CHICAGO THEOLOGICAL SEMINARY

STUDENT
HANDBOOK
2025-2026

STUDENT HANDBOOK

2025-2026

Revised August 2025

CHICAGO THEOLOGICAL SEMINARY

Welcome to the 2025-2026 academic year!

We begin this fall with joyful anticipation and excitement as CTS faculty and staff members have been diligently preparing for the upcoming year. For the last few years, CTS has primarily offered its courses in an online delivery format, and we no longer have semester-long courses that meet on campus. However, opportunities for on campus engagement remain available, and we encourage you to take advantage of one of these opportunities. To understand our course offerings, please note the letters that are used in our course numbering system:

• **Online** – online courses that use both asynchronous (you decide when you do the work) and synchronous (in real time) elements employing Canvas and Zoom; course numbers end in "**O**"
  • **Online in real time** – online synchronous courses employing Canvas and Zoom; course numbers end in "**S**"
  • **Hybrid** – online courses with required face-to-face sessions; course numbers end in "**H**"
  • **Flex** – online with some optional face-to-face sessions; course numbers end in "**F**"

See the [course schedule](https://www.ctschicago.edu/course-schedule) (https://www.ctschicago.edu/course-schedule), Campus Café, or the Registrar for specifics.

We are living in a delicate time marked by apprehension and pessimism about the future. Our concerns encompass a range of critical issues, including divisive politics, economic uncertainty, racist ideologies, gun violence, climate change, and the spread of misinformation, among many others. Amid this moment of uncertainty and distrust, the need for well-educated, compassionate, and visionary religious leaders is more urgent than ever. Our goal in offering you a CTS education is to uniquely position you to guide us through these challenging and uncertain times and to lead us to a place of greater justice, mercy, peace, and hope. Thank you for your dedication to theological education and your commitment to making a difference.

Chicago Theological Seminary – 2025-2026 Student Handbook
Table of Contents

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

I. Overview of the Seminary

Chicago Theological Seminary (CTS) was founded in 1855 by Congregationalist churches from Wisconsin, Illinois, and Michigan.[1] The oldest continuing institution of higher learning in Chicago, CTS is today an affiliated seminary of the United Church of Christ with an ecumenical, interfaith faculty and student body. Throughout its history, CTS has been a pioneer in educating religious leaders to address critical issues affecting diverse communities in multiple contexts. Unafraid of issues simply because of the controversies they create, the Seminary has a distinguished record of setting trends in religious life and leadership for more than 170 years. Today it offers five accredited degree programs and various other educational programs.

Statement of Mission and Commitments

Chicago Theological Seminary, a graduate school affiliated with the United Church of Christ, serves God, diverse religious and spiritual communities, and the larger world by educating persons theologically and cultivating the intellectual, spiritual, and ethical capacities of lay and ordained religious leaders, scholars, activists, and others who contribute to the increase of justice and mercy.

Guided by the Spirit of the Divine, inspired by ancient and contemporary prophets, sages, and sacred texts, informed by numerous religious and philosophical traditions, and nurtured by faith and culture, we strive to create a sacred learning community that educates for public ministry, based upon the following interwoven commitments:

➢ We are committed to a life of mutual teaching and learning, to academic excellence, to open inquiry, and to critical engagement of texts, contexts, and practices in all of our educational programs;

➢ We are committed, in a world suffering from spiritual impoverishment, which is characterized by meaninglessness, lovelessness, and hopelessness, to proclaim a message of divine purpose, compassion, and promise;

➢ We are committed, in a society structured by white supremacy and racism, to challenge white privilege, to combat the forces of racial division and domination, and to equip leaders who embrace and celebrate racial, ethnic, and cultural diversity;

➢ We are committed, in a global context of religious conflicts and a society structured by Christian privilege, to joyous embrace of religious diversity, expanding our ground-breaking work in Jewish, Christian, and Islamic Studies to advance understanding and collaboration among the rich multiplicity of spiritual traditions and lifestances;

➢ We are committed, in a world governed by sex and gender binaries, to advocate gender justice, to nurture movements for women's equality, and to liberate humanity from restrictive gender norms;

---

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

➢ We are committed, in world governed by the presumption of heterosexual expression, to challenge homophobia, to celebrate lesbian, gay, bisexual, transgender, and other individuals within the spectrum of human sex and sexuality, and to develop leadership to encourage faith communities to become more open and affirming;

➢ We are committed, in a world stratified by economic and social class, to challenge the structures that sustain poverty and economic disenfranchisement, and to join the struggle, as companions with the poor, for liberation of all from want, homelessness, hunger, and disease;

➢ We are committed, on a fragile planet threatened by pollution and exploitation, to interrogate ecological policies, theologies, and practices, and to challenge materialism and the devaluation of creation; and,

➢ We are committed, in recognition that social divisions are local, national, and global, to international collaboration among individuals and institutions with similar commitments to our own.

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

II. CTS Organizational Structure

Board of Trustees
The Board meets three times a year, with a short fourth meeting each June that is focused only on the budget. The Board is responsible for the total well-being of the institution. It acts upon recommendations of the President, Academic Dean, and Faculty concerning faculty appointments and promotions, awarding of degrees, and curriculum.

The Board functions through the following committees:

1. The Academic and Student Affairs Committee is responsible for recommendations on policies affecting curriculum and student life. Each year two students chosen by the President and Dean from among the student representatives to the Academic Council will serve as student representatives to the committee and, by extension, to the Board of Trustees. Student representatives have voice but not vote.

2 The Business Affairs Committee is responsible for recommending the budget and policies regarding business and accounting records and systems, financial aid, buildings and grounds, business planning, legal functions, auxiliary enterprises, and non-academic personnel.

3. The Advancement Committee is responsible for recommendations or policies concerning the Seminary's development programs and public relations efforts.

4. The Committee on Board Affairs is responsible for nomination of Trustees and for evaluation of individual Trustees' performance, Board structures, and committee performance.

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

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

The Academic Council

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

The following shall be regular members of the Academic Council:

1. All full-time teaching faculty, the President, and the Librarian with voice and vote.

2. The Registrar and the Dean of Students with voice but no vote. Members of the Administrative Council will receive minutes of meetings and are welcome to attend the meetings.

3. Six student representatives, to be selected in a manner decided by the student body, each with voice and a collective maximum of two votes. No single student representative, however, may cast more than one vote.

4. Other members of the Seminary community may be invited to meetings of the Academic Council, on a regular or occasional basis, at the discretion of the Academic Dean or the President.

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

The Administrative Council

This body (comprised of the President, the Vice President for Academic Affairs, the Vice President for Finance and Administration, the Director of Student Formation & Outreach, the

Controller, and a faculty member appointed by the Academic Dean) provides a central location for institutional planning and problem-solving, with particular attention to issues that affect student life (including student fees). Its activities may include setting and implementing administrative and financial policies, gathering and analyzing institutional data, coordinating school-wide planning (pre- and post-project/event), approving recognized student groups, and functioning within a culture of ongoing assessment regarding administrative matters. The council meets as called and is chaired by the President.

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

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

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

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

Student representatives are elected each year in elections organized by students. Students must normally be in good standing to serve as members of the student government.

Town Hall Meetings
Town Hall Meetings are held to provide opportunity for discussion of issues important to the CTS community. They may be convened to consider policies, aspects of Seminary life, events of concern, and other issues. These meetings are not intended for determining formal action, but for encouraging better communication among students, faculty, staff, and administration. Town Halls are normally called and organized by elected student representatives, the President, the Academic Dean, or a member of the Office of the Academic Dean.

III. Academic Information

Admission – General
Students are admitted to one of five general degree programs at CTS: two professional degrees (MDiv or DMin) and three academic degrees (MA, STM, or PhD). Admission to study in one of these degree programs is not equivalent to admission to candidacy for the degree (see "Candidacy" below or MDiv and PhD degree program handbooks). They may also be admitted to the Certificate program, as a Student at Large, or as a Distance Scholar.

Coursework taken at CTS but applied to a degree received at another educational institution may be applied to a CTS degree subsequently if a petition for transfer credit is approved. When a student who has previously earned a Master's degree in theological or religious studies is accepted in the MDiv Program, up to one year of coursework (or, 8 courses/24 credits) applied to the previous degree may be transferred into the MDiv program.

