



Lutheran School of
Theology *at* Chicago

LSTC Advanced Studies Program Manual

2016–2017

The online All-Students Handbook and its Programs Manuals posted on LSTCNet (<http://lstcnet.lstc.edu/ics>) will be updated as needed and are the official versions

The 2016–17 Advanced Studies Program Manual and the information it contains supersedes and replaces any earlier versions of the Studies Program Manual

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Welcome from the Director

Welcome to Advanced Studies at The Lutheran School of Theology at Chicago. It is our joy to welcome you to this community of learning. Your admission to the program is both a sign of the scholarly promise our faculty recognizes in you and a pledge of support as you take on the challenge of advanced scholarship.

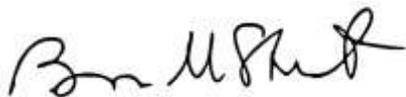
This manual is a guide for understanding how to move through the stages of your degree program and for becoming familiar with the specific requirements in your particular field of studies. Read it carefully and use it wisely in planning with your advisor, who is the person most qualified to chart with you a successful academic and vocational path. For a more succinct overview of your degree program, see the relevant sections under “Advanced Studies” in the LSTC Catalog.

The policies and procedures in this manual support a number of core commitments in our advanced studies program:

- Scholarship is a conversation among voices from across the globe and throughout history. It can be daunting to join as a full participant. Therefore our program helps you achieve greater fluency in *theological scholarship*, including formation in scholarly teaching.
- Because scholarship engages the real world, we emphasize sensitivity to *context*. We particularly attend to the margins of power and equip you to interpret movements of solidarity and liberation theologically.
- Because we seek the ongoing renewal of the church’s life, our research highlights *ecclesial contexts*. We support your emerging vocation as scholars and leaders who serve and engage the global church.
- We offer immersion in an *international learning community*. Our lively mix of international and U.S. students allows for scholarly cross-pollination supported by a diverse faculty. When you graduate from LSTC, you will join a remarkable global alumni network.
- We offer the resources of a leading scholarly *consortium*. In addition to connections to our ACTS partner schools and the University of Chicago, we support your engagement with our network of libraries, research databases, and interfaith and ecumenical partners.

Together with me, Program Coordinator Katlin Croft Lubeck is available to work with you and your advisor in planning the different stages of your program of studies. We can also help you identify solutions to any difficulties you may encounter as you move forward in your studies. Please keep us regularly informed about your progress, including completing the Academic Planning Form due March 15th each academic year.

Advanced theological study is deeply challenging, profoundly enriching, and mightily important to movements of faith, liberation, wisdom, and solidarity. In this endeavor, God grant you wisdom, strength, and a generous measure of joy.



Benjamin M. Stewart, PhD
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Section 1- Advanced Studies Program Information

A. Governance of the Th.M. and Ph.D. Degree Programs

The Director of Advanced Studies (Director) is responsible for administering the Th.M. and Ph.D. degree programs in consultation with the Dean of Academic Affairs, the Advanced Studies Committee, the Division of Biblical Studies (Division I), the Division of History, Theology, Ethics, and World Christianity and Mission (Division II), the Division of Ministry Arts (Division III), and the LSTC faculty as a whole.

The Program Coordinator for the Advanced Studies Office (Coordinator) facilitates and coordinates many aspects of the Th.M. and Ph.D. degree programs, in consultation with the Director.

The Advanced Studies Committee, acting on behalf of the LSTC faculty, formulates policy and exercises general oversight of the Th.M. and Ph.D. degree programs, referring all major policy decisions to the LSTC faculty as a whole. The committee oversees the allocation of scholarship and fellowship funds in cooperation with the Director, Coordinator, and Financial Aid Office.

The appropriate Division exercises oversight within particular subject areas. Divisions I, II, and III make admissions decisions, assign advisors, offer recommendations concerning LSTC tuition financial aid scholarships and fellowships, and monitor student progress in the Th.M. and Ph.D. degree programs. The Divisions ensure that Advanced Graduate Seminars and other necessary courses are regularly offered in the LSTC curriculum.

The Advanced Studies Committee and Divisions I, II, and III report their decisions and actions to the Director and the Coordinator, who inform the students concerned and take appropriate administrative measures.

B. Objectives and Outcomes of the Th.M. and Ph.D. Degree Programs

The following objectives and outcomes of the Th.M. and Ph.D. degree programs were compiled in May, 2006 in preparation for the accreditation visit by the Association of Theological Schools (ATS) in 2007. The ATS Visiting Team was highly appreciative of the clear statement of goals and the comprehensive system of assessment employed in the Th.M. and Ph.D. degree programs at LSTC.

i. Th.M. Degree Program

These objectives and outcomes apply to those students who will complete their advanced graduate studies with the awarding of the Th.M. degree:

Objective #1. That students acquire a fuller mastery of one area or discipline of theological study than is provided at the M.Div. or M.A. level. Such mastery includes both knowledge (factual content) and insight (analytical and synthetic skills), sufficient to teach an introductory college course in the field of study.

Outcome #1. Students demonstrate their mastery in one area or discipline through oral and written performance in courses, writing seminar and other research papers that are evaluated by the faculty and by student peers, and passing written and oral components of the Th.M. Comprehensive Examinations (or the Ph.D. Qualifying Examination for students intending to continue in the Ph.D. program). Scholarly mastery at the Th.M. level equips students to teach an introductory course in their field of study at the college level.

Objective #2. That students acquire research methods, familiarity with resources, and competence in at least one language essential to scholarship in a focused area or discipline of theological study.

Outcome #2. Students demonstrate their ability to use research methods and gain access to library, web, and other resources through the same outcomes listed in Outcome #1. In addition, the examination proposal and bibliography submitted to the appropriate Division prior to the Th.M. Comprehensive Examination (or Ph.D. Qualifying Examination) attest to the achievement of Objective #2. Students are tested for competence in a minimum of one language necessary for scholarship before the Comprehensive Examination (with both Greek and Hebrew necessary for Th.M. students in both Testaments).

Objective #3. That students enhance their ability to formulate productive questions and to pursue research about significant issues or themes and grow in general in capacities for carrying out the scholarly task.

Outcome #3. Students demonstrate their scholarly growth through research for and writing of seminar and other graduate-level papers, as well as in mentoring conversations with their advisor and other faculty members.

Objective #4. That students integrate their specialization with their overall competence in theology and other academic disciplines.

Outcome #4. The accomplishment of this objective becomes apparent in synthetic aspects of seminar and other research papers, in the statement of objectives in the proposal for the Th.M. Comprehensive Examination (or Ph.D. Qualifying Examination), and in the written and oral components of the Th.M. Comprehensive Examination (or Ph.D. Qualifying Examination) themselves. The written statement summarizing performance on the Th.M. Comprehensive Examination (or Ph.D. Qualifying Examination) that is included in each student's file attests to the accomplishment of this objective in the examinations.

Objective #5. That students grow in those qualities essential for the practice of scholarly ministry, such as emotional maturity, faith and integrity, and concern for justice.

Outcome #5. These qualities are less tangible than some of the other objectives of the Th.M. program; however, LSTC provides many opportunities for their cultivation, including the annual World Mission Institute, LSTC Leadership Conference, and other conferences, lectures such as the Lutheran Heritage and Hein-Frye Lectures, weekly Global Table Conversations, participation on chapel worship planning teams, consultation with advisors, partnerships with the ELCA Division for Global Mission, programs through the Zygon Center, the Center of Christian-Muslim Engagement for Peace and Justice, and the Multicultural Center, employment opportunities at the seminary including serving as Teaching Assistants or Research Assistants.

Objective #6. That students develop an ability to engage in critical scholarly discussions with professors and peers.

Outcome #6. The achievement of this goal is evident through successful seminar presentations and the oral component of the Th.M. Comprehensive Examination (or Ph.D. Qualifying Examination).

Objective #7. That students desiring to continue their advanced graduate studies in the Ph.D. program have an opportunity to work on the skills and capacities needed to gain admission into that program.

Outcome#7. Th.M. students who wish to pursue the Ph.D. degree may submit a written petition along with other materials required by the Division and take the Th.M. examination at the qualifying level. In successful cases, students continue in the Ph.D. program, with this examination serving as the Ph.D. Qualifying Examination and their classes for the Th.M. counting towards the doctorate.

ii. Ph.D. Degree Program

The objectives and outcomes for LSTC's Ph.D. program include all of the objectives and outcomes for the Th.M. degree program listed above, in addition to the following specific to the doctorate:

Objective #1. That students develop competence in sustained original research and writing that advances theological understanding for the sake of the church, academy, and society.

Outcome #1. Seminar and other research papers, the Dissertation Proposal, and the dissertation itself demonstrate the achievement of this objective.

Objective #2. That students develop a broad grasp of the history of research and the current questions in a chosen area of Theological Studies, as well as an ability to use critically appropriate methods of study.

Outcome #2. In addition to the items listed in Outcome #1, the proposal and bibliography for the Field Examinations, as well as the written and oral Field Examinations themselves demonstrate the achievement of this objective.

Objective #3. That students gain competence in languages necessary for scholarly research in primary and secondary sources.

Outcome #3. Students pass language examinations demonstrating competence in languages appropriate to their fields and employ their linguistic knowledge in seminar and other graduate-level papers and in their dissertation research.

Objective #4. That students develop competence in teaching or other use of their knowledge in order to enable the students to undertake the work of a teacher or theological scholar in a variety of institutional settings in higher education or the church.

Outcome #4. Students demonstrate their achievement of this objective by completing the January-term intensive pedagogy course, serving as a T.A. or R.A. during the advanced stage of their study, and giving a public presentation of their dissertation research. In addition, some advanced students teach courses as adjunct instructors at several undergraduate institutions in the Chicago area.

Objective #5. That students integrate their specialization with their overall competence in theology, religious studies, and other academic disciplines.

Outcome #5. At the Ph.D. level, the accomplishment of this objective is demonstrated by the student's performance in the written and oral Field Examinations, the Dissertation Proposal and public presentation of the dissertation research, as well as the dissertation itself and the dissertation defense. In addition, many advanced students present papers and otherwise participate in scholarly conferences at the local, regional and national levels

Objective #6. That students develop a sense of commitment to the vocation of theological scholarship in all of its dimensions, including teaching, learning, and research.

Outcome #6. Students demonstrate their emerging sense of vocation by persisting through all phases of the Ph.D. program, from coursework to exam preparation, and from the January-term intensive pedagogy course to dissertation research and writing. The high percentage of employment as teachers and administrators among LSTC Ph.D. graduates confirms their commitment to the vocation of theological scholarship and education.

Section 2- Admission and Financial Aid

A. Application Process

Application instructions, forms, and other materials are available at the LSTC website, at www.lstc.edu.

The deadline for all completed admission application packets is **January 15th** of the year prior to the anticipated beginning of Th.M. or Ph.D. studies. Decisions on admission and financial aid are usually completed by the end of February or the beginning of March, and applicants are sent written notification from the Director. In exceptional cases, Th.M. applications may be accepted at other times of the year.

To allow sufficient time for identifying scholarship and fellowship support from external sources, applications for admission for international students living outside of the United States of America are encouraged to apply before November 30th of the year prior to the anticipated beginning of Th.M. or Ph.D. studies. Applications will be reviewed with other candidates and admission decisions will be communicated at the same time. However, conversations about visas and financial support can begin earlier in preparation for possible acceptance and processing of visa documents.

i. Admission Process

Admission to the Th.M. and Ph.D. degree programs is decided by vote of the appropriate faculty Division.

When there is insufficient information or any question concerning a candidate's background and ability, an applicant for the Ph.D. degree program may be admitted to the Th.M. degree program. The process for application from the Th.M. degree program to the Ph.D. degree program is described in Section 8.

If a Division is unable to make a decision concerning the applicant's suitability for advanced graduate studies based on available evidence, it may advise the applicant to request "Special Student" standing from the Director. The Division may reconsider admission into the Th.M. or Ph.D. degree programs the following year, after the applicant has completed one or more courses as a "Special Student."

Applicants who meet the requirements for advanced graduate work in the Th.M. or Ph.D. degree programs will be admitted only if an LSTC faculty member in the appropriate field is available and agrees to serve as academic advisor.

iii. English Language Requirement for Admission

The ability to write and speak English clearly and correctly is required for entrance into the Th.M. and Ph.D. degree programs at LSTC. Applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) to

demonstrate fluency. This requirement may be waived if applicants have previously earned an academic degree in a program using English as the language of instruction.

Fluency is confirmed by a score of at least 213 on the computer-based Test of English as a Foreign Language (TOEFL), a 550 on the paper-based TOEFL, or a 79 on the internet-based TOEFL (IBT). In countries where the TOEFL is not available, a test from the International English Language Testing Service (IELTS) may be substituted, requiring a minimum score of 6.5.

Applicants with exceptional academic potential whose scores fall below these standards may nevertheless be considered for admission. If accepted, they will be required to complete the Summer Language Program through the Language Resource and Writing Center (LRWC) before beginning their degree programs. Any recommendations from the LRWC for further English language work at the end of this program will become an official part of the student's academic program at LSTC.

B. Tuition Financial Aid Scholarship and Fellowships

LSTC tuition financial aid scholarships and fellowships are awarded to new Ph.D. students by the Advanced Studies Committee, acting upon the priorities of the faculty Division and the recommendation of the Director. Financial aid awards are made to Ph.D. students primarily on the basis of merit.

LSTC tuition financial aid scholarships which are awarded on a per course basis and generally range from \$1,000 per course to half tuition. Funds are applied to student's accounts after enrollment has been confirmed for that semester. Scholarship funds are limited to covering the cost of tuition.

LSTC fellowships are awarded in late summer and can be used to cover tuition, living expenses, or any other fees and costs that the student might incur in the academic year.

Generally, the level of support offered incoming Ph.D. students is maintained for a five to six year period of full-time study but no longer than seven years. Students requesting a continuation of scholarship and fellowship awards after their first year must submit an annual Academic Planning Form for the next academic year to the Advanced Studies Office by March 15th.

LSTC tuition financial aid scholarships and fellowships cannot be used for purposes other than those stated in the award. For example, an LSTC tuition financial aid scholarship cannot be converted into a cash grant by taking fewer courses than the expected load. LSTC tuition financial aid scholarships and fellowships are entered directly into the student's account, to be used to cover expenses incurred at LSTC first.

LSTC tuition financial aid scholarships and fellowships for the next academic year are determined during the previous spring semester, after an annual review of progress documented in the Academic Planning Form by the student in consultation with the advisor and submitted to the Advanced Studies Office by March 15. Awards are communicated in writing to students, during the summer months. Significant delays in progress toward the degree, such as those resulting from registering for fewer than four courses per year, taking incompletes, or failing to achieve other academic goals, may lead to a reduction or termination of financial aid. Conversely, students moving expeditiously through the program with stellar performance may be considered for increased support. The purpose of this annual review is to support and encourage student progress through the Ph.D. degree program by judiciously allocating financial resources.

As a general rule, students in the Th.M. degree program are not eligible for LSTC tuition financial aid scholarships and fellowships. An exception is a new fellowship intended to support pastors continuing their education for parish ministry through the Th.M. degree program. Students completing a Luther Year at LSTC as part of their candidacy within the ELCA are also eligible for tuition financial aid and fellowships.

