
LSTC Advanced Studies Program Manual

2014-2015

Please also see the All
Students Handbook on
LSTCnet.edu

Table of Contents

Appendices and Forms	i
Welcome from the Director.....	1
Section 1- Advanced Studies Program Information.....	2
A. Governance of the Th.M. and Ph.D. Degree Programs.....	2
B. Objectives and Outcomes of the Th.M. and Ph.D. Degree Programs	2
Section 2- Admission and Financial Aid	5
A. Application Process.....	5
B. Tuition Financial Aid Scholarship and Fellowships.....	6
C. Acceptance of Admission and Financial Aid	8
Section 3- Registration and Course Transfers	9
A. Registration: Procedures and Policies.....	9
B. Continuing Relations Status	9
C. Inactive Students.....	10
D. Courses for the Th.M. and Ph.D. Degree Programs	10
E. Transfer of Credits and Advanced Standing with Credit.....	11
F. Preferential Standing for Students from Trinity and Wartburg	13
Section 4- Program Policies and Procedures.....	14
A. Advisors.....	14
B. Academic Integrity.....	15
C. Grading System	15
D. Incompletes.....	16
Section 5- Timelines for Completing Degree Programs	17
A. Time Limits for Completion of Th.M. and Ph.D. Degree Programs	17
B. Residency Requirement for the Ph.D. Degree	17
C. Examples of Timetables for Th.M. and Ph.D. Degree Programs	17
Section 6- Resources.....	- 20 -
A. Library Privileges.....	- 20 -
B. Language Resource and Writing Center	- 20 -
Section 7- Teaching Assistantships and Research Assistantships	- 22 -
A. Principles for TAs and RAs:.....	- 22 -
B. Process for TAs and RAs:	- 23 -
Section 8- Examination Policies and Procedures.....	- 24 -

A. Submitting Examination Applications	- 24 -
B. Advisors Role in Preparing Examinations	- 25 -
C. Language Examiners Role	- 25 -
D. Examination Procedures	- 26 -
E. Appeals to the Recommendations of the Examining Committee.....	- 26 -
Section 9-Examination Summaries	- 27 -
A. Language Examination.....	- 27 -
B. Th.M. Comprehensive Examination	- 28 -
C. Ph.D. Qualifying Examination.....	- 30 -
D. Ph.D. Field Examination.....	- 32 -
Section 10- PhD Dissertation Policies and Procedures.....	- 36 -
A. Dissertation Process Flowchart.....	- 36 -
B. Dissertation Deadlines.....	- 37 -
C. General Considerations.....	- 37 -
D. Submitting the Précis and Curriculum Vitae.....	- 39 -
E. The Dissertation Colloquy	- 39 -
F. Submission to the JKM Library	- 40 -
G. Commencement.....	- 41 -

Appendices and Forms

Appendix I	Advanced Studies Calendar 2014-15
Appendix II	Division I Program Requirements
Appendix III	Division II Program Requirements
Appendix IV	Division III Program Requirements
Appendix V	Language Examiners
Appendix VI	LSTC Dissertations: Informational Handout
Appendix VII	Sample Dissertation
Form A	Application for Language Examination
Form B	Application for Th.M. Comprehensive Examination
Form C	Application for Th.M. Thesis
Form D	Application for Ph.D. Qualifying Examination
Form E	Application to Take Th.M. Comprehensive Examination at the Qualifying Level
Form F	Dissertation Proposal Application
Form G	Application for Field Examinations
Form H	Submission of Dissertation Manuscript for Editor
Form I	Application for Dissertation Colloquy
Form J	Submission of Dissertation for Editor (Final Review)
Form K	Submission of PhD Dissertation to JKM Library
Form L	Petition for Change of Advisors
	Academic Planning Form

Welcome from the Director

I want to welcome you to our Advanced Studies Programs at the Lutheran School of Theology at Chicago (LSTC). We are delighted of your decision to be part of our seminary community. Your admission to the Th.M. and Ph.D. degree programs is a sign of our appreciation and support of your promise in teaching and scholarship for the sake of the world-wide church and larger society. In anticipation of an exciting and productive academic experience, it is my pleasure to share with you the commitment of our administration, staff, and faculty colleagues to work with you in this venture.

