

Ph.D. Center Manual

Revised 2011

Chicago Theological Seminary



Manual for the Ph.D. Center
(August 2011 revision)

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

Admission is by application to the Center Faculty. Applications may be obtained by contacting the Chicago Theological Seminary Admissions Office (admissions@ctschicago.edu) or on the CTS webpage, www.ctschicago.edu.

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 science courses must be taken at or registered through CTS, but the remaining four courses of human science work can be taken in an accredited university or approved institute. The seven courses in theology and ethics are normally taken at CTS or taken in one of the ACTS schools but registered through CTS. A minimum of four of the candidate's courses in the theological area must be taken with the CTS Ph.D. faculty.
2. Two modern languages, or one language and demonstrated competence in an approved alternative research tool (e.g. statistics). See section IV. E. 2, pp. 10-11, for more information about language examinations.
3. A candidacy examination process consisting of six written area examinations (one in "Twentieth Century Theology"; one in either "Models and Methods in Theology, Ethics and the Human Sciences" or another methodological exam that makes use of the human sciences; and four others) and an oral candidacy examination focusing on a preliminary dissertation proposal. See section IV. G., pp. 12-13, for more information about the 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. 10-11, and Appendix 2 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. 10-11, and Appendix 2 for more information about language examinations.
3. A candidacy examination process consisting of six written area examinations (one in "Contemporary Hermeneutical Strategies") and an oral candidacy examination focusing on a preliminary dissertation proposal. See section IV. G., p. 12-13, for more information about the dissertation proposal.

C. Both Concentrations

4. A final dissertation proposal completed following admission to candidacy and in consultation with the candidate's doctoral committee.
5. A dissertation presented to the candidate's doctoral committee, approved by all three members of the committee as "ready for examination" and successfully defended by the candidate. See IV.H. and I., p. 13, and Appendix 3 for details about the dissertation requirements and the dissertation defense.
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.

IV. The Course of Study

The following guidelines pertain to both concentrations unless otherwise noted.

A Petitioning for a Program of Study

Students admitted to the Ph. D. program must submit a petition for a Program of Study 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 Sciences and which 7 courses are to be credited to Theology and Ethics. 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.
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).

The Program of Study Proposal should include any requests for exceptions to any of the above. It is normal that certain revisions to the proposed plan will occur during the course of the completion of the 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 has reviewed the proposal and agree that it is ready to be submitted to the Ph.D. Center faculty for approval, the student must email the proposal to the Center Director. The proposal will be considered at the next Ph.D. Center meeting.

B. Required and Elective Courses

1. The following three courses are required of all Ph. D. Students in both concentrations:
 - a. Contemporary Hermeneutical Strategies (RH 601), normally offered in the fall semester.

- b. Philosophical Thought (TEC 602), normally offered in the fall semester.
- c. Twentieth Century Theology (TEC 605), normally offered in the spring semester.

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 the Twentieth Century Theology area examination for students in the TEHS concentration. Work in RH 601 will serve as the basis for the Contemporary Hermeneutical Strategies area examination for students in the BCH concentration.

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 at least five times for at least an hour each session. Sessions are to be scheduled in advance.

7. Since relatively less time is devoted to “class” time in comparison with other courses, it is expected that the work done by the student will exceed that for a normal Ph.D. seminar.
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 Master’s 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. Normally, 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 appropriate preparatory materials on the previously approved exam areas. (See "Petition for a Program of Study" above). The student must propose specific dates for taking the exams and be prepared to negotiate those dates with the Director of Studies/Registrar. The oral examination on the dissertation proposal should be scheduled, at least on a tentative basis, at the same time as the written examinations, in consultation with the Director of the Ph.D. Program.
- 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 appropriate preparatory materials from the examiners, by way of the Registrar/Director of Studies, and is prepared to take the examination. Students in the BCH concentration should note that the qualifying examination in "Contemporary Hermeneutical Strategies" and one other exam may be taken whenever a student has received preparatory materials from the examiners, by way of the Registrar/Director of Studies, and is 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. Center.
- c. For each examination, designated faculty members will work with the student to design appropriate preparatory materials. Examples of appropriate preparatory materials include a study guide, study questions prepared by the faculty member, and study questions prepared by the student and revised by the faculty member.
- d. On each of the six written examinations, the candidate will be asked to write answers to two questions. The examination questions will be grounded in the study materials but will be formulated to test the candidate's creative and analytical capacities. While preparing for the exam, students should always have direct communication with the examiner about expectations for the exam.
- e. Qualifying examinations will be evaluated based on Ph.D. program learning goals:
 - Demonstrate Research Abilities
 - Demonstrate Teaching Abilities