Recognizing the financial challenges of advanced graduate education, the Director strongly encourages students to apply for external sources of financial support, including grants and fellowships from national denominations, synods, and local churches; friends, family, and other supporters; and a variety of grant and fellowship awarding institutions. LSTC Th.M. and Ph.D. students in the past have been supported by a partnership between LSTC and the Evangelical Church in America Global Mission Unit, a Rossing Doctoral Fellowship, a Covenant Cluster African American Scholar Fellowship, a Lutheran World Federation Fellowship, a World Council of Churches Fellowship, a Langham (John Stott Ministries) Fellowship, a Ford Foundation Fellowship, a Luce Fellowship, grants from the Evangelical Church in America Educational Grant Program, a United Church in Christ Global Ministries Scholarship, an Episcopal Global Partnership Fellowship, as well as many, many others. The Director and other members of the faculty are eager to write letters in support of students' applications for external grants, scholarships, and fellowships. Students are encouraged to alert the Director as they become aware of additional opportunities for external support of LSTC Th.M. and Ph.D. students.

i. Financial Responsibility

All students need to be fiscally responsible. Th.M. and Ph.D. students face a special challenge in this area since these degree programs take many years to complete and require considerable financial resources. Most Th.M. and Ph.D. students must rely on a combination of scholarships and fellowships from LSTC and outside resources, gifts from congregations, families, personal savings, loans, and income from part-time work

or from a spouse's employment. Students need to develop a realistic budget that will adequately support their studies at LSTC.

Students have a responsibility to cooperate with the Advanced Studies Office for wise management of their scholarships and fellowships. This financial responsibility also holds for courses and programs at the University of Chicago and other outside institutions. International students should work especially closely with the Director and other staff at LSTC to monitor their financial situation.

Tuition, fees, rent, and all other charges must be paid in full by the due dates established by LSTC's Finance Office. Students may not register for classes for the next semester or schedule examinations and dissertation defenses until their balances have been completely settled. If for any reason students are unable to make the appropriate payments, they must consult with the Finance Office for temporary or emergency arrangements.

Please note that Th.M. and Ph.D. degrees will not be granted until tuition, fees, rent, and all other financial obligations to LSTC have been paid in full.

C. Acceptance of Admission and Financial Aid

Students admitted to the Th.M. and Ph.D. degree programs must respond in writing to the Director indicating their intention to accept the offer of admission and financial aid. Written responses must be received within one month after notification or within two weeks after the award of an LSTC tuition financial aid scholarship (if admission notification and financial aid are communicated in separate letters from the Director). If such a timely response is not received, the school is free to offer admission and financial aid to another applicant.

i. Deferment

Students admitted into the Th.M. and Ph.D. degree programs who for some reason are not able to begin studies immediately in the fall semester of the next academic year must write a letter to the Director, petitioning to defer admission. Students who have deferred admission should contact the Advanced Studies Office in January of the next year, confirming their intention to begin the Th.M. or Ph.D. degree program the following academic year. Decisions on financial aid for students deferring admission may change according to funds available at the time they begin their program of studies.

Section 3- Registration and Course Transfers

A. Continuing Relations Status

Students who have completed all course work and plan to take the Th.M. Comprehensive Examination, the Ph.D. Qualifying Examination, or the Field Examination must register for Continuing Relations. Students must also register for Continuing Relations during the period of researching and writing the dissertation and of preparing for the doctoral dissertation colloquy. That is to say, Th.M. and Ph.D. students who are continuing in the program but not enrolled in coursework **must continue to register each semester for Continuing Relations** with their advisor. At the end of every term the advisor will provide a P/F grade for the semester.

Failure to properly register for Continuing Relations, will affect students ability to make progress in the degree program. Unregistered students cannot sit for exams, develop proposals with advisors, or pursue any other academic activities (including requesting transcripts and participating in graduation). Unregistered students also cannot access seminary services such as the JKM Library, housing, parking, etc

i. Full-time vs. Part-Time Continuing Relations

Continuing Relations may be taken either full-time or part-time (both charged at half of the per-course rate). International students on F-1 visas¹ are required to be registered for Full-time Continuing Relations. Students who are working full time towards an exam or dissertation should also register for Full-time Continuing Relations. This helps the Advanced Studies Office know the approximate rate the student is progressing through the program. Registering for Part-time Continuing Relations indicates to the advanced studies office that the student is not engaged in full time study or exam preparation and will be progressing through the program at a slower pace.

B. Inactive Students

Inactive Students are those who have petitioned the Director for “Leave of Absence” status from their degree program for a maximum of three years. Leave of Absence forms can be obtained from the Registrar’s Office. Inactive Students remain on the Th.M. and Ph.D. degree program rosters despite the fact that they are not expected to make progress in their degree program for an extended period of time, due to medical, family, work, and personal circumstances. Inactive Students are not required to reapply for admission upon resuming an active status in the degree program when they

¹ F-1 students are required to maintain a full course of study throughout their program. Registering for Full-time Continuing Relations and making normal academic progress towards an exam or dissertation is acceptable. Please consult the international student office with any concerns or questions.

register at the end of their Leave of Absence. There is no charge for Inactive Student status, but Inactive Students are not eligible to use the resources of the seminary for the duration of their Leave of Absence.

C. Courses for the Th.M. and Ph.D. Degree Programs

Th.M. and Ph.D. students must complete the majority of their required coursework at LSTC. Within LSTC, courses numbered in the 600's are specifically intended for advanced graduate students and should be given first priority when designing a course schedule. Students are expected to take 600 level graduate seminars scheduled by the Division faculty in their area. 500 level courses are also suitable, since they are designed for both Th.M. and Ph.D. students and advanced M.Div., M.A.T.S., and M.A.M. students who meet specific prerequisites.

Th.M. and Ph.D. students must obtain permission from their advisor, the Director, and the course instructor to enroll in certain 400 level courses. In these cases, the student and the instructor negotiate appropriate work at the Th.M. and Ph.D. level, through an enhanced syllabus. This work may involve a more substantial required bibliography, a seminar-quality paper, research in foreign languages, or some other extra components. The instructor should request that the Registrar note on the academic record that the course was taken at the advanced graduate level.

Th.M. and Ph.D. students may not enroll in or receive credit for any course at the 300 level. Exceptions to this rule may be made in certain cases, such as students in Biblical Studies wishing to establish a specialty through elective language courses in Ugaritic or Syriac; however, the Advanced Studies Office and the appropriate Division must approve all exceptions.

One of the major benefits of study in Hyde Park is the proximity of a wealth of academic resources. Students are encouraged to take courses at other member institutions of the Association of Chicago Theological Schools (ACTS) and the University of Chicago.

Other member institutions of ACTS that offer advanced graduate degrees routinely schedule courses appropriate for Th.M. and Ph.D. students. These include the Chicago Theological Seminary and Garrett-Evangelical Theological Seminary. Course offerings and faculty resources are also provided at nearby McCormick Theological Seminary and at the Catholic Theological Union. Courses taken through ACTS institutions by LSTC students are usually without extra charge; however, students should confirm this policy at the time of registration. Course information for ACTS schools is available through the LSTC website.

Graduate courses at the Divinity School and at other departments or divisions of the University of Chicago may also be taken at any time, although students may find them more appropriate and beneficial in the advanced stages of their program. The bi-registration plan with the University of Chicago permits students to take courses at the University of Chicago at the same tuition rate as courses at LSTC. Bi-registration tuition is approximately half of what courses normally cost for University of Chicago students. Information on course offerings should be obtained from the particular school, department, or division of the university, or online at their website. The Registrar's Office at LSTC will be able to assist in directing inquiries concerning course offerings and bi-registration procedures at the University of Chicago.

As is the case with courses for the Th.M. and Ph.D. degree programs at LSTC, courses taken through ACTS and the University of Chicago must be at the advanced graduate level (at the equivalent of 600- or 500-level courses at LSTC, or at the equivalent of 400-level courses with additional assignments appropriate for advanced graduate students). Exceptions are made only with the approval of both the Advanced Studies Office and the appropriate Division.

Please see All Student Handbook for further information.

i. Pedagogy Seminar

A non-credit Pedagogy Seminar familiarizing students with contemporary pedagogical approaches is highly recommended for all students in the Ph.D. program, with students in the Th.M. program welcome to participate. The Advanced Studies Committee has been charged with coordinating the Pedagogy Seminar or recommending other offerings to enhance and reflect upon the arts of teaching and learning. Students who complete the Pedagogy Seminar or participate in a specified number of offerings in a given academic year will receive a notation on their transcript.

D. Advanced Standing with Credit and Transfer of Credits

Consideration is given to petitions for transfer of credits or for advanced standing with credit, submitted by students who have established a superior academic record through their coursework in the Th.M. and Ph.D. degree programs at LSTC. Students are to submit an Advanced Standing with Credit Petition to the Advanced Studies Office.

The normal procedure is for students to apply for advanced standing with credit. Advanced standing with credit refers to decisions about a student's competence based on submission of some combination of significant written work, transcripts, publications, and an account of relevant life experience. Such evidence must be submitted along with the [petition](#) for advanced standing.

A less common and more complex procedure involves transfer of credits for specific courses. Transfer of credits involves graduate courses taken for a grade at an institution accredited by a recognized accrediting body that are considered comparable in level to the advanced graduate seminars in the Th.M. and Ph.D. degree programs at LSTC. Transfer of credits is considered only for courses for which the student earned superior marks. A copy of the transcript from the student file in the Advanced Studies Office including the course or courses being considered for transfer of credits must accompany the petition for transfer of credits.

Students in the Th.M. degree program normally petition for transfer of credits or advanced standing after completion of three advanced graduate courses at LSTC. Students in the Ph.D. degree program normally petition for such decisions after the successful completion of the Doctoral Qualifying Examination.

No more than one semester course credit may be awarded through either transfer of credits or advanced standing into the Th.M. degree program at LSTC. For those already possessing a Th.M. or its equivalent, up to two semester course credits may be awarded through transfer of credits or advanced standing into the Ph.D. degree program at LSTC. For those admitted as special students at LSTC up to 4 courses can be awarded into their program of study after successfully applying for a degree program.

Students submit the [Petition](#) to the Advanced Studies Office after receiving signed approval from their advisor. The Director of Advanced Studies, in consultation with the Dean of Academic Affairs and faculty members with expertise in the pertinent areas, forwards the petition with a recommendation to the appropriate division. After consideration, the division files the approved or denied petition with the Advanced Studies Office. The Advanced Studies Office then notifies the registrar, advisor, and student.

If students wish to receive approval for transfer of credit before Fall course registration, they should submit their petition by October 1st. If students wish to receive approval for transfer of credit before Spring course registration, they should submit their petition by March 1st.

E. Preferential Standing for Students from Trinity and Wartburg

As a product of our joint commitment to the Covenant Cluster for Theological Education of the Evangelical Lutheran Church in America (ELCA) and its task of preparing leaders to enhance the ministry and mission of the church, the Lutheran School of Theology at Chicago (LSTC), Trinity, and Wartburg Lutheran seminaries have the following agreement that provides preferential standing for students in the STM program at Trinity and Wartburg. These students may apply to LSTC to continue their advanced studies leading to a Ph.D. degree.

Trinity and Wartburg STM candidates in good standing who apply to the LSTC doctoral degree program may qualify for preferential standing.² Students who are accepted from either institution may be able to transfer all or most of her/his STM credits to the LSTC doctoral program.³

Candidates for preferential standing are subject to the provisions in the following paragraphs:

- a. Candidates for preferential standing must receive high recommendations from faculty at that particular institution. Applicants must submit representative seminar papers or their STM thesis for review by the appropriate LSTC Division faculty. The Candidacy Examination should be equivalent to the Ph.D. Qualifying Examination of LSTC. Admission with preferential standing is contingent on the student's completion of all requirements for the STM degree program from that institution.
- b. Only those students completing theological, biblical, and mission studies concentrations at said institutions will be considered for preferential standing in the LSTC doctoral program.
- c. Candidates for preferential standing are expected to meet the first modern language requirement of LSTC's doctoral program.⁴ This usually means competency in German (another language reflecting research interests may qualify in some cases). Students whose native language is other than English may petition to make competency in advanced academic English their first modern language requirement.

² While the Ph.D. degree program at LSTC grants up to two courses through transfer of credits to students who have completed advanced graduate courses at other accredited institutions, the present policy may grant students in the STM program at Trinity and Wartburg "preferential standing" incorporating their entire academic work towards the STM as equivalent to the first stage of LSTC's Ph.D. degree program, which ends in the completion of the Ph.D. Qualifying Examination and earning a Th.M. degree.

³ Students who take courses outside their concentration might not meet the expectations of the LSTC program and, therefore, these courses would not be accepted for advanced graduate credit.

⁴ The Ph.D. program at LSTC requires two language examinations as important tools for research.

Section 4- Timelines for Completing Degree Programs

A. Time Limits for Completion of Th.M. and Ph.D. Degree Programs

The Th.M. degree program is designed so that highly motivated and well-prepared students may complete the six required courses and all other requirements within a single academic year, although many students take one year and a half (three semesters). Students may elect to extend their work within the Th.M. degree program over two or more years on a part-time study basis, with four years as the maximum time limit.

The Ph.D. degree program (which includes the Th.M. degree requirements as the first stage) normally lasts 4 to 6 years. The outer time limit for completion of degree requirements for the Ph.D. degree program full time is 7 years or 9 years if part time.

Those unable to finish within these time limits may, upon written petition to the Director including a realistic schedule towards completing degree requirements, receive an extension of one year. In exceptional cases extensions may be granted for up to three years. Further extensions are subject to the decision of the faculty Division and the Advanced Studies Committee

B. Residency Requirement for the Ph.D. Degree

The term “residency” in this instance generally means that students in the Ph.D. program temporarily relinquish full-time employment to devote themselves to the pursuit of advanced graduate work on the LSTC campus, whether by taking a full load of advanced graduate level courses, studying intensively for examinations, or working full-time on dissertation research and writing. Residency provides the student with an opportunity to develop as a scholar by excluding many distractions and concentrating on academic work. Residency also allows a student to become intellectually shaped by the LSTC and greater Hyde Park academic environment through interactions with LSTC and other area faculty, student peers, and visiting scholars, and by attending lectures and conferences offered at LSTC, ACTS, and the University of Chicago.

There is no residency requirement for the Th.M. degree; however, Th.M. students are encouraged to undertake studies in-residence at LSTC if possible to receive the maximum benefit from the degree program and to move forward at a good pace.

For the Ph.D. degree there is a minimum one-year residency requirement. This requirement is generally fulfilled subsequent to the Ph.D. Qualifying Examination, whether or not a student has been previously in residence at LSTC. Most Ph.D. students fulfill their residency by taking four to six academic courses over the two semesters following the Ph.D. Qualifying Examination. Although the minimum residency requirement for the Ph.D. degree program is one year, most students will

find it advisable to plan on three to four years of residency at LSTC for optimal progress in the program. Questions of interpretation concerning the fulfillment of the residency requirement should be referred to the Director.