This Th.M. and Ph.D. Degree Programs Manual is designed as a guide to understand how to move through the various stages of your degree program and to become 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 favorable path to meet the requirements towards your degree. For a more succinct overview of the Th.M. and Ph.D. degree programs, you may want to first read through the relevant sections under "Advanced Studies" in the *LSTC Catalog*.

The Director and Assistant for our Advanced Studies Office will be available to work with you and your advisor in planning the different stages of your degree program of studies. We can also help you identify solutions to any difficulties you may encounter as you move forward in your studies. We ask you to keep us regularly informed about your progress, including through filling out the Academic Planning Form due March 15th each academic year.

I am confident that your academic experience at LSTC will be enriching. I am also convinced that the resources of our school and those of our many partners in this academic venture will provide the necessary challenges to grow and excel in your field of studies, and in your academic and teaching vocation.

May God grant you the will and resolve to complete your program of studies with joy and determination.

Cordially,



José D. Rodríguez, Ph.D.

Augustana Heritage Chair of Global Mission and World Christianity
Director of Advanced Studies (Th.M. Ph.D.)
Professor, Systematic Theology

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 (including Old Testament and New Testament, 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 Assistant for the Advanced Studies Office (Assistant) 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, Assistant, 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 Assistant, 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 Multi-Cultural 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 9C.

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.

ii. Special Students

Special Students are those who are taking courses for official credit, but who have not been admitted into a degree program and are not working toward the completion of a degree. Those who desire admission as a Special Student should consult with the Director of Admissions who has the authority to grant this status as well as the Advanced Studies Director.

Special Students may take up to three courses for credit at LSTC. Permission from the instructor of the course is also required for registration. After the completion of three courses, a Special Student must apply for admission into the Th.M. or Ph.D. degree program in order to continue taking advanced graduate courses at LSTC. Up to three courses taken as a Special Student may be counted toward the course requirements for the Th.M. or Ph.D. degree programs at LSTC, provided that these courses were in the appropriate area of study and were taken at the advanced graduate level. Special Students are not eligible for LSTC tuition financial aid scholarships, fellowships, or student loans.

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.

- 1) 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.
- 2) 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 7 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. Registration: Procedures and Policies

Registration dates and procedures for all LSTC students, including Th.M. and Ph.D. students, are announced electronically via LSTC e-mail by the Registrar's Office before each registration period. Th.M. and Ph.D. students should consult with their advisors at the beginning of each semester before registering for courses or before commencing work on other requirements for the degree to be accomplished that semester.

For returning Th.M. and Ph.D. students, pre-registration for the next fall semester is held in mid-April. Prior to pre-registration an Academic Planning Form will be available for the entire upcoming academic year to assist students and their advisors to plan strategically. This Academic Planning Form is due to the Advanced Studies Office by March 15. Registration for the fall semester is scheduled around September 1, during the week before the beginning of classes. At this time, new students are advised to plan ahead for the entire academic year as they register for fall semester courses. Registration for the spring semester is held each November, usually the week before the Thanksgiving holiday. Generally, Th.M. and Ph.D. students register for courses offered during the fall and spring semesters. In exceptional cases, J-Term and Maymester courses may be upgraded to the advanced graduate level, through the completion of appropriate requirements negotiated with the faculty instructor.

During each registration period, Th.M. and Ph.D. students pursuing coursework discuss their choice of courses and secure their advisor's recommendations and consent. The advisor may contact the Director, to review the student's academic record in order to ensure compliance with the requirements of the Th.M. and Ph.D. degree programs. It is the responsibility of the student to initiate these important discussions with the advisor and, if necessary, with the Director. To register for courses, students must be up to date on their payments of tuition, fees, rent, and other charges. No registration will be accepted until clearance has been received from the finance office.

Special forms allowing cross-registration for courses at other member institutions of the Association of Chicago Theological Schools (ACTS) and bi-registration at the University of Chicago are available at the Registrar's Office.

B. 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.

Students in this category who live off campus bear a special responsibility to attend to this matter, since reminders are not routinely issued. Registration for Continuing Relations should be done during the regular registration periods at LSTC, in mid-April, at the end of August, and in mid-November. Please contact the Registrar's Office at (773) 256-0717, or email pbartley@lstc.edu for the specific registration dates each year. The Registrar will initiate the charge for the Continuing Relations fee upon registration by the student.