- Synthesize Interdisciplinary Knowledge
- Relate Texts to Contexts
- Analyze Critically
- Demonstrate an Understanding of Primary Fields
- Demonstrate an Understanding of Cognate Areas
- Demonstrate Language Skills
- Show Potential for Transformative Leadership

No single exam will be evaluated on the basis of all learning goals.

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

Students will normally take their written examinations on a computer supplied by the institution. All students will take their examinations at CTS unless a petition to take the examinations elsewhere is granted. Students should discuss this process in advance with the Director of Studies/Registrar, who coordinates the process.

- g. Normally, candidates take two examinations at any point when they are prepared to do so (see IV. E.1.b.). The remaining four the examinations are taken over a two-week period once their preliminary dissertation proposal has been deemed examinable and the student has submitted a Petition for an Examination of a Dissertation Proposal (see j. below).
- h. Examinations will be “closed book” for all students matriculating after 2003. Students who matriculated prior to 2004 may take “open book” examinations in accordance with the policy in place at that time. However, they are strongly discouraged from doing so. Faculty examiners will be notified whether a student’s written examinations were completed in a “closed book” or “open book” format.
- i. Shortly after (and normally within four weeks of the last of) the written examinations, the faculty will conduct an oral examination based on (1) a preliminary dissertation proposal prepared by the student and (2) the written exams. *This oral examination should be scheduled, at least on a tentative basis, at the same time as the written examinations, in consultation with the Director of the Ph.D. Program.*
- j. Because a preliminary dissertation proposal serves as a basis for the oral qualifying examination, a student’s advisor must communicate to the Director of the Ph.D. Program and the Registrar/Director of Studies that a preliminary draft of the dissertation proposal has been deemed “credible for examination,” and the student must complete a Petition for an Examination of a Dissertation Proposal before the oral examination can take place.

Normally a student will not begin the four remaining examinations until the petition has been submitted (see g. above).

- k. Possible results of the exam include:
 - i. No pass – must be re-examined
 - ii. Stipulations – student must meet stipulations to receive pass
 - iii. Low pass
 - iv. Pass
 - v. High pass

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

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

- i. Rewrite the question response in a non-exam context
- ii. Complete a research paper
- iii. Schedule and take a separate exam on the content of the unacceptable question.
- iv. Schedule and complete an oral conversation with the faculty examiner on the exam content.

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

- l. The results of a student's written qualifying examinations will be normally reported to the student prior to the oral examination.
- m. At the conclusion of the oral examination, the examining faculty will determine whether or not to admit the student into candidacy for the Ph. D. Degree. 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. 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. Language exams are normally three hours. Students for whom English is a second language may request an additional hour to complete the language exam (four hours total) from the Registrar when scheduling the exam.

- c. Possible results of the exam include:
 - i. No pass – must be re-examined
 - ii. Low pass – may be re-examined
 - iii. Pass
 - iv. High pass
- d. A grade of B or better in a second year college/university 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.
- e. Alternative Methods of Fulfilling the Language Requirement

Alternative methods 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.

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

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. 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.

See Appendix 2, Ancient Language Exam Student Information Sheet, for more information.

F. The Oral Qualifying Examination

The basis for the oral qualifying exam will be a preliminary draft of the dissertation proposal, written according to the guidelines as set out 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.

The examiners will consist of the student's advisor, advisory committee, and one additional examiner drawn either from the Ph.D. Center faculty or from an outside institution. Scheduling of the oral qualifying examination is done in consultation with the Director of the Ph.D. Program after the student submits a Petition for the Examination of the Dissertation Proposal, Appendix 1, to the Registrar/Director of Studies. Normally the oral qualifying examination takes place within four weeks of the last written examination. The dissertation proposal draft should be provided to all examiners when the exam is scheduled.