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

For more information about degree programs, see https://www.ctschicago.edu/degree-programs/, and for admissions requirements, see https://www.ctschicago.edu/admissions-requirements/.

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

Admission to the MDiv and MA programs requires:
- A bachelor's degree from an accredited college or university; coursework in theology or religious studies is a plus.
- A superior academic record in previous undergraduate education.
- Official transcripts from all academic institutions attended, whether or not a degree was earned.
- Three letters of reference – at least one must be academic, one may come from a pastor or other religious professional, and one may come from a supervisor or friend.

- Completed application which includes a copy of current resume and an essay (additional statement of focus for MA program).
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.
- $50 application fee.

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

Admission to the STM program requires:
- A master's degree or equivalent in theology or religious studies from an accredited college, university, seminary, or professional school.
- A superior academic record in previous undergraduate and graduate education.
- Three letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors.
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes a copy of current resume, an essay, and a statement of focus.
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.
- $50 application fee.

Doctor of Ministry in Public Ministry
The online DMin in Public Ministry program is a three-year, thirty-credit advanced program focusing on public ministry. The DMin curriculum will equip leaders for serious engagement with significant public issues from the perspective of diverse religious, spiritual, and ethical traditions. This fully online degree is organized around CTS's Mission and Commitments of Interreligious Engagement, the Study of Black Faith and Life, LGBTQ Religious Studies, and Chaplaincy Studies. The partnership with the Bayan Islamic Graduate School will allow students to pursue a degree at CTS that prepares them for Islamic Religious Leadership. A faculty advisor will work closely with each student to identify appropriate advanced courses and research questions that bring the school's distinctive emphases to bear on specific issues in religious leadership. Such issues might involve traditional practices of ministry such as preaching, worship, pastoral care or more specialized ministries such as those associated with social service agencies, community activism, or specific types of chaplaincy.

Admission to the DMin program requires:

- A Master of Divinity degree, or equivalent, in theology, religious studies, or related field, from an accredited college, university, seminary, or professional school.
- A minimum of three years of professional ministry/religious leadership, or its equivalent.
- An autobiographical essay and a programmatic essay.
- A superior academic record in previous undergraduate and graduate education.
- Three letters of reference and recommendation from relevant referees.
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.
- $50 application fee.

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

Admission to the PhD program requires:
- A master's degree or equivalent in theology or religious studies from an accredited college, university, seminary, or professional school.
- A superior academic record in previous undergraduate and graduate education.
- Three letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors.
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes a copy of current resume or CV, a personal essay, and sample academic/research paper.
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.
- $50 application fee.

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

and oral communication skills, mature intellectual abilities, and the capacity to think critically. GRE scores are not required.

The application process requires:
- Official transcripts from all academic institutions attended.
- An autobiographical statement (250 words or less) describing your interest in theological study.
- A current resume or a brief description of your recent work experience, participation in volunteer and community service, and religious or church involvement.
- Two letters of recommendation as described within the Certificate application instructions.
- $50 application fee.

Student at Large (SAL)
Student at Large (non-degree) status allows an individual to take a course or courses without participating in a degree program. A bachelor's degree is strongly preferred, but students who do not possess a completed bachelor's degree may also apply following consultation with the CTS Office of Admissions.

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

Admission to the SAL program requires:
- A bachelor's degree is recommended.
- Two letters of reference and recommendation from relevant referees, e.g., faculty and/or clinical supervisors (four are required for individuals without a bachelor's degree).
- Official transcripts from all institutions of higher learning, whether or not a degree was earned.
- Completed application which includes a copy of current resume and an essay.
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test requirement may be waived if the applicant has completed another degree, in English, in the US.
- $50 application fee.

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

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

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

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

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

Transfer Students
Because Seminary requirements and coursework vary considerably from institution to institution, each transfer student is evaluated individually by the Academic Dean and the Registrar. Courses transferred to CTS must be at the graduate level and from accredited institutions, and students must have received a grade of B or better in these courses. Generally, only elective credits are transferred. A request to have transfer credits satisfy core courses must demonstrate substantial comparability between the courses, and it requires approval from the Academic Dean and Registrar. For PhD students, the final determination of transfer credits is made in connection with a student's program of study proposal. Transfer of field education credit is determined by the Director of Theological Field Education in consultation with the MDiv Director, the Registrar, and the Academic Dean.

- In order to graduate, students must complete at least one year of full-time study at CTS or the equivalent (8 courses/24 credits).
- Normally, transfer course credits applied toward degree requirements should be earned within ten years of the awarding of the degree.
- Up to one third of the course requirements for the CTS degree can be transferred from a previous master's program (8 courses for the MDiv, and 6 for the MA; no courses may be transferred in for the STM or for a Certificate). Students may petition for an exception to this policy.

Policy on Advanced Standing
All petitions for advanced standing for previous degree work must be evaluated by the Academic Dean, the Registrar, and the Director of the degree program in which a student seeks advanced standing. Degrees received prior to seven years before entering CTS may not be given full credit toward advanced standing. The amount of advanced standing granted depends on the relevancy of the previous degrees received to the CTS degree program in which the student is enrolled,

the accreditation of the institutions where the degrees were received, and the academic performance of the student. Specific policies may be set for particular degree programs. In no case will more than one (1) year's advanced standing be granted. Advanced standing is *not* the same as credit hours, which cannot apply to more than one degree.

Class Participation Policy

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

Religious Accommodation

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

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

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

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

Non-Completion of a Course

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

Leave of Absence

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

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

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

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

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

Student Emergency Grants
Objective: CTS believes in supporting its students in times of need and personal emergencies. For this purpose, the student emergency grant fund has been established to enable eligible students to potentially receive a grant to reimburse emergency expenses.

Scope and Applicability: This policy applies to all active students who are currently enrolled and who are in good standing with no academic or probationary issues in the last six months.

Policy / Process

Eligibility of Grant
- Students must complete the Student Emergency Grant Application (see below) and submit related receipts and/or invoices.
- Student Emergency Grants are limited to medical emergencies, childcare, medication, rent assistance, and/or utility bills. Documentation such as receipts or invoices are required as proof to be eligible for a grant.
- Students who are currently enrolled and who are in good standing with no academic or probationary issues in the last six months and subject to approval by CTS's President and Vice President for Finance and Administration. Any grant consideration is also subject to availability of funds as determined by the President.
- All requests for a grant must be sent to the Vice President of Student Services. The Vice President of Student Services will consult with the Vice President for Finance and Administration and/or with the President to determine fund availability.

Eligibility Amount

- The maximum grant amount cannot exceed $750 annually. Students may apply each academic term until that maximum amount of $750 is reached.
- If approved, the student will receive a check or direct deposit whichever they have set up with the Finance Office.
- Students can only receive one grant each term.
- Students are not guaranteed to receive emergency grants as grant funds are limited.
- Grant applications will favor students who have not submitted an application before or within the past year.
- Funds are limited and applying for a grant does not guarantee a student would receive one.

Special Circumstance and Exception: Any deviation from this policy must be approved in writing by the President and Vice President for Finance and Administration.

Non-compliance and Consequence: Violation of this policy, including falsifying any receipts or invoices, is subject to disciplinary action.

Acknowledgement: By applying for the grant, the student acknowledges that they have read the policy and are adhering to its process and guidelines.

Student Emergency Grant Application

<u>Purpose of this fund</u>
CTS believes in supporting its students in times of need and personal emergencies. For this purpose, the student emergency grant fund has been established to enable eligible students to potentially receive a grant to cover emergency expenses. *See Student Emergency Grants policy on p. 12.*

<u>Guidelines</u>
Due to audit regulations, only specific expenses will be covered and reimbursed. There is a limit to the max amount that can be awarded annually.

Eligible expenses include:
- Health Care
- Medications
- Childcare
- Utilities
- Other Emergencies with Approval

Those who apply for this grant will propose an amount that will best be able to assist them. Priority will be given to new applicants each academic term. Grant awards could be less than requested depending on the number of requests received and based on availability of funds.

Documentation demonstrating expense is required. Include an attachment such as receipts, billing statements, or invoices.

All applications must be submitted to the Vice President of Student Services, Jason Frey (Jason.frey@ctschicago.edu).