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. Students failing to register within the scheduled registration period will be subject to a late registration charge.

i. Full-time/Part-Time Continuing Relations and the Insurance Requirement

Continuing Relations may be taken either full-time or part-time (both charged at half of the per-course rate) Those students who require the school provided health insurance and international students on F-1 visas¹ are required to be registered for Full-time Continuing Relations. Students who are working full time towards and 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 waives the insurance requirement. It also 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.

C. 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 re-apply for admission upon resuming an active status in the degree program when they 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.

D. 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.

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.

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 on-line 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.

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.

E. Transfer of Credits and Advanced Standing with Credit

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.

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.

Advanced standing with credit refers to decisions about a student's competence when no transcripts of graduate credit are presented, but rather a student's knowledge, competence, and skills are demonstrated through other means, such as submission of significant written work, publications, and the like. Such evidence must be submitted along with the petition for advanced standing.

In order to ensure the integrity of LSTC's degree programs, guidelines have been established to regulate the timing of decisions concerning transfer of credits and advanced standing, as well as the limit of credits that may be awarded through these means.

For students in the Th.M. degree program, decisions concerning the transfer of credits or advanced standing are generally made after completion of three advanced graduate courses at LSTC. For students in the Ph.D. degree program such decisions are made 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, one or 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 3 courses can be awarded into their program of study after successfully applying for a degree program.

The appropriate Division, acting on the recommendation of the Director of Advanced Studies, the student's advisor, and faculty members with expertise in the pertinent areas, makes decisions on the transfer of credits and advanced standing. (Division II has delegated these decisions to the Director in consultation with the advisor and other faculty members, reserving the right to confirm these decisions.) The awarding of credit or advanced standing is based on the accrediting intuition. Final decisions will be made in consultation of the Dean of Academic Affairs.

F. 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- Program Policies and Procedures

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, as identified through the application essay or other avenues. 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 because of illness, retirement, or other reason, 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 unable to continue as advisor during leave the Director will be notified and make necessary arrangements.

The Director is a secondary source of academic guidance for students in the Th.M. and Ph.D. degree programs, with special expertise in issues related to procedure and policy.

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. Process for Changing 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.

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

B. Academic Integrity

One of the highest values in the Th.M. and Ph.D. degree programs is academic integrity. This means honoring the knowledge and wisdom received from others in appropriate ways and presenting one's own scholarly work for evaluation. There are occasions when it will be appropriate and necessary to rely on experts in the field or to collaborate with peers. Within the western academic context, the standards of scholarly writing require students to undertake their own projects and formulate their own arguments, while acknowledging and giving credit to the figures and sources of information cited in their research.

Seminar papers, examination essays, dissertations, and other scholarly writing should always aim to do more than report on previous scholarship. As a starting point, it is imperative that students clearly indicate when they are relying on others for information and insights with footnotes, endnotes, and in-text citations.

Plagiarism, or presenting another's work as one's own, is a serious academic offense. Examples of plagiarism include copying directly from books, articles, or the internet without citation, paraphrasing some other source without clearly indicating what one is doing, or presenting a peer's work as one's own.

When an instructor has determined that a student has committed plagiarism, the instructor will discuss the incident with the student and the Director. The instructor, Director and Academic Dean will then determine the penalty for the first offense, which may involve retaking the course or a comparable course. Any further offense constitutes grounds for dismissal from the school.

Further information concerning academic integrity and the honor code can be found in the All Students Handbook page 27.

C. Grading System

The grading scale used in the Th.M. and Ph.D. degree programs at LSTC is as follows:

A+ or A	4.00	Outstanding
A-	3.75	Very Good
B+	3.25	Good
B	3.00	Competent
B-	2.75	Adequate

All courses must receive the evaluation of B- or above to be considered passing in the Th.M. and Ph.D. degree programs. Students will receive no credit (NC) for courses graded below B-.