C. Examples of Timetables for Th.M. and Ph.D. Degree Programs

The hypothetical timetables presented illustrate different schedules for completing the Th.M. and Ph.D. degree program. The actual time required will depend on a number of factors, including the student's level of academic preparation and facility, variables related to the demands of particular fields of study or research topics, competing demands of family and work responsibilities, and particularly in the case of some international students, the need to gain fluency in English and make other academic and cultural adjustments.

i. Th.M. Degree Program in One Year

The following timetable should be considered exceptional, representing the ideal situation of a full-time, resident Th.M. student who came to LSTC with excellent preparation and motivation for intensive study:

Fall Semester Year 1

- Language Requirement
- 3 Seminars
- Preparation for Th.M. Comprehensive Examination or Thesis

Spring Semester Year 1

- 3 Seminars (or 2 with one course transferred)
- Comprehensive Examination or Thesis Colloquy
- Graduation in May

ii. ThM Degree in Two Years

The following timetable would be typical of a new student entering advanced studies that comes to LSTC needing additional time to adjust to advanced work:

Fall Semester Year 1

- 2 Seminars
- Preparation for Language Requirement

Spring Semester Year 1

- 2 Seminars
- Language Requirement

Fall Semester Year 2

- 2 Seminars

Spring Semester Year 2

- Continuing Relations
- Comprehensive Examination or Thesis

ii. Th.M. Degree Program in Four Years

The following extended timetable for part-time Th.M. students makes it possible to pace their academic program in consideration of full-time or part-time work, family responsibilities, and other considerations:

Year 1

- 2 Seminars or other courses at the advanced level (1 per semester)
- Language Study

Year 2

- 2 Seminars or other courses at the advanced level (1 per semester)
- Language Examination

Year 3

- 2 Seminars or other courses at the advanced level (1 per semester)
- Prepare for Th.M. Comprehensive Examination or Thesis

Year 4

- Complete Th.M. Comprehensive Examination or Thesis Colloquy
- Graduation in May

iii. Ph.D. Degree Program in Five Years

The following timetable should be considered typical for a full-time, resident Ph.D. student who came to LSTC well prepared to enter graduate studies.

Fall Semester Year 1

- 2 or 3 Seminars
- Preparation for Language Requirement

Spring Semester Year 1

- 2 or 3 Seminars
- Language Requirement

Fall Semester Year 2

- 2 or 3 Seminars
- Prepare for Qualifying Exam

Spring Semester Year 2

- Continuing Relations to prepare or an additional course (max of 8 before exams)
- Qualifying Examination
- Earn ThM

Fall Semester Year 3

- 2 or 3 Seminars
- Preparation for 2nd Language Requirement

Spring Semester Year 3

- Complete Coursework
- 2nd Language Requirement
- Prepare Dissertation/Field Exam Proposal

Year 4

- Continuing Relations both semesters
- Submit Dissertation Proposal
- Sit for Field Exams

Year 5

- Complete Dissertation
- Dissertation Colloquy by April
- Graduation with Ph.D in May

iv. Ph.D. Degree Program in Six or Seven Years

The following timetable is more realistic for many LSTC Ph.D. students, who need to pace their academic study due to family responsibilities, part-time or full-time work, and other considerations:

Year 1

- 2-4 Seminars (1-2 per semester)
- 1st Language Examination

Year 2

- 2-4 Seminars (1-2 per semester)

Year 3

- Continuing Relations (after 6 courses have been completed)
- Preparation for the Ph.D. Qualifying Exam
- Ph.D Qualifying Exam
- Graduate with Th.M.

Year 3

- 2-4 Seminars or other courses at the advanced level (2 per semester)
- 2nd Language Examination

Year 4

- Complete Coursework
- Prepare for Field Examinations and Dissertation Proposal

Year 5

- Submit Dissertation Proposal
- Sit for Field Examinations

Year 6 or 7

- Complete Dissertation
- Dissertation Colloquy
- Graduation with Ph.D in May

Section 5- Advisors

A. Advisors

Advisors are the main source of academic guidance for students in the Th.M. and Ph.D. degree programs at LSTC. Advisors work closely with advanced graduate students through the various stages of their program to promote their development as scholars and to further their particular academic and vocational goals. Each student is assigned an advisor from the appropriate Division as part of the admissions process. In making these initial appointments, the Division attempts to match the interest of faculty advisors and new students. Practical issues such as faculty load and sabbatical schedules may also influence the assignment of advisors. The Director serves as advisor to Special Students interested in applying for admission into Th.M. and Ph.D. degree programs in the future.

If an advisor should become incapable of carrying out her or his duties, the Director will assign a new advisor for the student. Advisors are responsible to make arrangements and inform advises before sabbatical or other temporary absences. Advisors can choose to continue to serve as advisor while on leave and commit to being accessible to students. If an advisor is not willing or is unable to continue as advisor during leave the Director will be notified and make necessary arrangements.

The Advanced Studies Office is the source for guidance on policy and procedure. Students and advisors should consult with the Director and Coordinator regularly. Whenever it might be advantageous, a planning conference may be convened involving the student, the advisor, the Director, and Academic Dean. Examples of purposes that such a conference might serve include assisting students to crystallize a direction, negotiating conflicting expectations, and establishing appropriate deadlines. Students, advisors, or the Director will make a record of the proceedings and distribute copies to all concerned parties.

i. Role of Advisor

The role of the advisor should be a partner in scholarship with the student. The advisor should be competent in the area of study the student is pursuing, commit to become competent, or work with outside faculty from the area.

Advisors need to work diligently with students to ensure the student moves through the program of study in a timely fashion.

ii. Process for Changing Advisors

Students may [request](#) a change of advisor in exceptional circumstances after becoming further acquainted with the faculty and programs at LSTC, or after discerning a new direction in their scholarly interests. A change of advisors can occur no sooner than the completion of 3 courses.

Process for the Changing of Advisors

1. Student speaks to current advisor requesting a change. Current advisor signs off on Petition for Change of Advisor.
2. Student in consultation with current advisor identifies possible new advisor.
3. Student speaks to possible new advisor. New advisor signs off on Petition for Change of Advisor.
4. Student submits [Petition](#) for Change of Advisor to the Advanced Studies Office.
5. Division approves/denies the change.

Advanced Studies office communicates decision to student and advisor(s)

Section 6- Teaching Assistantships and Research Assistantships

Students in the Th.M. and Ph.D. degree programs are encouraged to seek positions as a Teaching Assistant (TA) or a Research Assistant (RA), in order to develop their pedagogical and scholarly skills under the mentorship of an LSTC faculty member. The following principles and process were articulated by the Advanced Studies Committee in 2009.

A. Principles for TAs and RAs:

The relationship between TAs and RAs and faculty members is, ideally, a mutually beneficial one. Faculty members expect real *assistance* from students for their teaching or research projects, assistance that enables them to flourish in their teaching and scholarly ministries. Students expect mentoring and support as teachers and scholars, and opportunities to learn through observation, practice and feedback, and conversation with faculty members. Faculty choice remains among the most important considerations in the assignment of TAs and RAs, due the close working relationship between these parties. There is, however, a need to promote transparency about the filling of TA and RA positions and to broaden the pool from which TAs and RAs are selected. To further these goals, TA and RA positions will be advertised through e-mail to all advanced graduate students through the LSTC ThMPhD distribution list. Students interested in applying for a TA or RA position should write an e-mail letter of application directly to the supervising faculty member, who will make the final choice to fill the position. T.A. positions remain subject to cancellation through the end of the first week of classes (the Add Period), due to low course enrollment.

1. Insofar as possible and the conditions of #1 above concerning the mutually beneficial nature of the relationship between a TA or RA and the supervising faculty member can be met, faculty members are expected to offer opportunities to more than one student over the course of several semesters, so that the benefits of teaching and research experience, especially for Ph.D. students in the advanced stages of their programs, may be as widely available as possible. The Advanced Studies Office will encourage fairness to students as well as to faculty members by advertising all TA and RA positions. This policy will offer advanced graduate students the opportunity to identify their interests and their qualifications as potential TAs and RAs. At the same time, it will provide faculty members with an expanded choice of several applicants to fill an opening.
2. TAs and RAs are invited to undertake specific tasks set forth in the position description for a given course or research agenda. Faculty members should remain faithful to the position description they created, so that expectations are clear from the beginning to all parties. Activities may be added or subtracted by

mutual consent but, in principle, there should be the utmost clarity at the outset about mutual expectations and accountability.

3. Because the nature of the TA/RA assistant program is different from other contractual arrangements with students for office work, etc., students receive stipends for their work rather than fill out timesheets. The real work done by students should be honored by the best stipend possible; a stipend that bears some relationship to what a living wage should be for roughly 8 hours of work per week. Efforts to attain this level of financial compensation will continue through increases in the TA/RA stipend in the coming years. There are benefits other than financial that factor into an assistantship, however, and such should be recognized as part of the benefits of receiving an assistantship.
4. The amount of work that reasonably can be expected from a TA or RA roughly *averages* eight hours per week, which includes direct service in the classroom, library, tutorials, reading assignments and papers, preparing materials, editorial duties, internet work, etc.
5. Language courses that exceed 25 students may require more than one assistant to assist with tutoring. Faculty members may apply for an additional assistant.
6. Although the goal is to accommodate all needs for assistants, the Advanced Studies Office may receive more requests for positions than funding will allow. In these cases, the Dean and Vice President for Academic Affairs and the Director of Advanced Studies will weigh a number of factors in choosing among faculty requests. These may include considerations such as the following: (1) the size of the class being taught (in the case of TA requests); (2) the workload of particular faculty members due to extraordinary administrative or other duties; (3) the curricular and other needs of the institution; and (4) the principle of fairness in granting TA and RA requests across the faculty. Generally, one TA or RA per academic year is the limit for individual faculty members, although the hours may be spread half-time across both semesters.
7. Assistants deserve an evaluation of their service that they might use in their future dossiers, as well as the opportunity to share their evaluation of the experience they have had. Separate student evaluations for TAs will be included in the final course evaluation at the end of each semester. In addition, both faculty members and TAs and RAs will be asked to evaluate their work experience together, ideally in written form to be shared with the Advanced Studies Office and included in the student file.

B. Process for TAs and RAs:

1. Faculty members submit position descriptions for the courses/research agendas for which they are requesting a TA or RA to the Dean's Office. The Dean and Vice President for Academic Affairs and the Director of Advanced Studies meet to review all faculty requests for TAs and RAs and approve the list for each

academic year based on the criteria listed above under Principles #7 and on budgetary considerations. Advertisement from the Dean's Office of all positions will be sent out by e-mail to all students. Faculty members may invite particular students to apply for a TA or RA position. Interested students will write letters of application describing their qualifications for a TA or RA position and submit these directly to the supervising faculty member, who makes the final determination. The supervising faculty is responsible for notifying the TA or RA selected to the assistant to the dean, and the other applicants, to thank them for their application and to inform them that the position has been filled.

2. Once a TA or RA has been selected by the supervising faculty member and the Dean's Office has been informed, the assistant to the dean will contact the student with a letter of congratulations and a contract for services, a copy of the position description, and income and tax forms to fill out in order to receive the stipend. Supervising faculty will receive a copy of the signed contract. The assistant to the dean submits check requests toward the end of the semester, in time for students to receive their stipends by the pay period closest to the end of the semester.
3. Separate student evaluation forms for TAs will be distributed by the assistant to the dean toward the end of the semester.

Evaluations of TA and RA work and of the mentoring relationship with the faculty will be completed by both faculty and students. These evaluations will be reviewed by the Dean and Vice President of Academic Affairs and the Director of Advanced Studies. If necessary, corrections and improvements suggested by this assessment tool will be taken to the Advanced Studies Committee

Section 7- Examination Policies and Procedures

A. Submitting Examination Applications

Examinations may be scheduled throughout the academic year (August 15–April 15). Only under exceptional circumstances and at the discretion of the Director will exceptions be considered.

One of the most complex and time-consuming tasks of the Advanced Studies Office is scheduling and coordinating examinations. Students are advised to keep in close contact with the Advanced Studies Office and to initiate plans for taking examinations as early as possible. Deadlines for submitting materials to the Advanced Studies Office are outlined on the [Advanced Studies Calendar](#) and are posted in the Advanced Studies Office. **Late submissions will not be sent to the Division for approval– students and advisors need to plan accordingly.**

All Examination Applications can be found on LSTC Net and in the appendix section of this manual. Applications need to be filled out using Adobe Reader, other programs including Preview; (Apple's default PDF reader) may result in blank forms being submitted. A free copy can be downloaded here– <http://www.adobe.com/products/reader.html>

i. Division Approval Deadlines

Students are required to submit all materials for Division review by the Tuesday of the week before the Division meeting (generally held the first Friday of the month). The tentative examination date should be set no earlier than 2 weeks after the Division meeting. Deadlines are listed on the [Advanced Studies Calendar](#).

The **March** Division Meeting is the final opportunity to have exams proposal approved for graduation in the same academic year. The **May** Division meeting will review proposal for exams the following Fall.

ii. Examination Application Submission (*Th.M. Comprehensive, Qualifying, Field Exams*)

Requirements

- All applications, proposals, and required papers are to be submitted to the Advanced Studies Office electronically (advancedstudies@lstc.edu) Please send all required paperwork in 1 email.
- All submitted documents should be in PDF or Word format.
- If utilizing an email sign off please forward email with advisor's approval of proposal/examination/ etc.

Process

- Student submits application and all required paperwork to advanced studies office by deadline.

Reviewed by Division at meeting

- Student informed of decision by ASO
- Exam date is confirmed by Coordinator

iii. Language Exam Application Submission

- Student is expected to identify examiner and arrange a tentative date for exam.
- The [application](#) should be submitted to the Advanced Studies Office electronically 30 days before the exam is tentatively scheduled.
- Coordinator will consult with student and examiner to confirm the date.

iv. Th.M. Thesis Colloquy Application Submission

- The [application](#) should be submitted to the Advanced Studies Office electronically 30 days before colloquy is tentatively scheduled.
 - Students wishing to hold colloquy in the spring semester should contact the Advanced Studies Office as early as January to set a tentative date for colloquy as the calendar fills up quickly.
- Coordinator will consult with student, advisor, other reader(s), and director to confirm the date.

B. Advisor's Role in Preparing Examinations

The student's advisor takes the initiative in the construction of the written examinations, which includes collecting questions from the other members of the Faculty Examining Committee and coordinating them to produce a balanced set of exams. Advisors should refer to the [objectives and outcomes](#) when constructing any examination. Advisors should have all examinations to the Coordinator no later than the day before the examination is to take place.