Acknowledgement That You Have Read the Guidelines: _____
Name: _____
Date of Request: _____
Amount Requested: _____
Include a brief explanation of your need and how it meets the guidelines (may include separate sheet for explanation):

_____   _____
Signature   **Date**

Student Reimbursements

In certain circumstances, if a student commits funds for travel to an event that is required for a CTS course, and the event is subsequently cancelled, the student may request compensation for some or all of the travel expenses. To avoid a loss of funds committed for travel, students are strongly encouraged to follow any timing guidelines for making travel arrangements. Reimbursements will be subject to the availability of funds and approval of the Administrative Council.

Registration

Advising
The Registrar generally advises masters students on course registration for their first semester. Faculty Advisors are assigned shortly after the semester begins.

MA, MDiv, and STM students will be assigned a faculty advisor for vocational and academic advising but can continue to meet with the Registrar to discuss course registration, if needed. SAL/Certificate students receive advising from the Registrar.

PhD students must meet with their faculty advisors in advance of course registration. At the conclusion of an advising conversation, the Registrar or advisor will approve registration for enrollment. Students can then self-enroll in classes via the student web portal.

DMin Students also must meet with their faculty advisors in advance of course registration. At the conclusion of an advising conversation, the Registrar or advisor will approve registration for enrollment. Students can then self-enroll in classes via the student web portal.

During faculty sabbaticals, interim advisors for all students other than PhD and DMin students will be appointed by the Registrar. Students will be notified of the interim arrangements in advance of the term. PhD and DMin students normally retain their regular advisor during a sabbatical.

Students may request a change in advisor, but there is no guarantee that a specific faculty member will be available as a new advisor. Changes in advising assignments must be approved by the Registrar in consultation with the current and potential advisors.

See individual degree program handbooks for additional information about advising for each degree program.

Registration and Pre-registration
The pre-registration process occurs two times a year:

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

Registration remains open after the pre-registration period but courses may fill and so early registration is encouraged.

1. New students will receive registration information from the seminary as part of their orientation process. Once enrolled, those students who intend to re-enroll the following term must register for the next semester during a designated registration time, along with other continuing students.

2. In order to register, all accounts (tuition, fees) must be up to date (no balance due), or students with a balance must be current on their approved payment plan. GI Bill®* and VR&E beneficiaries will be allowed to register and attend classes with an outstanding balance if they have submitted a valid certificate of eligibility but the VA has not yet provided payment.

3. If tuition and fees are not paid by the second week of the term, late fees will be assessed (see Schedule of Fees for amount of fee). Late fees will not be assessed to GI Bill®* and VR&E beneficiaries who have submitted a valid certificate of eligibility.

4. For continuation fees, accounts must be fully paid in order to proceed with formal advisement, scheduling of consultation or examinations, etc.

5. Exceptions to the above policies must be approved by the Administrative Council.

6. At the time of all registrations, students may sign up for health insurance coverage. Major medical health insurance coverage is strongly recommended for all degree students.

7. Students who experience difficulty registering through the Web Portal, students taking ACTS courses, and students taking Directed Readings should contact the Registrar.

8. Students with three incompletes or long-standing incompletes will be prevented from registering for additional courses by the faculty.

9. Students may take a maximum of 12 credits per term. Students may petition for an exception to this policy.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Veteran Benefits, GI Bill®

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

In compliance with Compliance with 38 USC 3679(e), Chicago Theological Seminary will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill®* (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:
- Prevent their enrollment.
- Assess a late penalty fee to.

• Require they secure alternative or additional funding.
• Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:
• Produce the VA's Certificate of Eligibility by the first day of class.
• Provide written request to be certified.
• Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

Because some students will want to use their funds while others may not, verification is not automatically submitted to the VA. Please request funding via email through the Registrar.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Program Changes (Add/Drop and Course Withdrawals)
Adding/dropping courses is normally done only during the first two weeks of a term. Adding a course after the term has begun is subject to the approval of the instructor. Full tuition refunds are available for dropped courses as long as the changes are made by the add/drop deadline.

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

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

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

- Up to 60% of the length of the term, students will be responsible for paying the portion of tuition and fees that correlates to the percentage of the term they have completed. The percentage of tuition and fees correlating to the uncompleted percentage of the term can be applied to a future term.
- The percentage of the term will be calculated by the percentage of calendar days that have passed in the term. This calculation excludes the seven days the seminary is closed for reading week.
- After 60% of the term, no refund of tuition or fees will be given.
- In cases where a withdrawal decreases the student's loan eligibility for the term, the student will be responsible to return any overpayment of loan funds. The Seminary will first draw on any surplus of funds in a student's account due to course withdrawal

to resolve the overpayment. The student will have 30 days following notification of overpayment by the Seminary to return any remaining overpayment directly to the Seminary. After 30 days, the Seminary will report overpayment to the National Student Loan Data System (NSLDS) and the student will be responsible for repayment directly to the Department of Education. This will also render the student ineligible for further federal student loans and in-school loan deferment until the overpayment has been resolved.

If a student does not follow the withdrawal process outlined above and ceases to participate in one or more courses, potential consequences include:
- Course failure
- Requirement to repay student loan funds either to the Seminary or directly to the Department of Education.

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

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

Auditing
Students paying tuition for credit courses who wish to audit additional courses in that same term and have AU recorded on their transcript may do so with no additional cost. PhD students may audit classes for no cost if they are registered for courses, in pre-candidacy status, or in candidacy status the previous term, and if they have received the permission of the instructor to audit. All others wishing to have a recorded audit will be charged a fee (see Schedule of Fees for amount of fee). At the conclusion of the term, the instructor must verify to the Registrar that the student did, in fact, audit the course. Requirements for auditors are set individually by each instructor. Auditors do not have access to the library.

Switching Degree Programs
Students who wish to switch programs must submit the letter of intent through their advisor. Depending on the degree, students may be required to complete four courses and submit up to three reference letters. Students who desire to switch to a DMin or PhD program must formally apply through Admissions.

Coursework

Numbering
Introductory courses are usually numbered at the 300 level. Advanced courses are numbered in the 400s. The most advanced seminars are numbered in the 500s and 600s. Courses at the 500-level or higher qualify as doctoral courses. First degree students are not excluded from advanced courses but should check with the instructor regarding their readiness for a particular course prior to pre-registration.

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

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

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

Expiration of Course Credits
CTS courses must be taken within the previous 12 years, and transfer courses within the previous 10 years, to count towards a degree. Students may petition for an exception to this policy.

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

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

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

Grades seen on Canvas do not always reflect the grades in the Student Portal. Please rely on your Student Portal grades posted in Camus Café as a reflection of your official record.

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

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

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

Because of our early graduation date and early date of the last faculty meeting of the spring term, students are normally not permitted to take an ACTS class during the last semester before their graduation. Students may petition for an exception to this policy if merited.

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

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

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

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

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

Academic Records

Grading Symbols
The standard grading evaluation will be A (excellent), B (above average), C (average), D (below average), F (failure), I (incomplete), PI (permanent incomplete), and W (withdrawn). With permission of the instructor, a student may elect to take a course pass/fail. Please be sure to check with each professor about what is required to pass their course. Students in master's level programs can take up to 1/3 of their courses as pass/fail. Some courses are taught solely as pass/fail. Those particular pass/fail courses do not count against the 1/3 allotment for students.

Grade Reports
Student grades will be available on the Student Portal after the conclusion of each term. Grades will normally be posted no later than three weeks after the end of the term. Grades posted on Canvas are not considered official and are subject to change.

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

Retaking Courses
Courses for which a student receives a poor or failing grade can be retaken. Students normally must pay tuition when they retake a course. Once the course has been successfully completed, the grade will show for the new course, but the original PI will remain on the transcript. Only the new grade will impact the student's cumulative grade point average.

Transcripts
Transcripts can be ordered and paid for online at parchment.com (type in "Chicago Theological Seminary" and the system will guide you through the process). No transcripts from other institutions will be sent out by CTS and all degrees/course work will be present on the transcript.