All Th.M. and Ph.D. examinations, colloquia, and language exams, as well as the Pedagogy Seminar and the Public Presentation of Dissertation Project are evaluated on a pass/fail basis. These include:

- Language Examinations
- Pedagogy Seminar
- Th.M. Comprehensive and Ph.D. Qualifying Examinations
- Ph.D. Field Examination
- Public Presentation of Dissertation Project
- Dissertation Colloquy

D. Incompletes

Students are expected to complete the required work for a course during the semester, meeting the deadlines set by the instructor. Should it become impossible to meet these expectations, students must request an Incomplete from the instructor and file the appropriate form available through the Registrar's Office. Receiving an extension through an Incomplete is a privilege granted by the instructor, not an automatic right. The instructor retains the option of giving a lower or failing grade instead of an Incomplete, basing the grade on the amount and quality of work submitted by the end of the semester.

An Incomplete (I) remains on the student's official transcript until the required work has been submitted and the Registrar has received a letter grade for the course. The Registrar will then enter the grade assigned by the instructor following the Incomplete. Students are urged to take care of their Incompletes within one calendar year. After that period, the Incomplete will be converted to a permanent No Credit (NC), which means that the student will not receive credit for the course and that the grade point for the course will be equivalent to an F.

Th.M. and Ph.D. students may not hold more than two incompletes at any given time, unless there is cause of disabling illness or family emergency, making an exception necessary. A student with two incompletes on her or his record will not be allowed to register for further courses until the incompletes have been cleared. If for some reason three incompletes appear on the transcript, the Registrar will make an inquiry as to which two of the three courses the student wishes to remain incomplete on the academic record. The third incomplete will be converted to a permanent No Credit (NC), which means that the student will not receive credit for the course and that the grade point for the course will be equivalent to an F.

Numerous incompletes may be an indication that a student is not suited for advanced graduate work. The Director may initiate a consultation with students with chronic incompletes, along with the advisor and faculty from the appropriate Division, with dismissal from the program as a possibly consequence.

Section 5- 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 is seven years.

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. 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 3

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

Year 2

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

Year 4

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

iii. Ph.D. Degree Program in Four Years

The following timetable should be considered exceptional, representing the ideal situation of a full-time, resident Ph.D. student who came to LSTC with excellent preparation and a clear vision concerning a circumscribed dissertation area.

Year 1

- 6 Seminars or other courses at the advanced level (3 per semester)
- 1st Language Examination
- Preparation for the Ph.D. Qualifying Exam
- Ph.D Qualifying Exam in April or August
- Graduate with Th.M. (if exam taken before April)

Year 3

- Submission of Dissertation Proposal
- Prepare for Field Examinations
- Field Examinations

Year 2

- 6 Seminars or other courses at the advanced level (3 per semester)
- 2nd Language Examination

Year 4

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

iv. Ph.D. Degree Program in Five or Six 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

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

Year 2

- 4 Seminars or other courses at the advanced level (2 per semester)
- Preparation for the Ph.D. Qualifying Exam
- Ph.D Qualifying Exam
- Graduate with Th.M.

Year 3

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

Year 4

- Submission of Dissertation Proposal
- Prepare for Field Examinations
- Field Examinations

Year 5 or 6

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

v. Ph.D. Degree Program in Seven Years

The following timetable uses the maximum time limit of seven years to complete the Ph.D. program. This timetable is for those students need to pace their academic study due to high family responsibilities, full-time work outside of the program, or other considerations that would delay the completion of the program.

Year 1

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

Year 2

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

Year 3

- Preparation for the Ph.D. Qualifying Exam
- Ph.D Qualifying Exam
- Graduate with Th.M.

Year 4

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

Year 5

- Submission of Dissertation Proposal
- Prepare for Field Examinations
- Field Examinations

Year 6

- Write and Revise Dissertation

Year 7

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

Section 6- Resources

A. Library Privileges

Th.M. and Ph.D. students are most fortunate to have on campus the great resources of the JKM Library, one of the finest theological collections in the country. The library staff eagerly helps students with library collections, research tools, databases, and interlibrary loans. Closed carrels are available to Th.M. and Ph.D. students on a limited basis. For further details, please consult with the JKM Library staff members.

LSTC students also have access without charge to the collections of member libraries of the Association of Chicago Theological Schools (ACTS). These collections are available through direct borrowing at the libraries (with a valid library card through the library from which you wish to borrow) or with the library courier service.

In addition, LSTC students have borrowing privileges at the nearby libraries of the University of Chicago. Most notable for premier research in the United States is the University of Chicago's Joseph Regenstein Library. To gain access to the Regenstein Library, one must have a current validated LSTC identification card, which must be presented at the Library Privilege Office at the front entrance of the Regenstein Library. They will issue a University of Chicago library card, which will be valid as long as one is a student in good standing at LSTC.