G. The Dissertation Proposal

1. Dissertation Committee and Advisor

Following admission to candidacy, the student selects a dissertation committee, composed of an advisor and two others, to oversee any necessary revision of the 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 prior to the candidacy stage. The advisor and at least one other member of the dissertation committee must be members of the CTS faculty.

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 normally should be included either in a discrete section of the proposal or in the form of a thorough 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 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/Registrar 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

H. The Dissertation

The dissertation should be a substantive piece of original research. The length of the dissertation will vary according to content. Normally, however, a dissertation will range from 150 to 250 pages. Dissertations should not exceed 300 pages. See Appendix 3 for dissertation regulations.

I. The Oral Dissertation Exam

When the candidate's advisor and committee approve the dissertation as examinable, an oral defense will be scheduled by the Ph.D. Center. The faculty examining team will consist of the candidate's advisor, advisory committee, and normally two outside examiners, at least one of whom should have substantial familiarity with a significant aspect of the dissertation topic.

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

V. Teaching Assistant Policies and Procedures

A. Purposes of the Doctoral Teaching Assistant Program

The purposes of the doctoral teaching assistant program are:

1. To provide doctoral students with the opportunity to fulfill the CTS Ph.D. teaching requirement and expose 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) supervised work on the construction of the syllabus, lectures, discussion group leadership, grading, student conferences, and evaluation by students and supervising faculty member.
2. To provide academic assistance to the supervising faculty member in large classes.
3. To support the CTS M.Div. and other Master's programs.

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 TAs occurs at the discretion of the Ph.D. Center.

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

C. Execution of Teaching Assistant Duties

1. It is expected that regular meetings will take place between the Teaching Assistant and supervising professor, including an initial meeting prior to the start of the class in order to discuss roles and expectations for the Teaching Assistanceship, and a meeting after the

conclusion of the class for the purpose of evaluation. Meetings prior to and during the term will concern academic and pedagogical matters in the class that either the faculty member or teaching assistant wish to pursue. The schedule for meetings will be determined in advance by the supervising professor and teaching assistant.

2. If Teaching Assistants will be expected to grade assignments, the supervising professor will explain the grading criteria in advance, and provide the Teaching Assistant with feedback afterward.
3. Teaching Assistants may consult the CTS webpage (www.ctschicago.edu) for textbook lists in advance of the course if they wish to order desk copies. As soon as it is available, the supervising faculty member will also provide the Teaching Assistant with the syllabus.
4. The Ph.D. Center will provide assigned Teaching Assistants with a copy of the Teaching Assistant Policies and Guidelines.

D. Job title and Differentiation from Other Student Employment

1. The title for doctoral students participating in the teaching assistant program is Teaching Assistant.
2. No other types of student employment are governed by these guidelines.

E. Compensation

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

F. Commitment to Teaching Assistant positions

1. While all attempts will be made to honor teaching assistant assignments, the appointment and termination of teaching assistants occurs at the sole discretion of the Ph.D. Center, and an arrangement for a teaching assistant is never a guarantee of employment. Classes sometimes have to be canceled due to low enrollment. In these cases, a promised teaching assistant position will also be cancelled. In some unusual cases, a class may not be cancelled, but a teaching assistant position may still be terminated up to the scheduled start of class (with immediate notification of the teaching assistant), if enrollment does not warrant the presence of a teaching assistant and the funds can be better used in a course that has higher enrollment.
2. The ultimate responsibility for the course in which a teaching assistant participates lies with the supervising faculty member. If a teaching assistant does not fulfill the tasks

agreed upon in the initial meeting with the supervising faculty member, or in some other way sufficiently hinders the work of the faculty member responsible for the class or the work of the class itself, the Ph.D. Center reserves the right to terminate the appointment of the teaching assistant at any point during the course of the term.

3. In cases where the Teaching Assistant has a concern about the execution of the supervising faculty member's responsibilities, the Teaching Assistant should first, if possible, raise that concern with the supervising faculty member. However, if the Teaching Assistant believes that the concern is not able to be addressed in this manner, s/he should meet with the Ph.D. Center Director. Further action regarding TA concerns will be taken at the discretion and judgment of the Ph.D. Center.
4. Students are encouraged to engage faculty or the Center Director with questions or concerns about all aspects of Teaching Assistantships.