Transfer of Credits
Students taking accredited seminary work elsewhere who wish to have that work officially transferred to CTS must make that request in writing to the Registrar. Courses must be graduate level (doctoral level for doctoral students), and not counted toward another degree. Up to one

third of the course requirements for the CTS degree can be transferred from a previous master's program (8 courses/24 credits for the MDiv, and 6 courses/18credits for the MA; no courses may be transferred in for the STM or for a Certificate). Students may petition for an exception to this policy. Courses with a grade below a B will not transfer in. Advanced standing without credit may exempt students from required courses, permitting the substitution of electives to fulfill CTS degree requirements. Transfer credits do not apply to a student's cumulative GPA, and the grades of transferred courses are not listed on a student's CTS transcript. Any questions about what is an acceptable transfer credit should be referred to the Registrar, who will consult with the Academic Dean or other faculty members. Also, work done prior to ten years before entering CTS may not be considered for transfer credits.

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

Incomplete work from Fall and J-Term will be due by August 15, and incomplete work from Spring, May term, and summer will be due by January 15. All incomplete work should be turned in to the Registrar, or the Registrar should be copied when the student sends work by email to the instructor.

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

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

For graduating students, all incompletes must be resolved by January 15 of the year they are graduating. In exceptional circumstances, an extension of 4 weeks may be granted. Students must consult the Registrar for instructions on how to petition for this extension. Extensions are not automatically approved and are subject to review.

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

Unsatisfactory Academic Performance

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

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

Separation
Students who, during two successive semesters on probation, do not raise their GPA to minimum graduation standards, may be separated from the Seminary. Students who are inactive for two successive semesters may be separated from the Seminary. Students may also be subject to separation from the Seminary for non-academic reasons such as those outlined in but not limited to Section VI. Separated students cease to have student status.

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

Graduation and Placement

Graduation
Degrees are regularly awarded at Commencement at the end of Spring term. Graduation without ceremony is also possible at the beginning of the Fall term, and a conferral of degrees may take place at Fall Convocation if a significant number of students are receiving degrees. Students planning to graduate must file a declaration of intent with the Registrar six weeks prior to graduation. A graduation fee is charged to help cover expenses (see Schedule of Fees). Digital graduation announcements are available to students approximately a month before Commencement. Students who wish to receive paper announcements may request them from the Director of Communications (brendan.diamond@ctschicago.edu) two months prior to Commencement. No student with outstanding debts to the Seminary will be allowed to graduate or participate in the graduation ceremony. Students with a GPA below the minimum 3.0 will not be allowed to graduate.

Degree Programs

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

Courses Required

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

Master of Arts (MA)	16 courses/48 credits
Master of Divinity (MDiv)	25 courses/75 credits
Master of Sacred Theology (STM)	8 courses/24 credits
Doctor of Philosophy (PhD)	12 courses/36 credits
Doctor of Ministry (DMin)	10 courses/30 credits

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

Master of Arts in Religious Studies (MA)

The Master of Arts in Religious Studies (MA) is a two-year program (16 courses/48 credits) that allows students to focus theological study in a particular area of interest, culminating in a master's thesis. There are three tracks available within the MA degree program: Religious Studies (with an emphasis on Christian tradition), Islamic Studies, and Interreligious Studies. The requirements are listed in the table below.

Religious Studies	Islamic Studies	Interreligious Studies
Religious Heritage (RH)		
Interpreting the Hebrew Bible	The Qur'an: Collection, Composition and Teachings	Sacred Text 1: Interpreting the Hebrew Bible, Gospels, or Qur'an
Interpreting the Gospels	Islamic Law and Legal Theory	Sacred Text 2: Hebrew Bible, Gospels or Qur'an
History of Christian Thought	Islamic History	Jewish Thought, History of Christian Thought or Islamic History
RH Area Requirement 1	RH Area Requirement 1	RH Area Requirement 1
RH Area Requirement 2	RH Area Requirement 2	RH Area Requirement 2
Theology, Ethics, and Culture (TEC)		
Systematic Theology	Islamic Theology and Philosophy	Core or Comparative Theology course
Christian Ethics OR Global Sensitivity in Ministry	Islamic Ethics OR Islamic Leadership and Spirituality	Interreligious Engagement

TEC Area Requirement 1	Interreligious Engagement	TEC Area Requirement 1 (Interreligious or Comparative)
TEC Area Requirement 2	Sunni-Shia Relations and Intra-Faith issues	TEC Area Requirement 2
Capstone		
MA/STM Thesis	MA/STM Thesis	MA/STM Thesis
Electives		
6 free electives	2 CTS electives	6 free electives
	4 free electives	

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

Master of Divinity (MDiv)
The Master of Divinity (MDiv) is a three-year program (25 courses/75 credits) designed to prepare students to serve as transformative religious leaders in positions of religious leadership and society.

There are two tracks available within the MDiv degree program: Master of Divinity (with an emphasis on the Christian tradition) and Master of Divinity in Islamic Chaplaincy. The requirements are listed in the table below.

Master of Divinity	**MDiv in Islamic Chaplaincy**
Religious Heritage (RH)	
Interpreting the Hebrew Bible	The Qur'an: Composition, Collection, and Teachings
Interpreting the Gospels	Islamic Law and Legal Theory
Two of the following three: • Interpreting the Epistles • Interpreting the Hebrew Bible II • Bible Elective	Arabic 2A Arabic 2B
History of Christian Thought	Islamic History
Religion in North America	RH Area Elective

Theology, Ethics, and Culture (TEC)	
Living into our Commitments and Effecting Social Change	Living into our Commitments and Effecting Social Change (CTS)
Systematic Theology	Islamic Theology and Philosophy
Christian Ethics	Islamic Ethics
Constructive Theology	TEC area requirement
Theology elective	
Leadership and Ministry	
Introduction to Pastoral Care OR Introduction to Pastoral Theology	Theories and Practices of Spiritual Care OR Introduction to Pastoral Theology
Leadership and Ministry in Context plus Field Placement	Leadership and Ministry in Context (CTS) plus Field Placement
Global Sensitivity in Ministry	Islamic Leadership and Spirituality
Preaching or Worship area requirement	Preaching or Worship area requirement
Ministry elective	Facilitating Islamic Life Cycle Rituals
Clinical Pastoral Education	Clinical Pastoral Education
	Introduction to Chaplaincy Studies (CTS)
	Self-Development and Self-Care
Electives	
An elective course focusing on a religious tradition other than your own	An elective course focusing on a religious tradition other than your own (CTS)
	A course in interreligious studies
6 free electives	4 free electives

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

Master of Sacred Theology (STM)
The Master of Sacred Theology (STM) is a post-MDiv one-year (8 courses/24 credits) degree primarily for students who wish to focus their study within a particular aspect of the theological curriculum. A flexible program, its focus is designed by each student in tandem with their advisor or the STM Director. Students must complete seven electives and participate in the Master's Writing Seminar.

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

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

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

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

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

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

Students can complete a general Certificate, which includes any six elective courses, or they may pursue one of five concentrations in the Certificate.

The Ministry Preparation Concentration requires that students take at least the following:
1. 1 Bible course (from the Hebrew Bible or New Testament sections of the Course Listing)*
2. 1 Theology course (from the Theology section of the Course Listing)*
3. 1 Ministry course (any course designated LM)*
4. UCC History and Polity or an alternate Polity or Church History course as appropriate
5. 2 electives

* Generally an introductory level course.

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

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

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

Level of Performance Required
All programs require a cumulative B average (3.0) or higher for graduation.

Technology Policy
Information technology resources are essential tools in accomplishing Chicago Theological Seminary's Mission and Commitments. Information Technology (IT) is responsible for managing the IT needs of Chicago Theological Seminary. IT provides a range of services including but not limited to help desk support, backup and disaster recovery, security and compliance related services, Internet access throughout campus, and CTS email.

In order to ensure that students can successfully complete their degree programs, CTS requires that all students have access to communication technologies (such as personal computers, tablets, and smart phones) that meet the seminary's published minimum hardware and software standards. Students should ensure that their computer is running a current and compatible web browser. Information Technology minimum standards for communication technologies are updated each year. The MyCTS IT Resources Portal maintains a list of requirements and preferences that may be needed for on-campus and online learning experiences at CTS (see https://mycts.ctschicago.edu/student-resources/it-resources/).

For technical support with regards to IT Support, you can contact by email or phone: help@ctschicago.edu or 708-407-2400. For any additional support, please consult https://ctschicago.libanswers.com/tech/faq/320788.