Each library involved in this cooperative system has its own internal policies regarding such matters as loan periods, recalls, and fines. Students are responsible for complying with the policies of each library. All fines and replacement fees must be paid and all items returned or renewed before a student can be granted a Th.M. or Ph.D. degree from LSTC.

Outside of the Hyde Park neighborhood, many Chicago libraries also grant reader and borrowing privileges. Some of these include the Newberry Library, the Asher Library of the Spertus Institute of Jewish Studies, and the Chicago Public Library. Check the Internet for more information.

B. Language Resource and Writing Center

The Language Resource and Writing Center (LRWC) provides programs and services to assist students in achieving their full academic potential in their Th.M. and Ph.D. degree programs at LSTC.

International students entering the Th.M. and Ph.D. degree programs at LSTC are expected to participate in LRWC's eight-week Summer Language Institute, beginning the first week of July. This intensive program orients international students the cultural context and the academic expectations of their degree programs in the United States. The Summer Language Institute is also intended to form a supportive international community and to introduce students to Hyde Park and to the greater Chicago area, so that once classes start students feel grounded in their new academic environment and ready for the challenges of coursework.

All entering Th.M. and Ph.D. students are evaluated by the LRWC before matriculation. Any recommendation from LRWC is considered a part of the Th.M. and Ph.D. degree programs at LSTC.

i. Related considerations:

Completion of work recommended by the LRWC for a given semester will be a prerequisite for registration for the next semester and for maintaining registered student status. First year international students requiring intensive work

with the LRWC may enroll for two advanced graduate courses and the recommended program at LRWC for the first semester, or, if needed, for the entire year. This modified load will be considered “full time” for all purposes, including student visa requirements. For some students, the amount of time allowed for completion of the program may be extended to take into consideration the work required through the LRWC.

North American students and international students are encouraged to become “Learning Partners” for mutual instruction, encouragement, and relationship building.

English language expectations for admission, including the use of the TOEFL examination scores as an assessment tool, remain somewhat fluid in light of the services provided through the LRWC.

Section 7- 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 time sheets. 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 work load 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 Advanced Studies 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 Advanced Studies Office of all positions will be sent out by e-mail to all advanced graduate 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, the Advanced Studies Office, 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 Advanced Studies Office has been informed, the Assistant 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 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 Advanced Studies toward the end of the semester.
4. 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 for consideration and action.

Section 8- 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, advisor, and entire Faculty Examining Committee will examinations will be scheduled between April 15 and August 15, during semester breaks and holidays, or on weekends.

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.

Example: The Divisions meet Friday October 3rd. The student would need to have all materials in by Tuesday September 23rd. The examination should be tentatively scheduled after October 17th.

The March Division meeting is the final opportunity to have exam proposals approved in time for graduation in the same academic year. The May Division meeting will review proposals for August and September exams the following academic year.

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

Requirements

- Needs to be submitted by deadline for Division review.
- 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 have students last name in the file name (example: If student's name is John Doe DoeFieldExamForm OR DoePaper1 OR DoeExamProposal)
- 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 (generally first Fridays of the month)
- Student informed of decision by ASO
- Exam date is confirmed by Assistant

iii. Language Exam Application Submission

- Student is expected to identify examiner and arrange a tentative date for exam. A list of possible examiners can be found in Appendix V
- The application should be submitted to the Advanced Studies Office electronically 30 days before the exam is tentatively scheduled.
- Assistant 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.
- Assistant will consult with student, advisor, other reader(s), and director to confirm the date.

B. Advisors 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. A week before the exam, the advisor will send the questions for the written examinations to the Advanced Studies Office for final review by the Director.

C. Language Examiners 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 Advanced Studies Office 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 students' file.

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, brief cases, 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 Assistant with the examination.
- 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, they 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 Assistant will alert the student 10 minutes before the end of the exam time.
- At the end of the day, the Assistant 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.)
- Language Exams are estimated to take approximately 2 hours
- The written exams for the Th.M. Comprehensive, Qualifying, and Field Exams are limited to 6 hours.