D. Examination Procedures

The following rules will be observed during examinations administered and proctored by the Advanced Studies Office:

- Students are asked to arrive to the Advanced Studies Office 15 minutes prior to the start of their exam.
- Cell phones, tablets, computers etc. need to be turned off and left in the Advanced Studies Office. Coats, briefcases, book bags, etc. will not be permitted in the examining room and should be left in the Advanced Studies Office.
- Books, references, notes, and internet resources will not be used when taking exams, except for those specifically permitted by the Faculty Examination Committee. For example, examinations in the New Testament require a Greek text. If allowed, the examining committee or language examiner will provide a list of acceptable resources to the Coordinator with the examination.
- Students are allowed to bring food and drinks into the exam room with them. The coordinator will look at all items brought into the exam room.
- Students will use the computer with word processing capabilities provided by the Advanced Studies Office in the examining area. (Exceptions to this rule, such as writing the examinations long-hand, must be worked out in advance with the advisor and the Director).
- Scratch paper and a pen will be provided in the exam room for note taking or outlining of responses.
- Students may take breaks for lunch and washroom necessities, however the exam still must be completed within six hours of beginning, regardless of breaks taken. During the exam, students may not use the library, consult reference materials or notes, access the internet, leave the building, or talk with others about the examination.
- Spouses, relatives, and friends are prohibited from entering the examining area while an examination is in progress.
- The Coordinator will alert the student 10 minutes before the end of the exam time.
- At the end of the day, the Coordinator will send the written examination by e-mail attachment to the student, the advisor, the Faculty Examining Committee, and the Director.
- Students are encouraged to review the written exams and bring annotated copies to the oral exam.

Timing Guidelines

- Students are welcome to start exams at 9:00 am and need to be done by 4:00pm (unless there is special approval from the Director and Coordinator.)
- Language Exams are estimated to take approximately 3 hours
- The written exams for the Th.M. Comprehensive, Qualifying, and Field Exams are limited to 6 hours.

i. Oral Examination Guidelines

Oral examinations are academic events hosted by the Advanced Studies Office and are open to all LSTC faculty, and advanced studies students. Students, with the advisor's approval, can invite other academic partners– faculty from other institutions, academic partners, or representatives from supporting agencies, to be part of the examination.

Students and Committee members should bring copies of the written examinations, and examination application materials (course papers, dissertation proposal, etc) with them to the examination. Only those identified as Examination Committee members are allowed to vote or make recommendations.

E. Appeals to the Recommendations of the Examining Committee

Students are able to appeal recommendations made by the Examining Committee by consulting their advisor and submitting a petition to the Director. The Director will then consult with the student, advisor, other members of the examining committee, and Academic Dean as necessary. The Director will submit a recommendation along with the student's petition to the Division for a final decision on the student's appeal.

Section 8-Examination Summaries

A. Language Examination

The first [language](#) requirement (which includes both Greek and Hebrew for students in Bible) is to be completed through examination before the Th.M. Comprehensive Examination or Ph.D. Qualifying Examination. For those going on to earn the Ph.D., the second language requirement is to be completed before the Field Examination. It is to the student's advantage to complete the requirements earlier, however, so that the languages of scholarship can serve more fully as research tools. Also, with language requirements satisfied, the student will be able to devote more time to substantive studies in the later stages of the Th.M. or Ph.D. degree programs.

Students whose primary language is other than English may petition to have advanced academic English considered as one of her or his two research languages. (In these cases, a written certification from the Director of the LRWC is required). The language requirements for the several fields and degrees are stated in the Division Program Requirements. In cases where there is a choice, the student's advisor will be her or his chief source of guidance as to which languages are most appropriate. Generally, students choose between German, French, Spanish, Portuguese, Arabic, Greek, and Hebrew. Other languages vital to scholarship in a particular area may be accepted by petition to the Director after receiving the approval of the advisor. The dissertation proposal must justify the sufficiency of languages mastered for research in the chosen scholarly field.

If a student's transcript from previous academic work documents recent study of a language, an interview with an LSTC faculty member may suffice to establish that the language is in fact a working tool. In such cases, the faculty member will validate the language competency in writing to the Advanced Studies Office. In most cases, a formal test will be administered by an LSTC faculty member who will report the results of the examination in writing to the Advanced Studies Office. The examination focuses on the ability to do research and may include mastery of a selected bibliography in the language.

Preparation for language examinations is the student's responsibility, although in some instances LSTC faculty members may be able to be of assistance through tutorial sessions. The Advanced Studies Office will assist in locating organized classes. Instructors throughout the Association of Chicago Theological Schools (ACTS) regularly offer non-credit courses for language examination preparation. Information on these courses and course schedules will be forwarded to Th.M. and Ph.D. students at LSTC and will be posted on bulletin boards on the LSTC campus.

With some exceptions, language courses cannot be counted toward the basic six and twelve course requirements for the Th.M. and Ph.D. degrees respectively. An exception to this would be, for example, the case of a student in the biblical field who took Ugaritic or Syriac in addition to the languages normally required.

i. Language Examiner's Role

The faculty examiner will meet with the student to establish the text and other expectations for the examination such as- length of time, quality of translation, the use of dictionary or any other resources, date and time for his/her submission of performance assessment of the candidate to the Advanced Studies Office. After the meeting, the faculty examiner will convey this information to the Coordinator to make the proper arrangements for the examination to take place.

If the student is allowed the use of any resources, a notation of acceptable resources on the examination needs to be included.

As soon as examinations are completed the examiner is responsible for reporting results to the Advanced Studies Office to be included in student transcripts. Results will also be incorporated in the student's' file.

B. Th.M. Comprehensive Examination

The [Th.M. Comprehensive Examination](#), which follows the completion of six courses and the Th.M. language requirement, consists of two written examinations followed by an oral examination. The Th.M. Comprehensive Examination is administered over three separate days, usually with a greater interval between the second written examination and the oral examination. The first written examination is usually given on a Monday and the second on a Wednesday of a given week, although Tuesday and Thursday or Wednesday and Friday are other possibilities. A long weekend or even a full week may pass before the oral examination is held. This pattern permits the Faculty Examining Committee to review the written examinations and also allows the student to work through the questions in order to correct any deficiencies or to elaborate further before the oral examination.

Prerequisites

- 6 Courses
- 1st Language Requirement

Submission Requirements

- ThM Examination Application
- Exam Proposal
- 2 Seminar Papers

In addition to the [Exam Application](#), the student should submit two seminar or course papers, not written especially for the Th.M. Comprehensive Examination but selected from among the best of those written by the student while in coursework at LSTC. These papers, approximately 20 pages but no more than 40 pages, should be submitted in their original form, complete with the instructor's comments and grade. Discussion of these papers may be part of the oral component of the Th.M. Comprehensive Examination.

i. Written Examinations

The general areas to be covered in the written examinations are stipulated for each field of study in the division program requirements. The student should meet with the advisor to develop the topics and bibliography for the two written examinations and to agree on the information included on Exam Application to be submitted for approval.

For students working through Division II (Theology, History, and World Christianity and Mission) and Division III (Ministry Arts), short written rationales for the selection of the topics of each written examination and full bibliographies should accompany the completed Examination Application. Students working through Division I (Bible) may adjust the set bibliographies in New Testament and Old Testament to reflect their interests and expertise.

ii. Oral Examination

The oral examination is based in part on questions arising from the written examinations and in part on the two written seminar papers submitted by the student. The oral examination is normally chaired by the Director and attended by the advisor

and other members of the Faculty Examining Committee with expertise in the areas covered in the written examinations. The Faculty Examining Committee will first meet in closed session to prepare for the oral examination. The student's advisor generally takes the lead in the first period of questioning and then passes the line of conversation to the other faculty members in turn. The oral examination lasts approximately two hours.

iii. Assessment

The student's performance in both the written and oral components will be evaluated based upon the [Objectives and Outcomes of the Th.M. Degree Program](#). An assessment of the student's work is normally rendered at the conclusion of the oral examination. A written report and recommendation from the Faculty Examining Committee concerning the student's performance and the outcome of the Th.M. Comprehensive Examination will be sent to the appropriate Division for approval and placed in the student's file.

iv. Th.M. Thesis Option

A [Th.M. Thesis](#) may replace the Th.M. Comprehensive Examination as the final requirement for the Th.M. degree for those students not planning to continue in the Ph.D. program. The Th.M. student should consult with the advisor and a second reader in developing the Th.M. Thesis project and bibliography.

Generally, the Th.M. Thesis should be no less than fifty pages in length. The Thesis project is expected to be designed around and evaluated based on the [Objective and Outcomes](#) of the Th.M. Degree

A Th.M. Thesis Colloquy is scheduled by submitting the completed Th.M. Thesis and a Th.M. Thesis Application to the Advanced Studies Office. The colloquy provides an opportunity for the advisor and the second reader who together form the Th.M. Thesis Reading Committee to engage in dialogue with the student. The colloquy generally lasts approximately two hours. At the conclusion of the colloquy, the Th.M. Thesis Reading Committee determines whether the Th.M. Thesis fulfills the requirement for the degree or whether additional work of a substantive or editorial nature is required. A written report and recommendation from the Th.M. Thesis Reading Committee concerning the outcome of the Th.M. Thesis Colloquy will be sent to the appropriate Division for approval and placed in the student's file.

C. Ph.D. Qualifying Examination

The [Ph.D. Qualifying Examination](#) is essentially the same as Th.M. Comprehensive Examination, although it serves the additional purpose of qualifying the student to continue in the advanced stages of the Ph.D. program.

The PhD Qualifying Examination, which follows the completion of at least six courses but no more than eight course and the first language requirement, consists of two written examinations followed by an oral examination. The PhD Qualifying Examination is administered over three separate days, usually with a greater interval between the second written examination and the oral

examination. The first written examination is usually given on a Monday and the second on a Wednesday of a given week, although Tuesday and Thursday or Wednesday and Friday are other possibilities. A long weekend or even a full week may pass before the oral examination is held. This pattern permits the Faculty Examining Committee to review the written examinations and also allows the student to work through the questions in order to correct any deficiencies or to elaborate further before the oral examination.

Since the Ph.D. Qualifying Examination serves the additional purpose of qualifying the student to continue in the advanced stages of the Ph.D. program, there are two nuances that distinguish it from the Th.M. Comprehensive Examination:

- The Ph.D. Qualifying Examination is prepared and evaluated with the higher expectations appropriate for the doctoral level as outlined in the [Objective and Outcomes](#) of the Ph.D Program.
- The examination topics may be chosen in such a way as to complement or correlate with the topics to be covered later in the Ph.D. Field Examination and Dissertation.

In addition to the [Exam Application](#), the student should submit two seminar or course papers, not written especially for the PhD Qualifying Examination but selected from among the best of those written by the student while in coursework at LSTC. These papers, approximately 20 pages but no more than 40 pages, should be submitted in their original form, complete with the instructor's comments and grade. Discussion of these papers may be part of the oral component of the Th.M. Comprehensive Examination.

Prerequisites

- 6 Courses
- 1st Language Requirement
- Admission to PhD Program OR Petition

Submission Requirements

- Qualifying Examination Application
- Exam Proposal
- 2 Seminar Papers

i. Written Examinations

The general areas to be covered in the written examinations are stipulated for each field of study in the division program requirements. The student should meet with the advisor to develop the topics and bibliography for the two written examinations and to agree on the information included on Exam Application to be submitted for approval.

For students working through Division II (Theology, History, and World Christianity and Mission) and Division III (Ministry Arts), short written rationales for the selection of the topics of each written examination and full bibliographies should accompany the completed Examination Application. Students working through Division I (Bible) may adjust the set bibliographies in New Testament and Old Testament to reflect their interests and expertise.

ii. Oral Examination

The oral examination is based in part on questions arising from the written examinations and in part on the two written seminar papers submitted by the student. The oral examination is normally chaired by the Director and attended by the advisor and other members of the Faculty Examining Committee with expertise in the areas covered in the written examinations. The Faculty Examining Committee will first meet in closed session to prepare for the oral examination. The student's advisor generally takes the lead in the first period of questioning and then passes the line of conversation to the other faculty members in turn. The oral examination lasts approximately two hours.

iii. Assessment

The student's performance in both the written and oral components will be evaluated based upon the [Objectives and Outcomes](#) of the Ph.D. Degree Program. A decision concerning the candidate's success in earning the Th.M. degree is shared by the Director on behalf of the Faculty Examining Committee is also made. At this same time or shortly thereafter, the Director in consultation with the Faculty Examining Committee prepares a report and recommendation concerning the suitability of the student's continuation in the Ph.D. degree program.

The appropriate Division evaluates this recommendation and makes a final decision concerning the student's continuation in the Ph.D. degree program. The Division serves a monitoring function in this process in order to ensure that all Ph.D. students who continue past the Ph.D. Qualifying Examination clearly have the ability and the skills to complete the degree.

The written report and recommendation from the Faculty Examining Committee concerning the outcome of the Ph.D. Qualifying Examination will be placed in the student's file in the Advanced Studies Office.

D. Application from the Th.M. Degree Program to the Ph.D. Degree Program

Students admitted into the Th.M. degree program who want to be considered for admission into the Ph.D. degree program must submit an [Application to Take Th.M. Comprehensive Examination at the Qualifying Level](#) in addition to the [Ph.D. Qualifying Exam Application](#). The application includes– three letters of recommendation with at least two written by LSTC faculty members, a two–page statement of academic and vocational intentions, GRE scores if not previously submitted, two academic papers from courses taken at LSTC, and any other materials required by the faculty Division. In addition, the petitioner must demonstrate fulfillment of the first language requirement for the Ph.D. The Division will first approve the application to take the exam at the qualifying level and then will approve the Ph.D. Qualifying Examination Application.

If the petition is approved, the student will be allowed to take the Th.M. comprehensive examination at the qualifying level. A decision regarding admission into the Ph.D. program will be made subsequently by the entire Division, on the basis of the performance on this examination as well as on the other materials submitted and the entire record of work for the Th.M. degree. This admissions decision may be made within the context of the yearly consideration of applications for admission in February and March, following the January 15 deadline. Strategic interests related to faculty workload and the development of selected academic fields of study will also be considered. Admission from the Th.M. degree program into the Ph.D. degree program is highly selective and not automatic, and is based in part on the number of Ph.D. students that the school is able to admit in any given year. In successful cases, the Th.M. comprehensive examination passed at the qualifying level serves as the Ph.D. qualifying examination, and students receive credit for courses taken during the Th.M. degree program as part of the twelve courses required for the doctorate.

Assessment

If the student has taken the examination as a Ph.D. Qualifying examination one of the following will occur:

- 1) The student meets the expected standard, is awarded the Th.M. degree, and allowed to continue her/his doctoral studies.
- 2) The examination is not of sufficient quality and the student may be advised to prepare another examination proposal and schedule another examination, or the examination is not of sufficient quality and the student may be informed that her or his program of studies is considered to be complete and no degree is awarded.
- 3) The student meets the expectations of the Th.M. Comprehensive Examination and is awarded the degree, but will not be allowed to pursue doctoral studies.

E. Ph.D. Field Examination

The [Ph.D. Field Examination](#) is integrally related to preparation for research and writing of the dissertation, and therefore broadly includes these three related elements:

- Ph.D. Dissertation Proposal
- Ph.D. Field Examination
- Public Presentation of the Dissertation Project (Recommended)

i. Ph.D. Dissertation Proposal

The [Ph.D. Dissertation Proposal](#) must be approved by the advisor and then formally accepted by the entire faculty of the appropriate Division before the Ph.D.

Field Examination Plan may be considered. Frequently, students submit the Ph.D. Dissertation Proposal together with the Application Ph.D. Field Examination. In these instances, the Division must first approve the Ph.D. Dissertation Proposal, before considering the Ph.D. Field Examination Plan at the same meeting.