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

MA	five years
MDiv	six years

STM	four years
PhD	nine years
DMin	three years

Doctoral Candidate Status

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

Seminary Awards

C. Shelby Rooks Award

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

Rabbi Herman E. Schaalman Interreligious Leadership Award

This award honors the legacy of Rabbi Herman E. Schaalman, a respected religious leader and activist who taught at CTS and helped prepare students to be interreligious leaders. Rabbi Schaalman, a long- time congregational rabbi in Chicago, worked with partners of diverse faiths to advance justice and mercy. The award is intended to advance interreligious understanding, engagement, and leadership. It is announced in December each year and is recognized publicly at the annual LaCocque Lecture each spring.

Sanderson Award for Women in Leadership

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

G. Campbell Morgan Preaching Award

This award honors Rev. Dr. G. Campbell Morgan, who was one of the most noted preachers of the twentieth century. The legacy of Dr. Morgan's preaching is its emphasis on the great themes of Christian theology. The G. Campbell Morgan Award in Preaching honors a current Chicago Theological Seminary MDiv student. Submissions are judged anonymously based on excellence of theological and social reflection and engagement of any sacred text. The cash prize of $1,000 for the G. Campbell Morgan Preaching Award is made possible by an endowment gift from Dr. Morgan's grandchildren.

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

IV. Academic Integrity and Plagiarism Complaint Procedure

Academic Integrity
Academic Integrity is a set of guiding principles that should underscore our scholarly work at higher learning institutions. The International Center for Academic Integrity (ICAI) defines Academic Integrity in terms of these fundamental values:

- Honesty: being truthful, giving credit, and providing facts.
- Trust: providing transparency, trusting others, and giving credence.
- Fairness: applying rules consistently, engaging with others equitably, and taking responsibility for our actions.
- Respect: willingly receiving feedback, accepting others' thoughts, and recognizing the impacts of our own words and actions on others.
- Responsibility: following institutional rules and conduct codes, engaging in difficult conversations, and modeling good behavior.
- Courage: taking a stand to address wrongdoing, being undaunted in defending integrity, and enduring discomfort for something one believes in.

Understanding academic integrity in relation to coursework in terms of these values takes us beyond simply punishing those who cheat or fail to use proper citations. Instead, it focuses our work on principled learning (International Journal for Educational Integrity, 2020). The values of academic integrity should be present in all areas of education but are especially important in theological education, where we specialize in the study of ethical principles.

AI Policy
Students must receive permission from faculty to use AI to complete their course assignments.

Use of **Assistive AI** (tools that correct grammar or refine content without generating substantive content itself, such as Grammarly or ProWritingAid) requires consultation with the faculty instructor regarding best practices in each class. Some faculty may require attribution for its use. CTS's plagiarism detection software may sometimes flag text that is improved by assistive AI, so students need to be sure they have consulted with the course instructor before using it.

If approved, students must not treat recommendations from assistive AI tools as infallible or always correct. These tools might not be able express the student's intent or voice. Students are responsible for critically reviewing all assistive AI recommendations and making their own informed decisions about which suggested changes to implement.

For use of **Generative AI** (tools that generate content in the form of new text, images, audio, or video), faculty will set their own policies in each course regarding whether they allow, restrict, or prohibit the use of AI for that course, and these policies will be spelled out in the course syllabus.

Whatever the policy is in a particular course, using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity and will be treated as plagiarism.

Plagiarism

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

1. copying the words of others (whether published or unpublished) without proper indication (quotation marks, for example) or citation (sources, footnotes, etc.)

2. submitting the work of others in one's own name (buying a paper, downloading or copying from the internet, having another person write for you)

3. failure to acknowledge the source of ideas you are using in your own work

4. paraphrasing the words of others with only minimal alteration and without attribution

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

For an explanation of different types of plagiarism, please visit the Turnitin website at: https://www.turnitin.com/static/plagiarism-spectrum/

Procedure

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

1. A professor who believes that plagiarism has taken place shall notify the Academic Dean, specifying the terms of the complaint and the evidence. The student shall meet with the Dean to discuss the complaint, the evidence, and the applicable policies.

2. Depending upon the nature and severity of the complaint, and with the concurrence of the Dean, the professor may choose to resolve the issue directly with the student. This could be appropriate where the plagiarism is both minor and reasonably construed as unintentional or accidental. Examples of such resolution include (but are not limited to) failure for the particular assignment and resubmission of the work, additional work, research on standards for academic writing, ethical reflection, etc.

3. If, due to the nature and severity of the complaint, direct resolution is not deemed appropriate or possible, either the professor or the Dean may choose to bring a formal charge of plagiarism against the student. This charge shall be provided to the student in writing, with an explanation of the cause of the charge and the reasons for bringing the charge, based upon the definition of plagiarism contained within this policy. The Dean will invite the student to submit a written statement concerning the complaint within two weeks of receiving the charge, including any exculpatory evidence the student desires to

---

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

be included in faculty deliberations. The student may invite another student or staff person to accompany them for clarification throughout this process. All participants will respect confidentiality. The complaint and evidence will be considered by an executive session of the Academic Council (faculty only). Other persons may be invited to this session by the Dean for cause.

4. The complaint may be either dismissed or upheld. Upon a finding that plagiarism has taken place, the faculty can apply such academic penalties as it sees fit. Such penalties may include, but are not limited to, failure for the course in question at that point (recorded as "Withdrawn/Failure" on the transcript), requirement to repeat the course for graduation (in the case of a required course), leave of absence from the Seminary for a stated period, or permanent separation from the institution. A student may be required to show evidence of changed behavior in order to continue or return to studies. Students permitted to continue studies will be maintained on academic probation until graduation. Appeals follow the procedures described in non-academic discipline.

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

V. Student Records Policies and Procedures

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

Definitions

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

1. Student: Any person who attends or has attended CTS.

2. Education records: Any record (in handwriting, print, tapes, films, or other medium) maintained by CTS or an agent of the Seminary which is directly related to a student, except:

   a. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

   b. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.

   c. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.

d. Alumni records which contain information about a student after he or she is no longer in attendance at CTS and which do not relate to the person as a student.

Annual Notification

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

Procedure To Inspect Student Records

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

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

Right of CTS To Refuse Access

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

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

Disclosure of Education Records

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

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

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

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

Types, Locations, and Custodians of Education Records

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

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

Record of Requests for Disclosure
CTS will maintain a record of all requests for or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any

additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by eligible students.

Directory Information

CTS designates the following items as Directory Information:

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

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

Correction of Education Records

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

1. A student must ask the appropriate official of CTS to amend a record. In so doing, the student should identify the part of the record they want to change and specify why they believe it is inaccurate, misleading, or in violation of his or her privacy or other rights.

2. CTS may comply with the request or it may decide not to comply. If it decided not to comply, the Seminary will notify the student of the decision and advise them of their right to appeal the decision.

3. If the student decides to appeal, the student presents a request to the Academic Dean. The Dean will review the information and respond to the student's request in writing.

4. If the student wishes to continue the appeal, the student may petition the Academic Council. The council will prepare a written decision based solely on the evidence presented. The decision will include a summary of the evidence presented and the reasons for the decision.

5. If CTS decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he or she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

6. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If CTS discloses the contested portion of the record, it must also disclose the statement.

7. If the Academic Council decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.

8. The decision of the Academic Council is final.

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

VI. Non-Academic Discipline Policy

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

1. Faculty members have the authority to dismiss a student from a class session for disruptive behavior.

2. Referrals from members of the Seminary community can be made to the Academic Dean regarding any student's alleged misconduct, including disruptive actions that may result from the use of alcohol and/or chemical substances.

3. All concerns and complaints and documentary evidence should be forwarded to the Academic Dean for an initial assessment. The Academic Dean may then consult with outside professional resources including legal counsel in specific cases if necessary, but otherwise, the concern or complaint will be kept confidential within that office.

4. If possible, the Academic Dean will arrange an informal discussion with the student who is the subject of concern. This student may wish to bring a supportive person to this meeting. The Academic Dean may wish to include the student's faculty advisor and/or the director of the student's program. The focus of an initial meeting will be the student's actions and a discussion of the specifics of any concern or complaint lodged against him or her and to attempt to facilitate a resolution. The person who brought the concern may or may not be present at this initial meeting.

5. In all cases, the Academic Dean will exercise confidentiality at this stage, holding participants to such confidentiality. A series of such meetings may then occur.