G. Evaluation of Teaching Assistants

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

VI. Responsibilities of Faculty During Summers 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 H. 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.

W. 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.

Rachel S. Mikva, Assistant Professor and Rabbi Herman E. Schaalman Professor of Jewish Studies; A.B., Stanford University, M.A., Rabbinic Ordination, Hebrew Union College; Ph.D., Jewish Theological Seminary.

Robert L. Moore, Distinguished Service 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 C. Schneider, Professor of Theology, Ethics and Culture; B.A. Dartmouth College; M.Div., Harvard Divinity School; Ph.D., Vanderbilt University.

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

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

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.

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 University

Philosophy

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

Psychology

Arlo D. Compaan, Ph. D.
Co-Director
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

Adam Kotsko
Assistant Professor of Humanities
Shimer College

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

Appendices

Appendix 1

Petition for Examination of a Dissertation Proposal

_____ petitions the Ph.D. Center Faculty of Chicago Theological
Seminary for an oral examination of the Dissertation Proposal on _____.
(date)

Approved:

Advisor _____
Date

Committee Member _____
Date

Committee Member _____
Date

Approved by the Registrar/Director of Studies on _____
Date

Registrar/Director of Studies signature

Date and time of examination: _____

Appendix 2

Ancient Language Exam Student Information Sheet (Biblical Greek and Hebrew)

Goal of Exams:

To allow students in the Bible, Culture and Hermeneutics concentration of the PhD program at Chicago Theological Seminary to demonstrate facility and sophistication with ancient languages as appropriate for doctoral level exegesis.

Assessment of Exams:

Pass/No Pass – Low pass

1. Students being examined in their major field (i.e., NT students taking a Greek exam, Hebrew Bible students taking a Hebrew exam) must demonstrate active reading competency of the language, consisting minimally of a clear understanding of lexical items, grammatical constructions and the syntax of the language. Students being examined in their secondary field (i.e., NT students taking a Hebrew exam; Hebrew Bible students taking a Greek exam) must demonstrate a passive competency or working knowledge of these matters.
2. If a student fails an ancient language exam, he or she will have two further opportunities to take the exam. After that point, he or she must petition the Ph.D. Center in order to take the exam again.
3. If a dispute arises about the result of an exam, the PhD Center Director will solicit a second reader for the exam.

Exam format:

Material will be taken from two different genres:

- a. Hebrew: one selection will be narrative, the other poetic
- b. Greek: typically one section will be narrative, the other from an Epistle

1. For students in the major field (i.e., NT students taking a Greek exam, Hebrew Bible students taking a Hebrew exam), the student will have no information about the context of the exam passages. For NT students taking Hebrew or Hebrew Bible students taking Greek, the student will discuss with the examiner a broad range of texts from which specific exam passages will be taken.

2. Students taking an exam in their major field will typically be expected to answer basic questions regarding the critical apparatus of the standard critical editions of the New Testament (Nestle-Aland) and Hebrew Bible (BHS/BHQ).

3. Students taking any ancient language exam will be asked to parse a significant number of forms.

4. Use of tools (e.g., dictionaries, grammars) for exams will be determined by examiners: Students who are being examined in their major field, for example, may be asked not to use a (Greek-English/Hebrew-English) dictionary for the portion of the exam in which they are asked to translate narrative material. In other cases—including students not being examined in their major field and students being asked to translate poetic material—dictionary use is always permitted.

International students also are typically permitted to use Greek and Hebrew lexicons related to their first language (e.g., Korean—Greek) as well as an English dictionary related to their first language (e.g., Spanish—English).

5. Normally students will be asked to translate a total of approximately 24 verses (including both narrative and poetic material). Typically the time allotted for the exam will be 3 hours (or more) depending on the precise length and difficulty of the exam. However in every case the examiner will determine the precise length of the exam and the time permitted for completing it.