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 advisors approval, can invite other academic partners- faculty from other institutions, academic partners, or representatives from supporting agencies, to be part of 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 9-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 even earlier than required, 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, and the student's primary language(s) will be listed on the academic record in addition to advanced academic English.

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.

If an LSTC faculty member cannot be available to conduct the language exam, an external examiner will be identified. In some cases, language examinations given at the end of reading courses through ACTS or other institutions may be accepted as fulfilling the requirement.

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
- Language Requirement

Submission Requirements

- Th.M. Examination Application
- Exam Proposal
- Bibliography
- 2 Seminar/Course 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. A

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 fulfils 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. All that has been said in the immediately preceding section concerning Th.M.

Comprehensive Examination therefore also applies to the Ph.D. Qualifying Examination. Like the Th.M. Comprehensive Examination, the Ph.D. Qualifying Examination consists of two written and one oral examination and includes discussion of two seminar papers submitted to the Advanced Studies Office. The Ph.D. Qualifying Examination is also taken after the completion of at least six, but no more than eight courses, plus the first language requirement for the Ph.D.

Prerequisites

- 6 courses
- 1st Language Requirement
- Admission to PhD Program OR Application to Take Exam at Qualifying Level

Submission Requirements

- Ph.D. Qualifying Examination Application
- Exam Proposal
- Bibliography
- 2 Seminar/Course Papers

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.

At the conclusion of the oral examination, 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. 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.

i. 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.

D. 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 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.

Prerequisites

- 12 courses
- Completion of Language Requirements
- Successful Completion of Qualifying Examinations

Submission Requirements

- Dissertation Proposal Application
- Dissertation Proposal
- Ph.D. Field Examination Application
- Exam Proposal
- Bibliography

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 historical 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

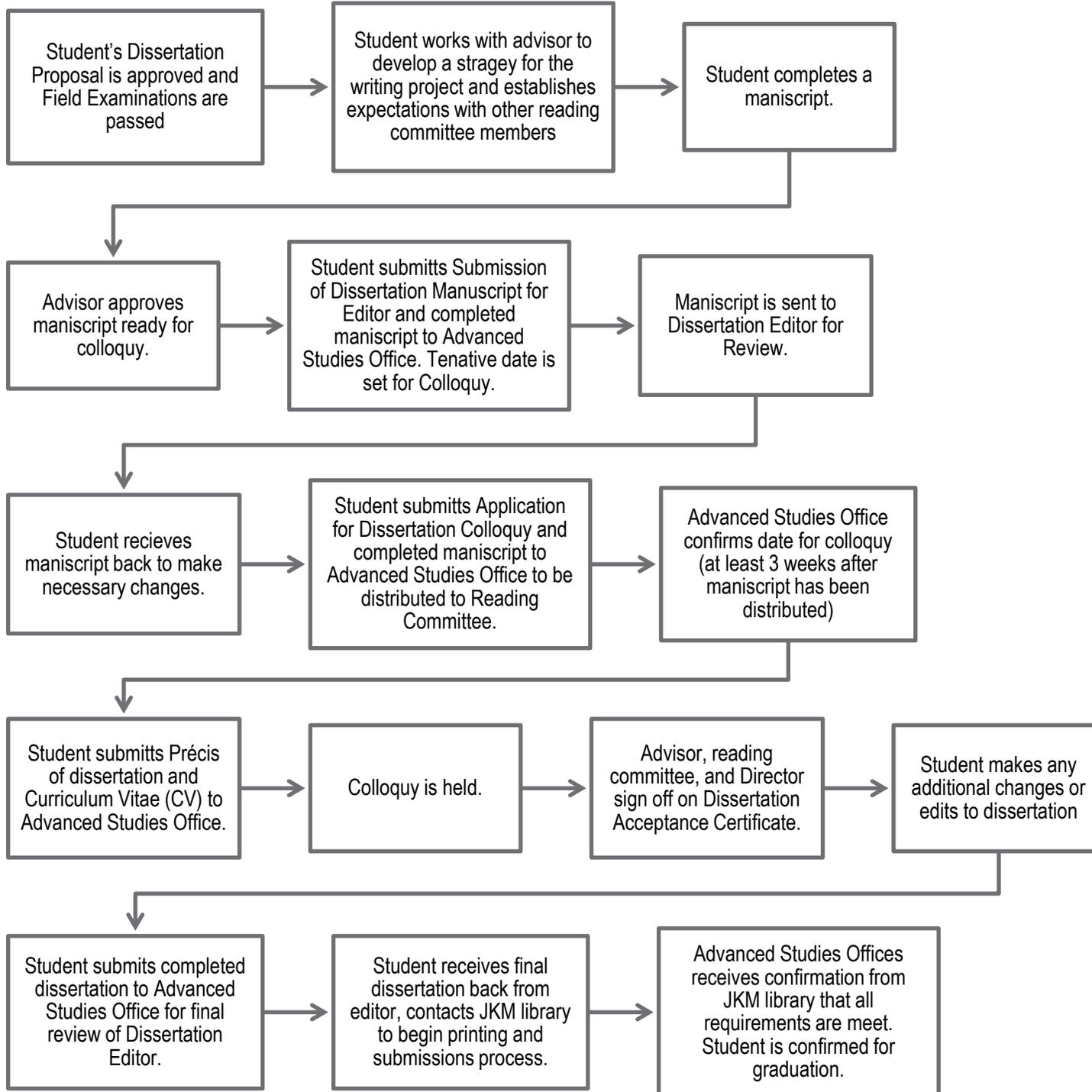
Students are encouraged to conduct a public presentation of their dissertation project. The timing of this public presentation may be either as they near completion of their Dissertation or shortly after passing the Ph.D. Field Examination. This presentation will take place at LSTC and may be scheduled 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 Assistant will then note the completion of this on the student's academic record.