6. In case the concern or complaint is not resolved, the Academic Dean will report and make recommendations regarding issues of non-academic discipline to the President of the Seminary. A copy of the report will also be sent to the student.

7. The student may be subject to probation, suspension, or dismissal, as decided by the President.

8. If dismissal is warranted, the student may elect to voluntarily withdraw from the Seminary. If they do not do so then they may appeal a dismissal decision to the Administrative Council of the Seminary. The Administrative Council, with the President of the Seminary participating without vote, except in the case of a tie vote, will decide on cases of dismissal after a hearing. A student ombudsperson elected by the student may participate during the hearing but with no vote. The student facing dismissal shall have the right to be represented by counsel, to present evidence and to confront adverse witnesses during this hearing. Neither the ombudsperson nor the legal counsel will be present during the taking of the deciding vote; said vote will occur during executive session of the Administrative Council. A written report of the proceedings and the decision of the Administrative Council will be made available to the student.

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

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

VII. Smoking Policy

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

VIII. Accreditation and Student Complaint Procedures

The Seminary is accredited by two agencies:

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

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

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

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

2. The **Higher Learning Commission** has approved the following degree programs:

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

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

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

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

IX. Academic Grievance Policy*

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

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

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

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

1. The persons involved in the conflict will attempt to state the nature of the conflict and describe their understanding of what is at stake in the disagreement. Each party will also describe their involvement thus far in the situation.

2. The persons involved will then have the opportunity to suggest ways in which they believe the conflict might be resolved.

3. With the third-party involvement of the Academic Dean, the persons involved will work in a collaborative effort to explore and then choose a satisfactory response and resolution to the conflict. Such collaboration may involve a single meeting or several meetings.

4. If the Academic Dean is one of the subjects of a conflict, the President will fill the role of Academic Dean described above.

5. The Academic Dean may make a written recommendation to the parties at the conclusion of this process.

C. Third Level:
In a dispute where a resolution satisfactory to both parties is not achieved at the first or second level within 30 days, the Academic Dean will meet again with both parties as well as a senior

faculty member (holding the rank of Full Professor), with each party involved in the conflict having the opportunity to describe:

1. the nature of the problem as s/he/they perceive it;

2. the intellectual, theological, communal, personal, or emotional issues involved; and

3. the significance of the issues and what is at stake for each person involved.

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

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

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

X. Policy Against Discrimination and Harassment

General Policy Statement and Notice of Non-Discrimination and Non-Harassment
Chicago Theological Seminary is committed to fostering the full humanity of all its members. All forms of discrimination and harassment impugn the full humanity of any human being and for this reason are not tolerated in this Seminary. Chicago Theological Seminary does not discriminate, or tolerate discrimination or harassment, against any member of its community on the basis of race (including hair that is part of the cultural identification of an ethnic group or that is a physical characteristic of an ethnic group, such as braids, locks, or twists), color, ancestry, national origin (including ethnicity, accent, and use of a language other than English), caste, religion or religious creed (including reasonable accommodation of religious beliefs or practices), physical or mental disability (including reasonable accommodation of physical or mental disability), medical condition, genetic information, gender (including pregnancy, childbirth, lactation, and related medical conditions), sexual orientation, gender identity, gender expression, age, parental status, marital status, decisions about reproductive health, family responsibilities including an actual or perceived need to care for a family member, military or veteran status, citizenship, credit history, source of income, political affiliation or belief, or any other status protected by applicable federal, state, or local law in matters of employment or admissions or in any aspect of the educational programs or activities it offers.

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

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

Overview of Prohibited Acts

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

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

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

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

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

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

- o submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;

- o submission to or rejection of such conduct by an individual is used as the basis of employment decisions or academic decisions affecting such individual; or

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

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

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

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

The Seminary cautions its community for the following reasons:
i. The real power exercised by persons in supervisory positions (administration, professor, and staff) in regard to evaluations, recommendations, scholarships and awards, etc., greatly diminishes the supervisee's actual freedom in regard to consent, should sexual favors be included alongside legitimate demands.

ii. As with a therapist or clergy person, the problem of transference or counter-transference can occur. In this example, the person in "authority" is an inappropriate object of sexual desire, advances, or relationship.

iii. Power differentials exist in many forms. The theological education community is composed of administrators, professors, staff, students, therapists, case conference leaders, adjunct faculty, field education supervisors, judicatory officials, home church pastors, youth, and children (while not inclusive, this list is meant to suggest that power differentials exist in many situations in which the Seminary shares or has responsibility). In each relationship, the individual in the position of greater power should be responsible for setting appropriate boundaries.

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

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

Procedures for Addressing Discrimination and Harassment

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

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

2. The Seminary will promptly and equitably investigate and resolve all suspected or alleged violations of this policy. Alledged or suspected violations of this policy will be investigated by either an Informal Resolution process, or by a Formal Resolution process as outlined below.

3. The Seminary will attempt to complete investigations within 60 days of the filing of a complaint or the date on which the Seminary becomes aware of a suspected violation of this policy, unless the Seminary determines in its discretion that more time is required to complete the investigation.

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

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

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

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

5. The Seminary reserves the right to suspend any member of the Seminary community suspected or accused of violating this policy or to take any other interim measures the Seminary deems appropriate, pending the outcome of the investigation or grievance. Such interim measures can include, but are not limited to, modifying course schedules and issuing a "no contact" order.

6. The Seminary also reserves the right to take steps to protect the complainant as deemed necessary during the pendency of the investigation and resolution process (e.g., allowing for a change in academic or work situation, issuing a "no contact" order to the accused, etc.). Any such interim steps will be taken in a manner that minimizes the burden on the complainant to the extent possible.

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

The informal resolution process is as follows:

1. The Title IX Coordinator(s), in consultation with the President, will appoint an Informal Resolution Facilitator or Informal Resolution Facilitation Team.

2. The Informal Resolution Facilitator/Informal Resolution Facilitation Team will speak with the involved parties, first separately, to gather pertinent information about the situation needing resolution.

3. The Informal Resolution Facilitator/Informal Resolution Facilitation Team may then contact both the complainant and the accused, to arrange a time *for both to meet together with the Informal Resolution Facilitator/Informal Resolution Facilitation Team*, for the purpose of seeking informal resolution to the complaint.

4. If informal resolution is met, *to the satisfaction of the complainant and the accused*, the Informal Resolution Facilitator/Informal Resolution Facilitation Team will report back to the Title IX Coordinator(s), and no further action will be necessary.

5. If resolution is *not* achieved, the formal resolution process may be invoked, via written complaint by the complainant or the Title IX Coordinator(s) on her/his behalf. Informal resolution is considered *not* to have been achieved if:

    a.   The complainant reports that her/his complaint has not successfully been resolved via mediation; or
    b.   The accused is dissatisfied with the proposed resolution.

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

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

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

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

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

1. The Seminary shall provide any individual suspected or accused of violating this policy with a written explanation of the suspected or alleged violations of this policy. Complainants and accused parties shall both be provided with the following in connection with the resolution of suspected or alleged violations of this policy.
   - The opportunity to speak on their own behalf.
   - The opportunity to identify witnesses who can provide information about the alleged conduct at issue.
   - The opportunity to submit other evidence on their behalf.
   - The opportunity to review any information that will be offered by the other party in support of the other party's position (to the greatest extent possible and consistent with FERPA or other applicable law).
   - The right to be informed of the outcome of the process (to the greatest extent possible and consistent with FERPA or other applicable law).
   - The opportunity to appeal the outcome of the process.

2. To help ensure a prompt and thorough investigation, complainants are asked to provide as much information as possible, such as:
   - A description of any relevant incident(s), including the date(s), location(s), and the presence of any witnesses.
   - The alleged effect of the incident(s) on the complainant's opportunity to benefit from the Seminary's programs or activities.
   - The names of other individuals who might have been subject to the same or similar acts of discrimination, harassment, or retaliation.
   - Although it is not required, any steps the complainant has taken to try to stop the discrimination, harassment, or retaliation.
   - Any other information the complainant believes to be relevant to the alleged discrimination, harassment, or retaliation.

3. Oral and written statements shall be gathered from the parties involved in the alleged policy violation, and from others who may have pertinent information.

