculty member orders books for the class (or sooner, if the list is available) he or she will provide the list to the assigned T.A. so that he or she can order desk copies. As soon as it is available, the supervising faculty member will also provide the Teaching Assistant with the syllabus.
5. The Ph.D. Center will provide assigned Teaching Assistants with a copy of the Teaching Assistant Policies and Guidelines.
6. A separate, standard Teaching Assistant evaluation form, designed by the Ph.D. student organization and approved by the Ph.D. Center Director, may be administered along with the faculty/course evaluation form.
7. Additional duties may be required of Teaching Assistants in core M.Div. courses who receive a portion of their stipend from the Contextual Education/Center for Community Transformation grant. Information about these stipends and additional duties will be distributed at the beginning of the academic year by the Ph.D. Program Director and the Director of Contextual Education.

### **D. Job title and differentiation from Research Assistants**

1. The title for doctoral students participating in the teaching assistant program is Teaching Assistant.
2. All other types of student employment, such as research assistants, are not governed by these guidelines.

**E. Compensation**

Normally, all Teaching Assistant positions are paid a standard stipend determined by the Ph.D. Center according to the budget allotted for teaching assistant compensation. An additional stipend may be available to Teaching Assistants in core M.Div. courses who agree to additional duties associated with the Contextual Education/Center for Community Transformation grant. Only in exceptional circumstances will unpaid teaching assistant positions be approved by the Ph.D. Center, and only when such circumstances clearly benefit the professional advancement of the TA.

**F. Commitment to Teaching Assistant positions**

1. 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. 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 Ph.D. Center, and an arrangement for a teaching assistant is never a guarantee of employment.
2. The ultimate responsibility for the courses 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 Ph.D. Center Director reserves the right to terminate the appointment of the teaching assistant at any point during the course of the term.
3. If they perceive problems in the execution of the supervising faculty member's responsibilities toward the TA, Teaching Assistants should first raise all concerns they might have about the class with the supervising faculty member. However, if Teaching Assistants feel that such concerns are not being resolved in this manner despite their efforts, they may then approach the Ph.D. Center Director. Further action regarding TA concerns will be taken at the discretion and judgment of the Ph.D. Center Director.

## **VI. Responsibilities Of The Faculty During The Summer And On Leave**

Faculty members serve the Ph.D. Center 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.

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 Ph.D. Committee can be convened during the summer for this purpose.

## VII. The Faculty of the Ph. D. Center

Lee Butler, Jr., Professor of Theology and Psychology; B. A., Bucknell University; M.Div., Eastern Baptist Theological Seminary; M.Th., Princeton Theological Seminary; M.Ph., Ph.D., Drew University.

W. Dow Edgerton, Professor of Ministry and Academic Dean; A.B., Johns Hopkins University; M.Div., Ph.D., Chicago Theological Seminary.

Scott Haldeman, Associate Professor of Worship; B.A., Oberlin College; M.Div., M.Phil., Ph.D., Union Theological Seminary in New York

Theodore W. Jennings Jr., Professor of Biblical and Constructive Theology; A.B., Duke University; B.D., Ph.D., Emory University.

Robert L. Moore, Professor of Psychology, Psychoanalysis, and Spirituality; B.A., Hendrix College; M.Th., Southern Methodist University; M.Th., Duke University; M.A., Ph.D., University of Chicago; Diplomate, Alfred Adler Institute of Chicago; Diplomate, C. G. Jung Institute of Chicago.

Timothy J. Sandoval, Associate Professor of Hebrew Bible; A.B., University of California, Davis; M.Div., Princeton Theological Seminary; Ph.D., Emory University.

Laurel Schneider, Professor of Theology, Ethics and Culture; B.A. Dartmouth College; M.Div., Harvard Divinity School; Ph.D., Vanderbilt University.

BoMyung Seo, Associate Professor of Theology and Cultural Criticism; B. A., Drew University; M.A. University of Chicago; M.Div. and Ph.D., Chicago Theological Seminary.

Julia M. Speller, Associate Professor of Church History; A.B. Chicago State University; M.C.E., Garrett-Evangelical Seminary; M.A., Ph.D., University of Chicago Divinity School.

Ken Stone, Professor of Bible, Culture and Hermeneutics; B.A., Lee College; M.Div., Church of God School of Theology, Cleveland, Tenn., Th.M., Harvard Divinity School; M.A., Vanderbilt University; Ph.D., Vanderbilt University.