The Ph.D. Dissertation Proposal is pivotal because it sets forth the major scholarly project that the Ph.D. student will undertake in consultation with the advisor and other faculty members while at LSTC. Researching and writing the dissertation is often transformative, as the doctoral student is challenged and supported in emerging as an independent and creative scholar, expected to make an original contribution in a particular academic field. The articulation of a worthy and manageable topic is therefore a critical first step. In quality, the Ph.D. Dissertation Proposal should be comparable to the finest seminar paper that the candidate has presented during the Ph.D. degree program.

The Ph.D. Dissertation Proposal should demonstrate that considerable research and analytical thought has already been devoted to the selected subject area. The proposal should show evidence of a solid grasp of the history of scholarship, the relevant primary and secondary literature, the methods to be employed, and the nature of possible conclusions. It is a matter of judgment how far the proposal needs to go in setting forth the actual conclusions of the dissertation. Generally, in the historical and theological areas considerable progress should have been made toward establishing the conclusions, although there is an openness to further develop these conclusions. In contrast, in the biblical areas the proposal may establish a direction for exploration of a problem or issue, with the outcome more tentative.

The bibliographical section of the Ph.D. Dissertation Proposal is extremely important, as it signals the depth of the student's awareness of the history of scholarship and of

Prerequisites

- 12 Courses
- All Language Requirements
- Qualifying Exam

Submission Requirements

- Dissertation Proposal Application
- Dissertation Proposal
- Field Exam Application
- Exam Proposal

the available primary and secondary resources. Ph.D. students should work closely with the advisor and other faculty members with expertise in the dissertation area in developing the bibliography.

The Ph.D. Dissertation Proposal may be viewed as a kind of contract, in which the faculty formally endorses the student's envisioned scholarly project as worthy and realistic. Changes in the dissertation project after the Ph.D. Field Examination should be made only in consultation with the advisor. While details of content, organization, and conclusions may naturally evolve over the course of researching and writing a dissertation, the faculty has the right to receive notification and explanation of major deviations from the Ph.D. Dissertation Proposal.

Depending on the degree of alteration, the Director in consultation with the advisor and other faculty members may determine that a revised Ph.D. Dissertation Proposal must be submitted to the Division for approval.

The Ph.D. Dissertation Proposal includes the nomination of two or more faculty members to serve, in addition to the advisor, on the Dissertation Reading Committee. Generally, these same faculty members serve as the Faculty Examining Committee for the Ph.D. Field Examinations. At least half of the faculty members on the Dissertation Reading Committee must be from LSTC. Ideally, there will be at least one external member serving on the Dissertation Reading Committee, from the neighboring ACTS institutions, from the University of Chicago, or from other universities and academic programs. One of the readers should normally be from a field other than that of the candidate's specialization. Judicious selection of members on the Dissertation Reading Committee will ensure representation of ecumenical and interdisciplinary perspectives.

The Ph.D. Dissertation Proposal figures significantly in planning for the areas to be covered in the Ph.D. Field Examination. Generally, one written examination is focused directly on the subject area of the dissertation topic itself. The other written examinations and bibliographies are also usually formulated with the dissertation in mind. These written examinations may serve to establish competency within the wider contexts of scholarship, relevant primary and secondary literature, selected scholarly methods, and related academic fields. The Ph.D. Dissertation Proposal usually constitutes a significant topic of discussion during the oral component of the Ph.D. Field Examination.

This proposal should not exceed twenty-five pages in length and should include the following:

- A statement of the proposed area of investigation justifying the significance of the topic, establishing the need for such an investigation, and showing how the dissertation will be a contribution to the field of studies

- An explanation of and justification for the method(s) to be applied in the research and writing of the dissertation,
- A short description of the research languages required by the dissertation topic,
- A clear thesis statement,
- A summary of the proposed chapters of the dissertation and of the anticipated conclusions,
- An extensive (but not exhaustive) bibliography, identifying crucial primary and secondary sources, and including titles in German and/or other languages needed for the research.

ii. Ph.D. Field Examination

The [Field Examination Application](#) must be submitted to the Advanced Studies Office by the Division review deadline. Before considering the Ph.D. Field Examination Application, the Division must first approve the Ph.D. Dissertation Proposal whether at a previous Division meeting or earlier in the same meeting.

In consultation with the advisor and the Director, the student is encouraged to request one or even two professors from outside LSTC to serve on the Faculty Examining Committee, as long as one-half of the members are LSTC faculty. This means that the candidate should be prepared to deal with the subject matter from both an ecumenical and an interdisciplinary perspective.

The Ph.D. Field Examination is the culmination of the student's academic career at the pivotal moment before launching fully into the dissertation project. The duration of the Ph.D. Field Examination is normally about two weeks, with a pattern of written and oral examinations that allows for intensive writing, breaks, and review. A typical schedule might place the four written examinations on Monday, Wednesday, and Friday of the first week and Monday of the second week, with the oral examination on Friday of the second week or Monday of the following week. The longer interval before the oral examination provides time for the members of the Faculty Examining Committee to read and evaluate the written examinations, as well as for the student to review and correct or expand upon the essays written as answers to the exam questions.

The Field Exam Application will include:

- An identification of the examination topics,
- A list of the examiners,
- Rationale statements for each examination topic,
- A bibliography of primary and secondary sources that will serve as the basis for the examination questions.

a. Written Exam

The topics and scope of the four written examinations will be agreed upon beforehand by the candidate, the advisor and other members of the Faculty Examining Committee, and the appropriate Division, as recorded on the Ph.D. Field Examination Application. As with the Ph.D. Qualifying Examination, an approved bibliography preceded by a short written rationale for each selected topic must be submitted for each examination. The student and the Faculty Examining Committee are held accountable to working with the agreed upon topics and bibliographies. The main purpose of the Ph.D. Field Examination is to provide a collaborative and critical academic context out of which the dissertation may emerge.

Each of the written examinations is scheduled from 9:00 a.m. until 4:00 p.m. and typically consists of four questions. Some choice in questions is likely but not guaranteed.

b. Oral Exam

The oral examination usually lasts approximately two hours. Generally, the oral examination opens with questions arising from the written examinations, before moving to issues directly related to the Ph.D. Dissertation Proposal. The second part of the oral examination may therefore be considered as a seminar on the Ph.D. Dissertation Proposal. Although at this point the proposal will have already received preliminary approval from the Division, it will now be explored further as to the student's command of the pertinent materials, the most compelling organization, the methods employed, and the conclusions that might arise. On the basis of the oral examination, the candidate may be asked to rewrite the proposal, and an additional colloquy may be required.

c. Assessment

The student's performance in both the written and oral components of the Ph.D. Field Examination will be assessed at the conclusion of the oral examination. Evaluation will be based on the [Objectives and Outcomes](#) of the Ph.D. Program.

A written report and recommendation from the Faculty Examining Committee concerning the student's performance and the outcome of the Ph.D. Examination will be sent to the appropriate Division and placed in the student's file at the Advanced Studies Office.

In a few cases, the student may be adjudged to have passed some but not all sections of the Ph.D. Field Examination. The Faculty Examining Committee will inform the student of its recommendation to the Division concerning whether or not to grant permission to re-take certain sections. The appropriate Division evaluates this

recommendation and makes a final decision about the conditions for the student's continuation in the dissertation stage of the Ph.D. degree program.

iii. Public Presentation of the Dissertation Project

Students are encouraged to conduct a public presentation of their dissertation project. The timing of this public presentation may be either as they near completion of their Dissertation or shortly after passing the Ph.D. Field Examination. This presentation will take place at LSTC and may be scheduled as part of an event sponsored by the Advanced Studies Office and Graduate Student Association, or as an independently organized occasion to which students and faculty are invited.

While a variety of formats are possible, generally the student presents the project's thesis orally for thirty minutes. One or two peer respondents in the same field will be chosen in consultation with the student's advisor to give formal twenty-minute responses, followed by general discussion. The public presentation of the dissertation project serves to sharpen the student's skills in making their argument before their peers and professors, to create a deeper community of scholarship among advanced graduate students and faculty at LSTC, and to keep the doctoral program before the eyes of the entire LSTC community.

Upon completion of the Public Presentation of the Dissertation Project, the student will submit a short letter, e-mail, or other documentation to the Director and the Advanced Studies Office describing the date, the context, and the participants. The Coordinator will then note the completion of this on the student's academic record.

Section 9- PhD Dissertation Policies and Procedures

A. Dissertation Process Flowchart



B. Dissertation Deadlines

February 15 th	Submission of Dissertation Manuscript for Editor –This submission begins the official process of scheduling colloquy and completing the dissertation. The manuscript submitted should be ready for defense in the student's and advisor's opinion. Student should contact Reading Committee to set a tentative date for colloquy.
March 15 th	Application for Dissertation Colloquy – After receiving the dissertation back from the editor, the student submits the manuscript ready for colloquy. The Advanced Studies Office confirms the tentative date for colloquy and distributes electronic copies to the reading committee. The student is responsible for providing hard copies to reading committee members if requested.
2 weeks before Colloquy	Précis and CV – The student is responsible for submitting these at least 2 weeks before the colloquy is to be held. These will be distributed to the faculty with the colloquy announcement.
April 10 th	Latest Date for Colloquy to held
April 13 th	Submission of Dissertation Manuscript for Editor (Final Review) – The Dissertation Editor reviews the dissertation a final time before it is printed and submitted to the JKM Library
April 20 th	Submission of Ph.D. Dissertation to JKM Library –After receiving the final dissertation back from the Dissertation Editor students are required to submit a printed and electronic copy to the JKM Library.

Ph.D. students who are researching and writing their dissertations should keep in mind the following deadlines for each step in the final process leading up to the Ph.D. Dissertation Colloquy and the awarding of the Ph.D. degree at the annual commencement ceremonies in May.

To ensure a margin of safety and to prevent all Ph.D. Dissertation Colloquies from being crowded into the same time period, it is important for students to begin the planning and scheduling process as early as possible. The student should keep the Coordinator informed of the progress being made on the dissertation so that an orderly schedule may be established for the reading of the dissertation and for the Ph.D. Dissertation Colloquy. The Advanced Studies Office will give scheduling priority to those first submitting the “colloquy version” of the dissertation.

C. General Considerations

The following guidelines may be of assistance for the Ph.D. student and the advisor in researching and writing the doctoral dissertation:

1. It should be kept in mind that the dissertation is an argument and in this way similar to a lawyer's brief. It does not simply summarize past research, brilliant as that summary may be; rather, it takes a position and argues a thesis based on well-gathered research.

2. The dissertation shall deal with a significant topic, so defined as to permit adequate treatment of the subject matter. A student should make a thorough search of pertinent secondary literature to ensure that her or his topic is original and worth studying.
3. It should include an introductory section, a clear statement of the significance of the investigation, the hypothesis or the claim to be established, the source material, and the method to be employed.
4. It should demonstrate a thorough knowledge of the scholarly literature in the area of the topic, including literature in foreign languages.
5. It should reflect a fair and open-minded presentation of a subject and its problems.
6. It should show the candidate's capacity to think independently, to organize concepts and materials, and to express her or his thoughts in a scholarly fashion.
7. It should give evidence of the candidate's ability to draw pertinent conclusions and to present them in a coherent and relevant manner.
8. It should reflect awareness of the implications for related fields and of remaining unsolved problems in certain areas.
9. It should exhibit adequate documentation from primary and secondary sources in footnotes, and all sources consulted should be listed in correct form in an appended bibliography.
10. The dissertation should conform to the scholarly conventions set forth in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th ed. (Chicago: University of Chicago Press, 2013), and, where applicable, *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody, Mass.: Hendrickson Publishers, Inc., 1999). The dissertation must incorporate all editorial and formatting suggestions made by the dissertation editor. Questions regarding format may be addressed to the advisor, the Dissertation Editor, and the JKM Library staff. Copies of Turabian, *Manual for Writers*, and the SBL *Handbook* are available the Reference Section of the JKM Library.
11. Normally doctoral dissertations should be approximately 200 pages in length, and in no case longer than 250 pages.

i. Relation of the Ph.D. Student to the Advisor and Dissertation Reading Committee Editor

Ph.D. students bear special responsibility to those serving as advisor and other readers on the Dissertation Reading Committee. The scope of the task requires that Ph.D. students take the initiative to inform the advisor and other readers of their progress, to discuss problem areas with them, and to be sensitive to the committee members' expectations for the process. It is the student's responsibility to ascertain the advisor's

style of supervision, as well as the level of involvement desired by the other readers, and to submit sections and drafts of the dissertation to these parties accordingly. Students bear the consequences of failing to maintain contact with the advisor and the other members of the Dissertation Reading Committee during the process of research and writing.

The student should understand that after submission of the complete draft of the dissertation a considerable amount of time may elapse until the advisor can give the dissertation the careful reading it deserves. As a rule of thumb, advisors should be able to respond within a month after receiving the manuscript. The advisor usually decides on the readiness of the completed manuscript for submission to the entire Dissertation Reading Committee, unless other arrangements have been made.

ii. Dissertation Editor

The advisor and other readers are concerned primarily with matters of scholarly content, not with style and format. The candidate should monitor the style and format of the dissertation manuscript, to ensure that it conforms to Turabian, *Manual for Writers*, and the *SBL Handbook*. In order to ensure proper style and format are used the Advanced Studies office requires that all dissertations are reviewed by a Dissertation Editor before colloquy and a second time before the final draft is submitted to the JKM library. The expense of the editor is covered by the Advanced Studies Office.

The Dissertation Editor is concerned with how the material is presented in the manuscript not what it says. The Dissertation Editor reviews the use of the Turabian style, citations, table of contents, footnotes, bibliography, and page set-up. The Dissertation Editor is not a copy editor and will not be looking closely at the content of the dissertation. Some students find they need to employ a copy editor to achieve the polished academic English style and the use of scholarly conventions expected in the dissertation.

The Dissertation Editor, working in consultation with the Director, is the final arbiter on matters regarding the format, style, and mechanics of the dissertation. The student should also consult and follow the standards for submission to the JKM Library, posted on the JKM Library website.

Once the advisor has signaled that the dissertation is ready for colloquy the student should submit a copy of the *complete* dissertation manuscript to the Advanced Studies Office to be shared with the Dissertation Editor. The copy sent to the editor should be complete and in the student's and advisor's opinion ready for colloquy. Students and advisors need to be aware the Dissertation Editor may take up to 3 weeks with the manuscript, plan accordingly.

After colloquy is completed and recommended edits/changes have been made to the manuscript and the dissertation is ready to be printed it needs a final review by the

Dissertation Editor. This final overview is to ensure that in the process of the last edits the formatting remains intact and that the dissertation is indeed ready for printing. This final review can take up to 5 business days, please plan accordingly.

D. Submitting the Précis and Curriculum Vitae

The student should submit a five to ten page summary of the dissertation, known as the *Précis*, to the Advanced Studies Office at least **2 weeks** prior to the Dissertation Colloquy. A *Précis* Title Page and Curriculum Vitae need to accompany the *Précis*. Samples can be requested from the Coordinator.

Approximately two weeks before the Ph.D. Dissertation Colloquy, an announcement of the date, time, and place of the Ph.D. Dissertation Colloquy will be sent to all LSTC faculty members, accompanied by the *Précis* with the *Précis* Title Page and the *Curriculum Vitae*.