Other Ancient Languages:

Students whose primary focus is the Hebrew Bible/Old Testament will also be required to demonstrate competency in one further ancient language, typically Aramaic. Depending on research interests, some students may also need to demonstrate competency in a further ancient language. This competency can be demonstrated in a variety of ways including successful completion of course work or examinations. Students who are required to demonstrate competency in a further ancient language should discuss with their advisor and/or the PhD Center Director how they will demonstrate competency in this language.

Appendix 3

Dissertation Guidelines

1. Dissertations are to be printed in laser quality print on any cotton bond paper of high rag content, weight 20 pounds, size 8¹/₂" x 11. Such paper may be called Business or Dissertation bond paper.
2. Each dissertation is to be provided with a title page arranged in the form of the model title page distributed by the librarian (also available at www.ctslibrary.org under Citation and Style).
3. If the title of the dissertation is long, a short title, to be used on the spine 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. Order of contents: Each dissertation is to be provided with a Table of Contents, followed by succeeding sections.
5. Line-Spacing: All the basic text (including Abstract, Acknowledgement) should be double-spaced. Apply single-space for Footnote, Bibliography, Indent Block Quotation, Appendix.
6. Margin:
 - a. Left margin (1.5 inches); Right margin (1 inch).
 - b. Top and Bottom margins (1.25 inches), except a title page that should be 1.5 inches from the top of the page.
7. Pagination:
 - a. Roman numerals for the Table of Contents, Abstract, Acknowledgement.
 - b. Arabic numerals for Body, Appendix, Bibliography.
 - c. Put all page numbers at the bottom of pages.
8. Font:
 - a. Set the size 12 (optional – footnote:10-12).
 - b. Headings (Parts, Chapters) are capitalized.
 - c. No style except subheadings.
9. Chapters (or equivalent major sections), bibliography, appendices, etc, should normally begin on new pages, with centered headings, preferably with larger top margins (1.5 inches) than on other pages. Section headings are to be consistently displayed throughout the dissertation.

10. Footnote should be at the bottom of the page. Bibliography must be at the end of the paper. Use the 6th edition of *A Manual for Writers of Term Paper, Theses, and Dissertations* (Turabian) for footnote and bibliographic citations. However, you can choose other style manual consulting with your advisor (e.g., SBL). Keep in mind that you must use a selected style consistently.
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 with are to be displaced for purpose of emphasis or comparison, and quotations of poetry) should be set off from the text, without quotation marks, in single-spacing, and indented from the left margin. Standard procedure as to notation for ellipses, interpolations, etc, is to be followed.
13. Illustrations (charts, graphs, maps, drawings, paintings, photographs, etc) and symbols are to be computer-generated or entered neatly in permanent black ink.
14. Corrections: Careful proofreading and entry of all necessary corrections are required. Interlineations, crossing out of letters or words, and strikeovers are not acceptable.
15. One computer printed 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 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, you are recommended to use the most recent editions, *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian and *The Chicago Manual of Style*.

These guidelines and related material are available at www.ctslibrary.org, under Citation and Style.

Appendix 4

Academic Calendar

	<u>2011</u>
New student registration for Fall Semester	Aug. 31
Fall Semester begins	Sept. 6
Last day to add/drop courses	Sept. 16
Tuition & fee payment due	Sept. 23
Late fee charged -- 10%	Sept. 26
Reading week	October 10-14
Registration for "J" and Spring Terms	Nov. 7-18
Registration Late Fee Charged	Nov. 21
Thanksgiving Recess	Nov. 24-5
Fall Semester ends	Dec. 16

	<u>2012</u>
"J" Term begins	Jan. 3
Martin Luther King Jr. Day (seminary closed)	Jan. 16
"J" Term ends	Jan. 27
Spring Semester begins	Jan. 30
Last day to add/drop courses	Feb. 10
Tuition & fee payment due	Feb. 17
Late Fee Charged-- 10%	Feb. 20
Reading week/Easter recess	March 19-23
Registration for Summer and Fall Terms	April 9-20
Registration Late Fee Charged	April 23
Spring Semester ends	May 11
Commencement	May 12

**Tentative Professor Sabbatical Schedule
2011-2014**

	Fall	Spring
11/12		Edgerton, Stone
12/13	Jennings, Seo	Mikva, Thistlethwaite
13/14	Sandoval, Speller, Yang	Haldeman, Schneider, Terrell