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

5. In a timely manner, both the complaining and the accused party will be informed in writing of the outcome of the investigation, including whether there has been a determination that this policy has been violated. This written notice will be issued concurrently to the complaining and accused parties unless the Seminary determines in its discretion that concurrent notification would not be appropriate. If there is a finding that this policy has been violated, the Seminary will take such action as it deems necessary to elminate the policy violation, prevent the recurrence of the violation, and address the effects of the violation.

6. The Investigation Team must deliver written opinion to the appropriate Seminary body (see description below) that:
    o in their view no violation of this policy occurred or that the evidence is insufficient to determine whether or not it occurred;

    o in their view a violation of this policy occurred and that disciplinary procedures should be invoked.

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

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

   a. The appropriate Seminary bodies are defined as follows:

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

   b. If there is a finding that this policy has been violated, these bodies will take action that may include, but is not limited to:

       i. Formal reprimand, with defined expectations for changed behavior;
       ii. Recommending or requiring psychological assessment and/or counseling;

iii. Mandatory psychiatric assessment and/or treatment;
iv. Probationary standing, with the terms of such probation clearly defined;
v. Dismissal from the Seminary.

7. Appeals: Normal appeals procedure as outlined in student, staff, administrative and faculty manuals and handbooks of Chicago Theological Seminary will be followed. In matters involving allegations of discrimination or harassment (including sexual assault and sexual violence), both the complaining party and the accused party will be afforded the right to appeal as provided in the applicable manual or handbook.

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

Title IX Coordinator	Title IX Deputy Coordinator
Michele Carr	José Morales Torres
Controller	Asst. Prof. of Latinx Studies & Religion
Office #153	Office #138
773-896-2442	773-896-2493
mcarr@ctschicago.edu	jose.morales@ctschicago.edu

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

The Task Force consists of the following members:

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

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

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

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

Academic Accommodations Policy

Requests for Accommodations[3]
When a verified physical, psychological, attentional, or learning disability impacts a student's academic progress, accommodations may be available to assist the student in meeting academic goals.

If you need accommodations, please fill out the form and contact Deneen Collins, Director of Student Formation & Outreach (deneen.collins@ctschicago.edu**) to schedule a conversation about the accommodation process and possible study plans.**

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

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

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

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

---

[3] Language adapted from Trinity Christian College.

Request for Accommodations

Student's Name_____

Home Address_____
City_____State_____Zip_____

Email_____

Diagnosed disability/disabilities relevant to accommodations request:

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

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

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

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

Please identify the documentation attached to this request:

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

Student's Signature: _____ Date:_____

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#:

XI. Robinson and Janet Lapp Learning Commons

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

Doing Research at the Lapp Learning Commons
There are a number of search tools to help you find information in the Learning Commons. Below is an outline of some of the key tools that you should become familiar with.

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

Course Readings
This is a listing of al the books on the reserve shelf for the current semester in the Learning Commons.

Databases A to Z
This is an alphabetical listing of all of the databases and web resources that are available in the Learning Commons. Some of these databases will require you to login if you're off-campus but several are open access and do not require a separate login.

Find Journals
If you know which journal you're looking for, this is where you can see if it's available in the Learning Commons collection and the coverage dates.

Research Guides
The research guides are a curated list of books, ebooks, journals and databases for different subject areas. The research guides are great "starting points" if you're not familiar with the particular subject. The research guides also include a number of how-to guides (e.g. how to navigate databases such as EBSCO, ATLA, JSTOR and Project Muse).

The Learning Commons' Physical Resources
Online students can now request physical books to be mailed to them. Books in the circulating collection (depending on condition), I-Share items, and Interlibrary Loans can be shipped to your home. Lapp Learning Commons covers the cost of shipping library items to patrons, while patrons pay for return shipping. Library materials can be returned via USPS using the media mail rate. For more information, please consult the guide on how to borrow books by mail.

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

will be purchased and listed under the Course Reserves section on the Learning Commons website.

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

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

Logging into your CTS Learning Commons Account
Your library account can help you keep track of the books you borrow. You can also renew books, check fines, and place holds on books by logging into your account. To login to your library account click on MY ACCOUNT located on the left-hand side of the navigation bar on the Learning Commons Website. If you're already searching in OneSearch, you can find the login to your library account in the upper-right hand corner of the webpage.

Your CTS email username and password will grant you access to your library account. Please consult this guide on how to login into your library account. If you're unable to access your library account, please email library@ctschicago.edu.

Study Spaces

Physical Study Spaces
The Learning Commons includes study spaces, multiple group study rooms, a quiet reading room, cheerful staff, a multifunction photocopier/scanner and multiple computers for student use. PhD students in the pre-candidacy and candidacy stages of their degree can apply for the Scholar-In-Residence program and have dedicated workspace in the MacLean Reading Room.

Virtual Study Spaces
Virtual Study Spaces will be available for students to conduct silent or group work or share virtual space with one another. The Virtual Study Hall will be a facilitated space. CTS students can connect multiple times a week via Zoom on any device. Please check announcements for days and times for the Virtual Study Hall.

Research Help
Research help is available through the following:
1. **24/7 Chat** – Reach out to library staff in real-time using the red LiveChat widget on the Learning Commons website. Library staff are available during the following hours: Monday-Friday from 10:00am to 5:00 pm. After hours you can still find help via chat with library staff from one of our partner schools.
2. **Email** – Send your research request via email to library@ctschicago.edu.

3. **A 1:1 reference consultation** can be arranged by appointment via Zoom. You can directly schedule a meeting with library staff through Calendly, our scheduling app. Evening hours are available for meetings.
4. **Call the Learning Commons** during our office hours at 773-896-2450.
5. **Online webinars** – The Learning Commons offers regular workshops on various research skills such as database navigation, using subject headings and controlled vocabularies, citation management, biblical research, etc.
6. **FAQ** – Check our FAQ for a list of commonly asked questions. If you do not find an answer to your question, you can submit one using this form.

Storage Lockers

PhD and DMin students can request a locker from the circulation desk and utilize the study spaces found in the Learning Commons for their research needs. All materials in one's locker must be checked out.

Computers, Printing, Photocopying and Scanning

The Learning Commons has public workstations that are connected to a networked printer/photocopier. Photocopying is free in the Learning Commons, while printing costs $0.10 per side of the page, i.e. a double-sided printout on a single sheet is still $0.20. Students will have $25.00 deposited to their account for printing each semester. When students log into a computer terminal in the Learning Commons, their printing deposit balance will be visible. The Learning Commons also has a self-serve scan station. You can scan freely materials and send via email or save to USB.

Reference Management Tools

Please consult the Citation and Format Guide for information and resources including Word templates properly formatted for class papers and thesis/dissertation projects.

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

Zotero: A free bibliography tool, similar to NoodleTools, RefWorks, and Endnote. Autoback-up online.

Chicago Manual of Style Online: An online version of the Chicago Manual of Style.

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

Other Borrowing Privileges

ACTS Library System

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

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

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

University of Chicago / Regenstein Library
CTS students can borrow materials from the Regenstein Library at the University of Chicago with a valid CTS student ID. For updates on borrowing privileges, please consult this page. As a reminder, requests for materials from the University of Chicago Library can also be made via interlibrary loan.

I-Share Libraries
Students, faculty and staff can borrow books from colleges and universities across the state of Illinois that are part of the I-Share consortium. Members of the CTS community can present their CTS ID card at any I-Share Library in person, or they can place a request for books from I-Share Libraries to be delivered to the Lapp Learning Commons through OneSearch. Books from I-Share libraries can be borrowed for 28 days.

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

Interlibrary Loan (ILL)
If you need a book or article that is not available at the Lapp Learning Commons, you can place an Interlibrary Loan request for it in one of the following ways:
   1. If you're searching in OneSearch, click on the ILL request link.
   2. If you're searching in OCLC WorldCat, click on the button "Request item through Interlibrary Loan";
   3. Email library@ctschicago.edu with your request.

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

XII. Facilities and Services

Security
Because security is a concern for all, please help keep our community a safe place. Our building is keycard accessible, and you will need to bring your keycard (student ID) with you for access. Doors should not be propped open, and we ask each person to swipe their keycard rather than holding open doors for others. Do not share your ID card with non-CTS students. If your keycard is lost or stolen, please email the Finance office at finance@ctschicago.edu.