E. The Dissertation Colloquy

The Ph.D. Dissertation Colloquy normally lasts about two hours. All members of the LSTC faculty have the right to attend the Dissertation Colloquy, although only those who have read the entire dissertation may actively participate in the discussion, direct questions, and vote on the recommendation to the Division and entire LSTC faculty.

The Director will chair the colloquy or appoint another faculty member to serve in that capacity. Usually the candidate's advisor initiates discussion with opening questions. The other faculty members on the Dissertation Reading Committee follow in turn. Questions may relate to any of the criteria listed in this manual, or to any other matters deemed appropriate by the members of the Dissertation Reading Committee.

At the conclusion of the colloquy, the Dissertation Reading Committee and any other faculty who have read the entire dissertation determine by vote whether to recommend to the Division and to the entire LSTC faculty that the Ph.D. degree be awarded. The faculty may accept the dissertation as is, or they may require minor or major revisions before the Ph.D. degree may be awarded. It is at this same time that in exceptional cases the faculty may decide to initiate the process to award the Ph.D. "with distinction," outlined in this manual.

i. Guidelines for Granting the Ph.D. "with Distinction"

The Ph.D. degree may be awarded "with distinction" through a process that begins with the unanimous recommendation for this honor by the advisor and other members of the Dissertation Reading Committee, as well as any additional faculty members voting at the Ph.D. Dissertation Colloquy. The Dissertation Reading Committee and other faculty members take into consideration the dissertation and the oral defense, as well as the candidate's overall performance during the entire Ph.D. program when they

recommend granting this recognition to the appropriate Division. Following approval from the Division, an appointed faculty member (usually the student's advisor) will compose a written nomination for awarding the Ph.D. "with distinction" to be considered by the entire LSTC faculty. This document will include the following:

- An affirmation of the total academic record of the student.
- A one-page abstract of the dissertation.
- A report of the Ph.D. Dissertation Colloquy.
- A motion to award the Ph.D. degree "with distinction" from the Dissertation Reading Committee.

Upon the affirmation of the LSTC faculty, the student receives a letter of notification that the faculty have granted the Ph.D. "with distinction" from the Dean of Academic Affairs and it is noted on the student's official transcripts.

F. Submission to the JKM Library

The process for [submitting](#) both an electronic and print copy of the dissertation to the JKM Library can be found on the JKM Library website, www.jkmlibrary.org. Go to the Policies tab and then the PhD Dissertation Standards tab. You will also find guidelines for formatting your dissertation and standards for paper at this tab.

G. Commencement

Degrees are awarded only at the commencement ceremonies held at the conclusion of the regular academic year (usually the second or third Sunday in May). The deadline for completing all requirements for graduation, including the Th.M. Comprehensive Examination for the Th.M. and the submission of the JKM version of the dissertation for the Ph.D., is **April 20**. Candidates completing the requirements after that date will receive the degree the following May.

Students planning to graduate should be in communication with the Advanced Studies Office and the Registrar's Office in the fall semester. Details concerning the graduation ceremony, including procedures for securing cap and gown, will be sent by the Registrar to those indicating their intention to graduate. Candidates wishing to purchase LSTC doctoral gowns should place their orders with the Registrar at least 90 days prior to commencement.

Degree candidates are encouraged to be present for this celebrative occasion, although degrees may be awarded *in absentia* when circumstances prevent attendance. Candidates for graduation who must be absent should inform the President of LSTC in writing prior to April 1st of the year in which the degree is awarded.

Appendix I- Advanced Studies 2016-17 Calendar

Fall Semester

August

15- First Day for Examinations
29- Sept 1 Orientation and Welcome Back

September

1- Advanced Studies Orientation
6- Fall term begins
20- Materials Due for Division Review
30- Division Meeting

October

1- Advanced Standing or Credit Transfer [Petitions](#) Due
7- Advanced Studies Committee Meeting
11-14- Reading Week
18- Materials due for Division Review
28- Division Meeting

November

2-4- Spring Online Registration
15- Materials Due for Division Review
21-25 Thanksgiving Recess

December

2- Division Meeting
9- Fall Semester Ends
16- Last Day for Examinations
Dissertation due to Library for Fall Completion

January

Spring Semester

February

12- Materials Due for February Division Review
6- Spring Semester Begins
10- Division Meeting
15- Last Day to Submit Dissertation to Editor
21- Materials Due for Division Review*
(Last approval for examinations before May graduation)

March

1- Advanced Standing or Credit Transfer [Petitions](#) Due
3- Division Meeting
13-17 Reading Week
15- Academic Planning Forms Due
15- Application for Dissertation Colloquy Due
21- Materials Due for Division Review
31- Division Meeting

April

10- Last day for Colloquies
13- Last day to Submit Dissertation to Editor for Final Review
10-14- Holy Week (No Classes)
20- Last day for Examinations for May Graduation
20- JKM library Submission Deadline
25- Materials due for May Division Review (exams to be scheduled in August/September 2016)

May

5- Division Meeting
12- Last Day of Classes
9- Exit Interview for Graduates
21- Commencement

Appendix II- Division I Program Requirements

Th.M. Program in Biblical Studies

There are three forms of the Th.M. in the field of Bible: Th.M. in Biblical Studies, Th.M. in Old Testament, and Th.M. in New Testament. Students desiring to go on to Ph.D. studies in either Testament must take the Th.M. in Biblical Studies.

I. Courses and Seminars

For the Th.M. in Biblical Studies, a sequence of four Graduate Biblical Seminars, two in Old Testament and two in New Testament provides the foundation for the program. The

remaining courses are specialized in either Old or New Testament. For the Th.M. degree in one testament, the Graduate Biblical Seminars in that testament provide the basis for the program in that testament, supplemented by other courses chosen by the student in consultation with the advisor.

II. Language Requirements

All Candidates must show competence in Biblical Hebrew and Biblical Greek at a level to engage in advanced studies must be demonstrated prior to entrance into the program. Candidates for the degree in one testament must be able to show competence in the language of that testament in all seminars.

The means of demonstrating language competency may include written and/or oral examination by the faculty, or examinations given by recognized external agencies.

There is no modern language requirement for the Th.M. degree. However, students whose first language is other than English must demonstrate sufficient ability in oral and written English in order to participate profitably in graduate courses and seminars. Competency in the English language may be established in consultation with the director of the Language Resource and Writing Center.

Th.M. Program Requirements

Courses

- 2 Old Testament Graduate Seminars
- 2 New Testament Graduate Seminars
- 2 Other Graduate Level Courses

Language Requirements

- Biblical Hebrew Exam
- Biblical Greek Exam

Examination

- Th.M Comprehensive Exam OR Thesis Option

IV. Structure of the Th.M. Comprehensive Examinations

For the Biblical Studies degree, the written examinations will be based on introductory questions and the history of the biblical period in question, working within the following guidelines.

1) Old Testament Introduction and History. Leading contemporary theories about authorship, date, historical setting, literary history, literary form, unity, and theology (message) of the Pentateuch, the Prophets, and the Writings (stress on Psalms, Proverbs, Job, and Chronicles). Special emphasis on critical or problematic issues and periods of history. Competence to the level of Michael D. Coogan,

2) New Testament Introduction and History. Leading contemporary theories about authorship, date, historical setting, literary history, literary form, unity and theology (message) of the New Testament books. History of the New Testament Canon. The written examinations for the program in one testament can be planned and taken under one of three options:

a. Option One

Introduction and history of the testament

An area of special interest to the student

b. Option Two

Methods of study in the testament

Knowledge of critical introduction and history of the testament

c. Option Three

Introduction and history of part of the testament (e.g. The Gospels/Torah)

Introduction and history of the other part of that testament

Under each option the oral examination will include a review of the two seminar papers submitted by the student.

V. Master's Thesis

In place of the Comprehensive Examinations, a student in the program in one testament may choose to do a master's thesis on a subject of study approved by the advisor and the Biblical Division. Upon completion of the thesis, the student will have an oral examination with members of the division to discuss and to defend the thesis, and to review two seminary papers chosen by the student.

VI. Special Note

The Th.M. degree in one testament is a terminal degree at LSTC. The completion of this program does not qualify the student to proceed on to the Ph.D. in Biblical Studies. The Ph.D. Program involves the study of both testaments.

Ph.D. Program in Biblical Studies

I. Courses and Seminars – Advanced Level

Courses and seminars taken following the Ph.D. Qualifying Examination are the Graduate Biblical Seminars in the testament of choice. Other courses may be selected from the offerings of LSTC, ACTS schools, or the University of Chicago.

As noted in the LSTC Catalog, at the doctoral level students work in both the Old Testament and New Testament during the first year (before the Qualifying Examination) but concentrate upon the testament of choice after the Qualifying Examination. *The program requires a minimum of two seminars in the testament that is not the area of concentration.*

II. Language Requirements – Advanced Level

1. Biblical Languages

Students desiring to continue on for a doctorate should show a marked advance in knowledge of the biblical languages by the time they take the Ph.D. Qualifying Examination. This will be tested through examinations in Hebrew and Greek, both of which must be successfully completed before taking the Qualifying Examination.

In the language of the student's testament of choice, the examination will require a growing knowledge of vocabulary, understanding of morphology and syntax, and acquaintance with the major philological works in the language. For Hebrew, this means that the student is asked to translate at sight from portions of Old Testament material agreed upon in advance with the examiner: ten chapters chosen from the Pentateuch, ten chapters from Deuteronomistic history, ten from the Prophets, and ten from Psalms. For Greek, it means being able to translate at sight any portion from a pre-selected Gospel, a Pauline epistle, and a selection from the remainder of the New Testament canon.

For Old Testament majors, the Greek examination will be taken from material chosen in advance by the student and the examiner, and prepared from two to three chapters

Ph.D. Program Requirements Before Qualifying Exam

Courses

- 2 Old Testament Graduate Seminars
- 2 New Testament Graduate Seminars
- 2 Other Graduate Level Courses

Language Requirements

- Biblical Hebrew Exam
- Biblical Greek Exam

After Qualifying Exam

Courses

- 6 Graduate Level Courses (concentrated upon testament of choice)

Language Requirements

- German Language Exam OR
- English Proficiency

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

of the Septuagint, and two to three chapters from the New Testament (chosen out of different books). For New Testament majors, the Hebrew examination will be given from five pages out of the Biblia Hebraica Stuttgartensia chosen in advance by the student and the examiner. Often, this material may prove to be texts that have already been read in one or more of the Graduate Biblical Seminars.

2. Other Languages

Although there is no modern language requirement for the Th.M. degree as such students working at that level who wish to continue on for the Ph.D. must demonstrate their competence in German as soon as possible to use it as a research tool in their course work. This language examination must be completed before submission of the Dissertation Proposal and the proposal for the Doctoral Field Examination. The level expected is that of a reading knowledge, sufficient to enable the student to make ready use of scholarly books and articles in the field.

As indicated above, students whose language of origin is other than English must demonstrate sufficient ability in oral and written expression in English to participate fully in advanced courses and seminars, as well as for doctoral students to prepare and defend a doctoral dissertation.

For students in New Testament there is normally no further language requirement. For students in Old Testament, an introductory knowledge of Aramaic or Ugaritic is required by the time of the Doctoral Field Examination. Work in an additional language or languages may be necessitated by the student's choice of dissertation topic.

III. Dissertation Proposal

Before the Field Examination can be written, the student must present an acceptable Dissertation Proposal. This proposal should not exceed twenty-five pages in length and should include the following:

- A statement of the proposed area of investigation justifying the significance of the topic, establishing the need for a new investigation, and showing how a contribution will be made to the subject;
- An explanation of the method(s) to be applied in the research;
- A précis of the proposed content, indicating the sequence of topics (chapters) and, if possible, anticipated conclusions
- An extensive bibliography including titles in German and other languages needed for research.

IV. Doctoral Field Examination

The Doctoral Field Examination is concentrated in the testament of choice since the Th.M. is the level at which general biblical competence is demonstrated. The material covered in the Ph.D. Qualifying Examination is presupposed, not repeated in the Doctoral Field Examination

The structure of both testaments is the same. The student must take examinations one, two, and three as listed below, and select one from examinations four and five. The student will share in designing the examinations by proposing questions to be included in consultation with the advisor. It is anticipated that exam examination will be completed between 9:00 am and 4:00 pm.

Written Examinations

Examination 1. (Required) Biblical Interpretation. History of Interpretation. Historical Critical Method. Contemporary Methods of Interpretation; (literary criticism, liberation theology, feminist criticism, social interpretation). Hermeneutics. Skill in Interpretation.

In the Old Testament field, the student will select fifteen chapters of the Hebrew Old Testament from at least three different books. In New Testament, the student will select one Gospel, one Pauline Epistle, and a third book of New Testament related to the dissertation proposal. From these selections the student will be examined in the history of interpretation of the passages (or portions thereof, the historical critical questions and problems, hermeneutic–interpretive matters, and issues raised by the contemporary methods.

Examination 2. (Required) Old Testament/New Testament Theology

The student will be examined on the theological positions and accents of the major biblical writers and will demonstrate extensive knowledge of three major modern biblical theologians (chosen in consultation with the examiner), as well as the skill to evaluate these biblical writers and modern theologians critically. In consultation with the chief examiner in this area the student will submit proposed questions from which the examiner will construct at least half of the examination.

Examination 3. (Required) Dissertation Related Material

On the basis of the dissertation proposal prepared by the student, this examination will concentrate on an area of study important to the proposal. The dissertation advisor and the student will agree upon the scope of this examination.

Examination 4. (Select #4 or #5) Contemporaneous Religions and Literature

Old Testament: Ancient Near Eastern Religion and Literature. The student will propose for study ten deities from Egyptian, Mesopotamian, and Canaanite religion and will propose other questions covering ancient near eastern literature.

New Testament: The religious and social setting in Judaism and the Greco-Roman world. The student will propose particular areas of study in Judaism and in the Greco-Roman world in which to achieve special competence.

Examination 5. (Select #4 or #5) Historical Context

Building on the Ph.D. Qualifying Examination, the student is expected to be thoroughly informed about a chosen period of history, and to be able to exercise scholarly judgment on major controversial issues out of the period. The period may be selected with special reference to the dissertation topic.

Appendix III- Division II Program Requirements

Historical Studies

The Th.M. program in historical studies seeks to foster a deeper understanding of the general history and theological heritage of the church, thus preparing the students for teaching survey and other courses in church history and historical theology.

The Ph.D. program allows the student to focus her or his studies on a particular historical era or on a specific geographic area. Reformation studies and the history of the church in the Americas are normal, though not exclusive, areas of concentration.

I. Courses and Seminars

Three of the courses that must be completed before the Comprehensive/Qualifying Examination are the Graduate Historical Seminar and the two church history survey courses offered in the M.A./M.Div. curriculum. The latter may be upgraded to a graduate level through advanced research assignments. The student in consultation with the advisor chooses additional seminars and courses. After completing the qualifying examinations Ph.D students consult with their advisor to identify additional seminars and courses.