JoAnne M. Terrell, Associate Professor of Ethics and Theology; B. A., Rollins College; M. Div., M. Ph., Ph.D., Union Theological Seminary.

Seung Ai Yang, Associate Professor of New Testament; B.A. Sogang University; M.A. Sogang University; M.A. Sogang University; M.A. Marquette University; Ph.D. University of Chicago.

Susan Brooks Thistlethwaite, Professor of Theology; B.A. Smith College; M.Div. Duke Divinity School; Ph.D. Duke University

## VIII. Fellows of The Ph. D. Center

### Anthropology

Linda E. Thomas, Ph. D.  
Professor of Anthropology and Religion  
Lutheran School of Theology at Chicago

### Congregational Studies

Michael Montgomery, Ph.D.  
Chicago Theological Seminary

George Thompson, Ph. D.  
Professor of Church Administration  
Interdenominational Theological Center

### Education

Jack L. Seymour, Ph. D.  
Professor of Religious Education  
Garrett-Evangelical Theological Seminary  
Director of the Joint Garrett-Northwestern University  
Program in Religious and Theological Studies

Avis Clendenen, Ph. D.  
Professor of Religious Studies  
St. Xavier University

Sr. Frances Ryan, D. C.  
Associate Professor and Chair  
Masters in Counseling Program  
School of Education. DePaul

### Philosophy

Michael Naas, Ph.D.  
Professor of Philosophy  
DePaul University

### Psychology

Arlo D. Compaan, Ph. D.  
CoDirector  
Tolentine Personal Resource Center

Herbert Anderson, Ph. D.  
Professor Pastoral Theology  
Catholic Theological Union

Homer U. Ashby, Jr., Ph. D.  
Professor of Pastoral Care  
McCormick Theological Seminary

George Cairns, Ph.D.  
Associate Professor (Retired)  
Chicago Theological Seminary

### Social Ethics

(Rev.) Gary Gunderson  
Interfaith Health Program  
The Carter Center  
Emory University

Thomas Nairn, O. F. M.  
Associate Professor Ethics  
Catholic Theological Union

(Rev.,) John T. Pawlikowski, O.S.M., Ph. D.  
Professor of Social Ethics  
Catholic Theological Union

### Sociology

Theodoric Manley, Jr.  
Associate Professor of Sociology  
Director, Center for African-American Research  
DePaul University

Thomas P. Sweetser, S. J.  
Director, Parish Evaluation Project  
Des Plaines, IL

R. Stephen Warner  
Professor of Sociology  
University of Illinois at Chicago

### Theology

Andrew Sung Park, Ph. D.  
Associate Professor of Theology  
United Theological Seminary

Dean Fowler  
The Executive Committee  
Milwaukee, WI

David Tracy, Ph. D.  
Professor, the Divinity School  
The University of Chicago

# **Appendices**

Form A

### Ph.D. Petition for a Program of Study

To: CTS Ph.D. Center Faculty

From:

Name:

Address:

Phone:

I petition the Ph.D. Center of Chicago theological Seminary for approval for the program of study described on the attached pages.

I have consulted with Professor (*name of faculty member*) concerning this petition and request that s/he be designated as advisor for my course of study. I have consulted with Professors (*names of faculty members*) and request that they constitute my Advisory Committee along with my advisor.

\_\_\_\_\_ student signature

\_\_\_\_\_ date

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The Ph.D. Center approves with the changes named below/rejects for the following reasons.

If approved, the Center designates \_\_\_\_\_ as Advisor and \_\_\_\_\_ and \_\_\_\_\_ as the Advisory Committee.

Form B

**Petition for Examination of a Constructive Paper**

\_\_\_\_\_ petitions the Ph.D. Center Faculty of Chicago Theological  
Seminary for an oral examination of the Constructive Paper on \_\_\_\_\_.  
(date)

Area examinations	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Languages	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_  
Signature of Advisor



Approved by Center Faculty on \_\_\_\_\_

Date and time of examination: \_\_\_\_\_

Form C

### **Petition for a Ph.D. Dissertation Proposal**

\_\_\_\_\_ petitions the Ph.D. Center Faculty of the Chicago Theological Seminary for approval of the attached dissertation proposal.

Approved:

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Date

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Approved by the Center Faculty on \_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Program