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

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

IT Help Desk
Please contact the IT Department at help@ctschicago.edu or by phone at 773-896-2444 for technical support of the following:
- CTS email
- Wi-Fi access

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

The IT Department's business hours and response times are as follows:
- Normal business hours are 8:30 a.m. to 4:30 p.m. Monday through Friday
- Response time for a help desk ticket is within one business day
- During business hours, you will often receive a response within 2 hours

Best Practices
1. Backup your information to multiple locations including (but not limited to): a Flash Drive, Dropbox, your personal laptop/desktop, or Google Drive.
2. Protect your personal Windows or Apple device with an anti-virus program. Note that Macs get viruses too! Regardless of Apple's built-in security features, it is highly recommended that Mac users purchase anti-virus software.
3. Create a strong password for yourself with a minimum of 8 characters and a mix of symbols, uppercase and lowercase letters, and numbers.
4. Public computer use at CTS can be found mainly in the 3rd Floor Lapp Learning Commons. You will need to log in using your CTS email address and password.

Please note the IT Department cannot do the following:

1. Repair your personal device
2. Restore/recover your device's operating system due to a ransomware/malware/virus event
3. Recover data from portable storage devices
4. Loan out laptops or other mobile devices
5. Be held responsible for the well-being of your personal laptop/desktop/mobile device

Digital Access

Removal from the Active Directory (AD) means students will no longer have access to email, the Student Portal, Canvas, and the Library Commons.

Graduates will be removed from AD three months after the day of graduation.
- Inactive students will be removed from AD after two semesters without a formal leave.
- Students who have withdrawn or been separated will be removed within the month of their withdrawal date.

Mail

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

Emergency Closing Procedure

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

Parking

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

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

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

Photocopying and Use of Seminary Office Equipment

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

Room Reservations

Student groups wishing to reserve space for CTS-approved functions should email Director of Facilities and Events at shauna.warren@ctschicago.edu. Students wishing to reserve space for outside functions or private events should fill out the Space Inquiry Form, which can be found on the CTS website at https://www.ctschicago.edu/about/facility-rental. For questions, please email reservations@ctschicago.edu.

Transportation

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

Weapons

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

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

XIII. Use of University of Chicago and ACTS Facilities

ACTS Facilities

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

1. ACTS institutions in Hyde Park are:
    a. Bexley Seabury Seminary
    b. Catholic Theological Union
    c. Chicago Theological Seminary
    d. Lutheran School of Theology at Chicago
    e. McCormick Theological Seminary

2. ACTS institutions outside of Hyde Park are:
    a. American Islamic College, Chicago
    b. Garrett-Evangelical Theological Seminary, Evanston
    c. Loyola Institute of Pastoral Studies, Chicago
    d. Meadville Lombard Theological School, Chicago
    e. North Park Theological Seminary, Chicago

f. Northern Theological Seminary, Lombard
g. Trinity Evangelical Divinity School, Deerfield
h. University of St. Mary of the Lake/Mundelein Seminary, Mundelein

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

University of Chicago Student Privileges

University Health Service

1. For a per-quarter fee, students living in Illinois may have access to the University of Chicago Student Health Services if they carry major medical insurance through the University (see Schedule of Fees for amount of fee). Those that take advantage of this service are required to file a medical history form with the Student Health Clinic prior to using it. This does not require a physical exam. Forms are available from the Student Health Clinic. The University Student Wellness Center is located at 840 East 59th Street in Chicago. A brochure describing all aspects of the Student Health Service is available in the Registrar's Office.

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

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

Student Health Insurance Plan

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

XIV. Student Worker Program

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

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

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

The following institutional Policies for CTS Student Workers will apply to all Student Workers:
1. Student Workers are considered "Occasional Employees" as defined by the CTS Employee Manual. As such they are not entitled to employee benefits but are subject to the protections and accountabilities pertaining to Occasional Workers as outlined in the sections on "Employment Conditions, Performance Evaluations, Pay Policies, and Employment Policies."
2. As Occasional Employees, Student Workers will receive a copy of the Employee Manual prior to beginning employment and must sign a "Receipt of Employee Manual" form as part of onboarding.
3. Student Workers are not normally expected to attend CTS Staff meetings but may be invited by the President for agenda items relevant to their work.
4. If requested, a member of the Leadership Team, designated by the President, may convene a meeting for all Student Workers to hear concerns or suggestions that can strengthen the Student Worker Program. This meeting shall not be a forum for individual concerns which should be addressed in the supervisory relationship or through the grievance or internal complaint procedures above.
5. CTS will provide Student Worker supervisors with appropriate support and training.

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

XV. 2025-2026 Schedule of Tuition and Fees
(All rates are subject to change without notice.)

A. Semester Tuition
1. MA, MDiv, SAL, per course...$3,339
2. STM, per course. $3,843
3. DMin, per course $3,843
4. PhD, per course $5,415
5. Recorded Audit, per online course (if not registered for other courses)...........$324
6. Recorded Audit, per online course, for alumni/ae $324

B. Student Fees
1. Tuition Late Payment Fee .... 10% of amount owed
    Fees are due by the one week following the last day of the drop/add period or
        three weeks into the term.
2. Master's Continuation Fee for Approved Leave of Absence (LOA)..................$125
3. Doctoral Independent Research Status Fee (by approval)..............................$200
4. PhD Not Registered Fee for Approved Leave of Absence (LOA) $125
5. PhD Pre-Candidacy Fee $2,587
6. PhD Candidacy Fee. $3,485

C. Other Non-Refundable Fees and Deposits
1. Application Fee $50
2. Matriculation Fee $150
3. Graduation Fee $175
4. Transcript Fee... $10 per request
5. Photocopies of other documents from student's file $2/page
6. Parking Pass (off-street, uncovered parking, subject to change).....................TBD
        (*contact the finance office for updated parking rates*)
7. I.D. Card Replacement Fee..$20
8. Learning Commons (library) Fines – see Learning Commons website

D   University of Chicago Fees *(Fees subject to change)*
The University of Chicago operates on a quarterly academic year. All fees are paid in
relation to their quarterly calendar.
1. Major Medical Insurance and Student Health
Basic Plan – student only. $5,145/year
Spouse/Eligible partner $5,145/year
2. Athletic Facilities (Ratner and Henry Crown)..................... $115/quarter or $275/year
3. Athletic Facilities (Henry Crown only)................................ $60/quarter or $190/year
4. Tuition and Fees*
    a. One course $7,466
    b. Two courses $14,932
    c. Three courses $22,400
        *Enrollment at the University of Chicago incurs a $541/quarter student services
                fee regardless of number of classes taken.

XVI. Academic Calendar

FALL TERM 2025	
New Student Orientation	Online in August
CLASSES BEGIN	September 2
Last Day to Drop/Add	September 12
Last Day to Pay Tuition & Fees	September 15
Late fee charged (10%)	**September 16**
Reading Week	October 20-24
Registration for January & Spring Terms	November 10
Thanksgiving Recess	November 27-28
Fall Term Ends	December 12
WINTER (J-TERM) 2026	
Term Begins	January 5
Term Ends	January 9
SPRING TERM 2026	
CLASSES BEGIN	January 12
Last day to Drop/Add	January 23
Last Day to Pay Tuition & Fees	January 26
Late fee charged (10%)	**January 27**
Reading Week	March 2-6
Registration for May, Summer, Fall Terms	March 23-27
Spring Term Ends	April 24
Commencement	April 24
Spring Break	April 27-May 8
MAY TERM 2026	
Term Begins	May 11
Term Ends	May 22
SUMMER TERM 2026	
CLASSES BEGIN (12 weeks)	May 26 (Tue)
Last Day to Drop/Add	June 1
Last Day to Pay Tuition & Fees	June 8
Late fee charged (10%)	**June 9**
Summer Term Ends	August 14

Monthly
The **PhD/MA/STM Committee** normally meets the 1st Thursday of the month at 11:30 a.m. on Zoom.
Academic Council normally meets the 1st Thursday of month at 2:00 p.m. on Zoom.
Faculty Caucus normally meets the 2nd Thursday of the month from 12:30-2:00 p.m. on Zoom.
The **MDiv/DMin Committee** normally meets the 2nd or 3rd Thursday of the month at 9:30 a.m. on Zoom.

Wednesday Gatherings will convene on the first Wednesday of the month at 5:00pm on Zoom.