Th.M. Program Requirements

Courses

- 3 Graduate Historical Seminar
- 2 Church History Survey Courses
- 1 Other Graduate Level Course

Language Requirements

- English Proficiency OR German (or other language)

Examination

- Th.M Comprehensive Exam

Ph.D. Program Requirements

Before Qualifying Exam

Courses

- 3 Graduate Historical Seminar
- 2 Church History Survey Courses
- 1 Other Graduate Level Course

Language Requirements

- English Proficiency OR
- German (or other language)

Examination

- Qualifying Examination

After Qualifying Exam

Courses

- 6 Graduate Level Courses

Language Requirements

- 2nd Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

II. Language Requirements

One research language examination (usually German) must be passed before submission of the Comprehensive Examination. Those students whose primary language is other than English may use English as their first research language. Proficiency in the English language must be achieved before taking any graduate courses. A second research language examination must be passed before Field Exams are taken.

III. Comprehensive Examination

The Th.M. Comprehensive Examination focus on two stipulated areas, namely, general church history and historical theology. When preparing the Examination Application the student, in consultation with the advisor, chooses the specific topics of the examination, articulates a rationale for each examination and prepares a relevant bibliography, which will become the basis for the examination. After the advisor has affirmed it, the Examination Application is submitted to the division faculty for approval. The Division may require additional revisions of the Examination Plan.

IV. Structure of the Th.M. Comprehensive Examination

The Th.M. written Comprehensive Examination in historical studies consists of two parts focusing on:

- 1) Church History. The first Th.M. Comprehensive examination tests the student's grasp of major trends in church history during one of the two following periods:
 - a. from the early church through the Reformation or,
 - b. from the Reformation to modern times
- 2) Historical Theology. The second examination explores the development of a selected topic in the history of Christian doctrine or thought throughout a specified time period. If time period "a" has been chosen for the first examination, time period "b" must be chosen for the second examination, or vice versa

The oral examination will assess the answers to these written examinations including a review of the two seminar papers submitted by the student.

Theological Studies

The area of Systematic Theology involves the task of developing a critical restatement of the Christian faith in dialog with today's intellectual and cultural challenges. Students interested in this area of studies work to gain a firm grasp of the historical background of contemporary problems attending to their philosophical dimensions. An important goal of the program is to combine the student's mastery of the contribution of other leading figures in the history of Christian thought with her or his own growing competence in theological reflection.

I. Course and Seminars

Two of the courses that must be completed before the Comprehensive/Qualifying examination are the Graduate Theological Seminar on Sources and Resources (Fall) and the Graduate Theological Seminar on Concepts and Issues (Spring). The student in consultation with the advisor chooses additional seminars and courses. After the Qualifying Exams students again take the Theological Seminars offered in the Spring and Fall.

II. Language Requirements:

One research language examination (usually German) must be passed before submission of the Comprehensive Examination proposal. Those students whose primary language is other than English may use English as their first research language. A second research language examination must be passed before the Field Examinations.

Th.M. Program Requirements

Courses

- 1 Graduate Historical Seminar on Sources and Resources (Fall)
- 1 Graduate Theological Seminar on Concepts and Issues (Spring).
- 4 Other Graduate Level Courses

Language Requirements

- English Proficiency OR
- German (or other language)

Examination

- Th.M Comprehensive Exam

Ph.D. Program Requirements

Before Qualifying Exam

Courses

- 1 Graduate Historical Seminar on Sources and Resources (Fall)
- 1 Graduate Theological Seminar on Concepts and Issues (Spring).
- 4 Other Graduate Level Courses

Language Requirements

- English Proficiency OR
- German (or other language)

Examination

- Qualifying Examination

After Qualifying Exam

Courses

- 1 Graduate Historical Seminar on Sources and Resources (Fall)
- 1 Graduate Theological Seminar on Concepts and Issues (Spring).
- 4 Graduate Level Courses

Language Requirements

- 2nd Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

III. Structure of the Th.M. Comprehensive Examination

The Th.M. Comprehensive Examination in theological studies consists of two parts that focus on:

- 1) A major theologian or school of thought from the nineteenth to the twenty-first century.
- 2) A selected problem or “locus” in theology, including its historical background and the contemporary state of the question.

Adequate attention must be given to methodological issues in both examinations.

The oral examination will assess the answers to these written examinations including a review of the two seminar papers submitted by the student.

Specializations in Religion and Science, and Christian Ethics

The Th.M./Ph.D. programs in Theological Studies allow students to specialize in Religion and Science, or Christian Ethics.

For students specializing in Religion and Science, or Christian Ethics, at least six courses are required for the Th. M. degree and twelve for the Ph.D. degree. Of these courses, two must be regularly scheduled Graduate Theological Seminars and two others must be seminars in Religion and Science, or Christian Ethics depending on the student’s area of specialization. The student in consultation with the advisor chooses other courses and seminars.

For a student choosing one of these options, the Th.M. Comprehensive/Ph.D. Qualifying Examination must focus on the chosen specialization. The specialization may then be pursued further in studies subsequent to the Ph.D. Qualifying Examination. If that is the case, the specialization will be the focus of the Ph.D. Field Examination and of the dissertation.

The specialization in Religion and Science is a partnership program with the Zygon Center for Religion and Science, with LSTC as the degree-granting institution.

Special Note: Th.M. Comprehensive/Ph.D. Qualifying Examinations in Christian Ethics

The two written examinations address the following subject matters:

- 1) **History of Christian Ethics**– This examination explores the Old and New Testament foundations of Christian Ethics and the development of Christian Ethics up to the nineteenth century. While students are responsible for a solid grasp of the tradition as a whole, they are encouraged to focus on a theme or a motif that runs through several periods of church history.
- 2) **Contemporary Ethics**–This examination divides into related areas. The first is contemporary theological ethics. The student is expected to know one major

contemporary Christian ethicist in a thorough way, i.e. to have read all the major works of the selected author with special emphasis on ethical matters and to have understood them at a graduate level. The student should also have a lesser knowledge of one or two other Christian ethicists, both historical and contemporary, on a selected social problem. Non-theological expertise as well as Christian ethical insights should be used both to analyze the dimensions and dynamics of the problem and to prescribe directions for grappling creatively with it.

World Christianity and Mission

The Th.M./Ph.D. programs in World Christianity and Mission build on the LSTC Th.M./Ph.D. degree programs in Historical Studies and Theological Studies. They are partnership programs with the Chicago Center for Global Ministries, with LSTC as the degree-granting institution. The programs incorporate the unique characters and strengths of the faculties of the Catholic Theological Union and of McCormick Theological Seminary. Students seeking admission to the programs are admitted in the areas of Historical Studies/World Christianity and Mission or Theological Studies/World Christianity and Mission. Students desiring to focus on interfaith and cross-cultural studies are also encouraged to consider this concentration. Faculty at the Catholic Theological Union, and at McCormick Theological Seminary may serve as advisors of students in these programs of studies.

Th.M./Ph.D. students in the World Christianity and Mission Programs may cross-register without additional tuition for courses and seminars related to their fields at Catholic Theological Union and McCormick Theological Seminary with the permission of the course instructor, advisor, and the Director. At least 50% of all courses must be taken at LSTC.

Note: The structure for the Th.M. and Ph.D. in this program of studies follows those stipulated for the fields of Historical and Theological Studies described in previous sections.

Th.M. Program Requirements

Courses

- Graduate Seminar in Contemporary World Christianity
- Graduate Seminar in Mission History and Theology
- 4 Other Graduate Level Courses

Language Requirements

- English Proficiency OR
- Research Language

Examination

- Th.M Comprehensive Exam

Ph.D. Program Requirements

Before Qualifying Exam

Courses

- Graduate Seminar in Contemporary World Christianity
- Graduate Seminar in Mission History and Theology
- Graduate Seminar in Global Justice Issues
- 3 Other Graduate Level Courses

Language Requirements

- English Proficiency OR
- Modern Research Language

Examination

- Qualifying Examination

After Qualifying Exam

Courses

- 6 Graduate Level Courses

Language Requirements

- 2nd Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

Note: Faculty advisors from the Catholic Theological Union or McCormick Theological Seminary may be invited to a) participate at the division meeting where the student's Th.M. Comprehensive or Doctoral Qualifying, Doctoral Field Examinations, and Dissertation Proposal will be submitted for approval, or b) send a brief written rationale for any of these proposals to be discussed by members of the Division.

I. Course and Seminars

For students in the Th.M. program the following seminars (or their equivalent) are required:

- Graduate Seminar in Contemporary World Christianity,
- Graduate Seminar in Mission History and Theology, and
- Graduate Seminar in Global Justice Issues (only for those continuing in the Ph.D. program).

For students in the Ph.D. program the following seminars (or their equivalent) are also required

- Graduate Seminar in Interfaith Issues,
- Graduate Seminar in Multicultural Issues, and
- Graduate Seminar in Global Justice Issues.

II. Comprehensive/Qualifying Examination

The Th.M. Comprehensive/Ph.D. Qualifying Examinations focus on two stipulated areas:

- 1) **The History of Mission**– This examination covers the history of Christian expansion from apostolic times to the present, missionary methods in the modern period, the missionary movement from the West, and the major missiological themes and concerns of the past century. The student is responsible for the content of prescribed works on the expansion of Christianity and the development of missiology. An adequate biblical and theological foundation is assumed as a prerequisite for this examination.
- 2) **Churches in the Contemporary Missionary and Ecumenical Situation**– This examination focuses on matters such as non western religious perspectives of world Christian movements, church growth, development, and autonomy; the social, political and cultural contexts of developing churches; economic self-reliance; ideological encounter; interfaith dialogue; and the regional and global interdependence of local churches in mission. The student should have a broad acquaintance with the modern ecumenical movement and with the needs and aspirations of churches worldwide. Studies may be concentrated on a church or churches of a particular country or region.

Students in World Christianity and World Mission will need to show proficiency in areas of religious pluralism, in a regional specialization (Africa, Asia, Latin America and other regions), or in a representative theologian for the qualifying exam.

Appendix IV–Division III Program Requirements

Th.M. in Ministry Arts, with concentration in Lutheran Ministry Studies

The Th.M. in Ministry Arts is an advanced level master's degree program designed for students who desire to acquire the knowledge, insight, and skills needed for visionary leadership in ministry for today's world. The concentration in Lutheran Ministry Studies provides an attractive option for LSTC affiliates who have completed their M.Div. or equivalent at another institution and are spending their Lutheran Year at LSTC. The Th.M. in Ministry Arts may be completed during one academic year of intensive full time study, or over a longer period of part time study.

I. Requirements for the Th.M. in Ministry Arts

- 1) six advanced graduate courses with Lutheran emphasis (or 5 with 1 credit for course transfer or advanced standing)
- 2) one language of scholarship through examination or by petition with evidence of competence
- 3) comprehensive examination (2 written examinations based on selected bibliographies followed by an oral examination)
or Th.M. thesis (50–100 pages)

II. Courses

Take 2–4 of the following LSTC courses:

- Advanced Worship (or other worship course upgraded to advanced level)
- Advanced Preaching (or other preaching course upgraded to advanced level)
- Advanced Pastoral Care (or other pastoral care course upgraded to advanced level)
- Lutheran Confessional Heritage (upgraded to advanced level)
- Other first masters level course at LSTC (upgraded to advanced level)

Plus 2–4 of the following LSTC courses:

- Graduate Biblical Seminar (Greek or Hebrew required)
- Graduate Theology Seminar
- 500 or 600 level course
- Independent Study: Selected Topic or Th.M. Thesis

III. Language of Scholarship

Competence in the student's choice of a language of scholarship (biblical or modern) is generally demonstrated through a language examination. This examination may be waived if competency can be demonstrated through 2–years (four semesters) of previous language coursework during undergraduate or graduate studies, through the completion of an intensive language program, or through documentation of usage during periods of study or work abroad.

IV. Th.M. Comprehensive Examination or Thesis

The Th.M. Comprehensive Examination consists of two written examinations based on bibliographies on selected topics, negotiated in conversation with Th.M. advisor and second member of the faculty examining committee, followed by an oral examination with examiners.

A Th.M. Thesis of approximately 50–100 pages written in consultation with a thesis advisor (may or may not be the student’s academic advisor) may be substituted for the comprehensive examinations. The Th.M. student may design an independent study to focus on research and writing of the Th.M. Thesis. This requirement is met upon the successful completion of the Th.M. Colloquy, a one-hour discussion of the completed thesis with the advisor and second reader, comprising the Th.M. thesis committee.

Appendix V- Bylaws of the Graduate Students Association of Lutheran School of Theology at Chicago

Adopted April 7, 2000
Revised March 20, 2015

Article I - Name

1. The name of the Association shall be the Graduate Students Association (GSA) of Lutheran School of Theology at Chicago.

Article II - Purpose

1. The purpose of GSA shall be to support the academic pursuits of ThM and PhD students, facilitate collaboration and fellowship among students, help new students acclimate to the program, represent PhD and ThM students to the administration of LSTC, work with the administration to maintain and improve the quality of the graduate programs, elevate the visibility of the graduate program, and encourage collaboration with students at other area schools.

Article III - Membership and Dues

1. The membership in GSA shall consist of students currently enrolled in Doctor of Philosophy (Ph.D.) or Master of Theology (Th.M.) degrees at LSTC.

2. Any student currently enrolled in a Ph.D. or Th.M. degree program at LSTC upon payment of her or his dues automatically becomes a member of GSA with the right to vote. Dues consist of the activity fee automatically charged to student accounts each semester.

3. GSA, after a majority vote by the membership, may request that the amount of the dues be changed by contacting the Director of Advanced Studies who will bring it to consideration by the appropriate parties. Note that all fee changes must be approved by the LSTC Board of Directors; usually this is done for the next academic year at their November meeting.

4. Membership in GSA ends when for any reason a member ceases to be student in a Ph.D. or Th.M. degree program at LSTC. GSA shall maintain a good and constructive relationship with all its former members.

Article IV - Leadership Structure

1. The leadership of GSA shall consist of a three-member Executive Committee (EC), Coordinators assigned to particular areas or tasks, and members appointed to serve on LSTC Committees.

2. The Executive Committee shall consist of a president, a secretary, and a treasurer, who shall be considered equals.

Article V – Leadership Responsibilities

1. The duties of the Executive Committee shall be to carry out the business of the GSA between meetings; appoint Coordinators; present an annual budget; speak on behalf of the GSA; advise the Faculty, Administration, and the Board of LSTC; provide general supervision of the business of the GSA; and advocate for the interests of GSA members.

2. The Treasurer, working with the LSTC Finance Office, shall maintain accurate financial records, handle all financial transactions, and ensure that spending is kept within the bounds of the annual budget.

3. The Secretary shall take minutes at all membership and EC meetings and makes the minutes available to the membership.

4. The EC shall meet regularly during the academic term. Any member of the EC can call for the meeting of the EC.

5. The EC shall determine the number and nature of Coordinator positions. Possibilities include: Social Events Coordinator, Colloquy Coordinator, JKM Library Coordinator, Coordinator for International Students, Technology Coordinator, Study Room Coordinator, and Publicity Coordinator.

6. Each Coordinator may solicit volunteers for an ad hoc committee to help fulfill their duties.

7. The Coordinators shall meet as needed with the EC during the academic term.

Article VI – Election of Executive Committee

1. The three members of the Executive Committee shall be elected by the membership at the last meeting of each academic year.

2. Nominations for the EC shall be accepted both before and at the meeting at which the election is held. All members are entitled to vote by secret ballot for up to three candidates. The three individuals with the most votes shall comprise the EC. After the election, the members of the EC decide among themselves who will be President, Secretary, and Treasurer. Their one-year terms shall begin the day after graduation. EC members may be re-elected for additional terms.

3. In the event that a position on the EC becomes vacant mid-term, a special election shall be held at the next membership meeting. In the event that the office of the

President becomes vacant in mid-term, the Secretary shall assume the function of the office of President until a new member of the EC is elected. Once that takes place, the members of the EC may reassess among themselves who will hold each office within the EC.

Article VII - Appointment of Coordinators

1. The Coordinators shall be appointed by the Executive Committee.
2. Coordinators shall serve for one academic year. They may be reappointed for additional terms.
3. In the event that a coordinator position becomes vacant mid-term, the EC may immediately appoint a replacement, who will complete the term.

Article VIII - Selection of Committee Representatives

1. GSA representatives to LSTC committees shall be selected by the Executive Committee and approved by voice vote of the membership.
2. Committee members shall serve for one academic year. They may be reappointed for additional terms.
3. Any LSTC committee may request that GSA appoint students to serve as members.⁵

Article IV - Election of a Representative to the LSTC Board of Directors

1. GSA shall elect from its membership a non-voting, advisory member to the LSTC Board of Directors. All GSA members shall be eligible, including those already serving GSA in leadership positions.
2. Nominations for the advisory member shall be accepted both before and at the meeting at which the election is held, generally the first meeting of the academic year. The vote shall be conducted by secret ballot.
3. The advisory member shall be elected to a term of two academic years.
4. In the event that the position becomes vacant mid-term, a special election shall be held at the next membership meeting. If a Board of Directors meeting will take place before a special election can be held, the EC may choose one of its own members to attend the meeting.

⁵ As of this writing, GSA appoints one domestic and one international student to the Community Life Committee and one domestic and one international student to the Advanced Studies Committee.

Article X - Meetings

1. The GSA shall normally hold a regular meeting in each month when classes are in session on every first Friday of the month or another day as determined by the Executive Committee.
2. The regular May meeting shall be known as the annual meeting and shall be for the purposes of electing a new executive committee, receiving reports of officers, and for any other business that may arise.
3. Special meetings of the GSA may be called by the President or by the Executive Committee. A special meeting of the GSA shall also be called upon the request of four regular members of the GSA. The purpose of the meeting shall be stated in the call. At least seven days notice shall be posted for all meetings.
4. A quorum of six members is required for resolutions to be passed or elections held. If quorum is not met, the assembled members will constitute a Committee to the Whole and contact other members to meet until a quorum is met.
5. The annual budget of the GSA shall be prepared by the Treasurer and must be approved by a simple majority at the first meeting of the academic term.
6. The following matters must be approved by a simple majority of those present and voting: financial obligations beyond those covered by the annual budget, contractual obligations, and formal resolutions.

Article XI - Resolutions

1. Resolutions reached by the simple majority on any regular meetings of GSA shall govern any issue not mentioned in these bylaws.

Article XII - Amendment of Bylaws

1. These bylaws may be amended by a simple majority vote at any regular meeting of the Association, or a meeting specially called for that purpose.
2. Amendments to the bylaws may be proposed by the EC or by any four members. Proposed amendments must be distributed in writing to the regular membership at least seven days before the vote.

Appendix VI- Advanced Studies Program Checklist

The following is a checklist of the general requirements and process for the ThM program and the PhD program. During the course of the program students, advisors, and the director should be in regular contact to ensure that the student is making normal academic progress and is meeting all the requirements. Note that requirements are different for each concentration please refer to program requirements for a more detailed description.

ThM Program

- 6 Advanced Courses/Seminars as Outlined in Degree Program Requirements
- Language Exam
 - Non-native English Speakers may use English
 - Bible students are required to show proficiency in Greek and Hebrew
- Comprehensive Exam or Thesis

PhD Program

- 6 Advanced Courses/Seminars as Outlined in Degree Program Requirements
- 1st Language Exam
 - Non-native English Speakers may use English
 - Bible students are required to show proficiency in Greek and Hebrew
- Qualifying Examination
- Graduate with ThM Degree
- 6 Additional Courses/Seminars as Outlined in Degree Program Requirements
- 2nd Language Examination
- Dissertation Proposal Submitted to Division
- Field Exams
- Dissertation Colloquy

Appendix VII- Advanced Studies Team

Program Director

Dr. Benjamin Stewart

bstewart@lstc.edu 773-256-0769

- Administration of Program
- Relates to Dean and Divisions
- Develops Policy and Procedure

Program Coordinator

Katie Croft Lubeck

kcroft@lstc.edu 773-256-0747
Office Hours 8:30-4:30 Mon.-Fri.

- Daily Support for Students
- Policy and Procedure Questions
- Financial Aid Support
- Coordinate Exams

Advisor

- Main Source of Academic Guidance
- Partner in Scholarship
- Student Advocate

Division- Bible, Theology, and Ministry

- Admission Decisions
- Approval of Exam Proposals, Petitions, and Requests

Advanced Studies Committee

- Award Financial Aid
- Provide Support and Oversight of Program
- Support for Director

Graduate Student Association

- Encourage Cooperation among Students
- Elevate Visibility of Program
- Share Student Concerns with ASO, Faculty, JKM, and Community

Dean of Student Services

Dr. Scott Chalmers

schalmer@lstc.edu

- Primary Source of Support and Hospitality for Students Outside of Classroom
- Current Primary Contact for International Student Needs
- Advocate for Students
- Community Event Organization

International Student Administrator

Katie Croft Lubeck

kcroft@lstc.edu 773-256-0747

- Support Immigration Status and Visa Needs for International Student
- Maintain SEVIS Records and Update I-20 Documents
- Oversight of Global Mission Support

International Student Coordinator

Currently in Search Process

- Primary Source of Support and Hospitality for International Students
- Coordinate Events
- Connect Students with Community Resources

Form A: Language Examination

Name: _____ ID: _____ Th.M. PhD Date: _____

Field: _____ Advisor: _____

1st Language Examination

2nd Language Examination

Language: _____ Examiner: _____

Requested Date Examination: _____

Alternative dates: _____ OR _____

Advisor Signature or Date of Email Confirmation: _____

(If email confirmation- please include a copy of confirmation)

Form B: Th.M. Comprehensive Examination

Requirements: complete 6 courses, language requirement meet

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Scheduling Information

Requested Date Written: _____ & _____ Oral Exam: _____

Alternative Written Dates: _____ & _____ Oral Exam: _____

Has your advisor and all examiners been consulted on the requested date? Yes No

Examiners

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Exam Information

Submit a complete bibliography and exam proposal

Areas of Interest

1. _____

2. _____

2 Seminar or Course Papers for Oral Exam

Paper Title: _____

Course: _____ Professor: _____

Paper Title: _____

Course: _____ Professor: _____

Checklist

Exam Proposal and Bibliography 2 Papers Submitted by ASO Deadline

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Form C: ThM Thesis

Requirements: complete 6 courses, language requirement meet

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Scheduling Information

Requested Date: _____ Alternative Dates: _____ & _____

Has your advisor and all readers been consulted on the requested date? Yes No

Readers

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Thesis Information

Title of Thesis: _____

Checklist

Completed Thesis Submitted by ASO Deadline

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Form D: PhD Qualifying Exam

Requirements: complete 6 courses, 1st language requirement meet

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Scheduling Information

Requested Date Written: _____ & _____ Oral Exam: _____

Alternative Written Dates: _____ & _____ Oral Exam: _____

Has your advisor and all examiners been consulted on the requested date? Yes No

Examiners

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Exam Information

Submit a complete bibliography and exam proposal

Areas of Interest

1. _____

2. _____

2 Seminar or Course Papers for Oral Exam

Paper Title: _____

Course: _____ Professor: _____

Paper Title: _____

Course: _____ Professor: _____

Checklist

Exam Proposal and Bibliography 2 Papers Submitted by ASO Deadline

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Form E: Application to Take ThM Comprehensive Exam at the Qualifying Level

Requirements: complete 6 courses, 1st language requirement meet

Students admitted into the ThM program wishing to continue on to the PhD program must successfully petition to take the comprehensive exam at the qualifying level.

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Required Documentation

- 3 Letters of Recommendation (2 must be from LSTC Faculty)

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

- 2 Page Statement of Academic and Vocational Intentions

- GRE Scores if not submitted at time of Admission

- Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Please submit with Form D: Qualifying Exam

Form F: Dissertation Proposal

Requirements: complete 12 courses, all language requirements meet, successful PhD qualifying exam

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Dissertation Information

Proposed Topic: _____

Proposed Schedule for Research and Writing: _____

Proposed Committee Members

Two or more faculty members are required students are encouraged to ask one member from outside LSTC

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Name: _____ School: _____ Email: _____

Instructions

Attach a statement of approximately 25 pages in length (the Dissertation Proposal) clearly indicating the following:

- a. The thesis you wish to establish or the hypothesis you wish to investigate, i.e., the "main point" of your study and that which will constitute its contribution to knowledge.
- b. The method you propose to employ.
- c. The bibliographical resources to be employed.
- d. The probable course of the argument.

**These items will be the subject of careful scrutiny in the oral section of the Field Examination.*

Checklist

Dissertation Proposal Submitted by ASO Deadline

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Form G: PhD Field Exam

Requirements: complete 12 courses, all language requirements meet, successful PhD qualifying exam, Dissertation proposal submitted

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Scheduling Information

Requested Dates: _____ Oral: _____

Alternative Dates: _____ Oral: _____

Has your advisor and all examiners been consulted on the requested date? Yes No

Examiners

Name: _____ School: _____ Email: _____

Exam Information

Submit a complete bibliography and exam proposal

Areas of Interest

1. _____

2. _____

3. _____

4. _____

Oral Examination will deal with questions arising from the written examinations and dissertation proposal

Checklist

Dissertation Proposal Field Exam Proposal Submitted by ASO Deadline

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Form H: Submission of Manuscript for Editor

Requirements: dissertation proposal approved by division, successful PhD field examination

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Dissertation Information

Dissertation Title: _____

Editor Information

All students are required to submit a complete manuscript as word document, approved by their advisor, to the advanced studies office for review by our dissertation editor. The editor reviews the manuscript for formatting, style, and mechanics. (The editor is not looking at the content of the manuscript.)

The editor can take up to 3 weeks with a manuscript so students are required to plan appropriately.

Advisor Approval

I have reviewed this manuscript and confirm it is ready for review by the editor

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Tentative Scheduling Information

A date cannot be confirmed for colloquy until the final manuscript is sent to the reading committee but it is helpful for planning purposes to have a tentative date set as early as possible. Please consult with the reading committee on their general availability and set a tentative date.

Tentative Requested Date: _____

Has your advisor and all examiners been consulted on the requested date? Yes No

Alternative Dates: _____

Form I: Dissertation Colloquy

Requirements: dissertation proposal approved by division, successful PhD field examination

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Dissertation Information

Dissertation Title: _____

Dissertation Status:

Completed manuscript to ASO for review by dissertation editor Date: _____

Manuscript will be ready for dissertation editor by: _____

Scheduling Information

Requested Date: _____ Alternative Dates: _____

Has your advisor and all readers been consulted on the requested date? Yes No

Reading Committee

Name: _____ School: _____ Email: _____

Advisor Approval

*Note all dissertations must be reviewed by the dissertation editor before the manuscript is ready to be reviewed by the reading committee. The editor requires up to 3 weeks reviewing a manuscript. The reading committee should have at least 3 weeks with the final manuscript before colloquy is held. Please plan accordingly.

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Required at Least 2 Weeks Before Colloquy- Distributed to LSTC Community

Current Curriculum Vitae (CV)

Précis of dissertation

Form K: Submission of the PhD Dissertation to JKM Library

Prerequisite for Graduation

Name: _____ ID: _____ Date: _____

Dissertation Title: _____

I. Author's Completion of Library Version of Dissertation

I hereby state that I have incorporated any necessary corrections, additions, and improvements stipulated in the dissertation colloquy and identified by the dissertation editor into this library version of the dissertation manuscript.

Author: _____ Date: _____

II. Advisor's Confirmation of Readiness of Library Processing

I hereby confirm that this dissertation manuscript has incorporated any necessary corrections, additions, and improvements stipulated in the dissertation colloquy and that in my opinion it is ready to be submitted to the JKM Library for processing.

Advisor: _____ Date: _____

III. Editor's Confirmation of Readiness of Library Processing

I hereby confirm that this dissertation manuscript has incorporated any necessary corrections, additions, and improvements identified through my editorial review and that in my opinion it is ready to be submitted to the JKM Library for processing.

Editor: _____ Date: _____

IV. Receipt by JKM Library

I hereby confirm that the author has submitted to the JKM Library the library version of the dissertation manuscript approved by the advisor and the dissertation editor.

Librarian: _____ Date: _____

*NOTE: **April 20** is the last date of receipt by the JKM Library for May graduation. Candidates who miss this deadline will graduate in May of the following academic year.*

Petition A: Change of Advisors

Students may request a change of advisor after becoming further acquainted with the faculty and programs at LSTC, or after discerning a new direction in their scholarly interests. Students in the Th.M. degree program who request a change of advisor usually do so after the completion of one semester or three courses, and students in the Ph.D. degree program usually do so at the completion of the Ph.D. Qualifying Examination.

Name: _____ ID: _____ Th.M. PhD Date: _____

Field: _____

Process for Changing Advisors

1. Student speaks to current advisor requesting a change. Current advisor signs off on Petition for Change of Advisor.
2. Student in consultation with current advisor identifies possible new advisor.
3. Student speaks to possible new advisor. New advisor signs off on Petition for Change of Advisor.
4. Student submits Petition for Change of Advisor to the Advanced Studies Office.
5. Division approves/denies the change
6. Advanced Studies office communicates decision to student and advisor(s)

Current Advisor's Approval

I have discussed my role as advisor with the student and have agreed to step down as advisor

Advisor's signature: _____ Date: _____

*if an email approval please include a copy of the email with submission

Potential New Advisor's Approval

I have discussed my potential new role as advisor with the student and have agreed to serve as advisor.

Advisor's signature: _____ Date: _____

*if an email approval please include a copy of the email with submission

Petition B: Transfer of Credits or Advanced Standing with Credit

See Advanced Studies Manual Section 3 for explanation

Name: _____ ID: _____ Th.M. PhD Date: _____

Field: _____ Advisor: _____

Course Information

Name of Institution: _____

Dates of Attendance: _____ Degree Earned: _____

Course(s) for Transfers/Advanced Standing:

1. _____

2. _____

3. _____

A written petition is to accompany this form outlining the courses for transfer and their connection to the current field of study.

Advisor's Approval

I as advisor support the student's petition for the above courses to be considered for transfer/advanced standing.

Advisor's Approval _____

*if an email approval please include a copy of the email with submission

Checklist

- Written Petition Copy of Transcript Advisor's Approval
Submitted by ASO Deadline

**A copy of the transcript can be requested from the Advanced Studies Office if already on file*