Section 10- PhD Dissertation Policies and Procedures

A. Dissertation Process Flowchart



B. Dissertation Deadlines

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:

February 12 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 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.

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 Assistant 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. All dissertations must conform to the specifications set forth in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed. (Chicago: University of Chicago Press, 2007), and, where applicable, *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody, Mass.: Hendrickson Publishers, Inc., 1999). 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 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, as well as scanning the document for typos or major grammatical issues. 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 Dissertation Editor has provided an Informational Handout and Sample Dissertation as additional resources for students. Copies can be found on LSTC Net. 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 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 a *Curriculum Vitae* need to accompany the *Précis*. For formatting, the student should refer to Appendix VI and VII (LSTC Dissertations: Informational Handout and Sample Dissertation)

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 “JKM version” of the dissertation refers to the final, revised version of the dissertation approved by the advisor and other members of the Dissertation Reading Committee and the Dissertation Editor. The student submits the “JKM version” as a hard copy and as an electronic pdf file to the JKM staff person charged with this responsibility. The hard copy of the “JKM version” is bound and included in the collections of the JKM Library. The electronic pdf version is submitted along with the appropriate form and a processing fee to ProQuest, which is the company providing the only comprehensive service in the world for publishing, archiving, and disseminating graduate research. For instructions concerning the formatting and printing of the hard copy and details concerning the fee and other matters related to the electronic submission to ProQuest, please consult the JKM Library Standards for Submission of the Ph.D. Dissertation available on the JKM Library website.

The “JKM version” of the dissertation must incorporate all changes and other requirements mandated by the Dissertation Editor, the advisor, and the other members of the Dissertation Reading Committee. The “JKM version” submitted to the JKM Library includes three additional items:

- A Dissertation Title Page. An example of a Dissertation Title Page is available in the back of this manual (Appendix VI and VII). This template should be followed exactly. The date entered on the title page should be that of the Commencement at which the student expects to receive the Ph.D. degree.
- A 350-word abstract summarizing the topic, argument, and conclusions of the dissertation.
- A Dissertation Acceptance Certificate signed by the advisor and the other members of the Dissertation Reading Committee, verifying that the faculty involved have read and approved the dissertation as submitted.

After submitting the hard copy and the electronic pdf file of the “JKM version,” including the three items listed above, the student turns in the Submission of Dissertation to JKM Library Form with all required signatures to the Advanced Studies Office by April 20 at the latest in order to graduate at the May commencement ceremonies. **The degree will not be granted until the final JKM version is submitted to the JKM Library and to ProQuest.**

These procedures are considered normative and binding upon all Ph.D. students. Authority to grant exceptions is vested in the Advanced Studies Committee.

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.

Advanced Studies 2014-2015 Calendar

Fall Semester

August

- 18- First Day for Examinations
- 27- Advanced Studies Orientation

September

- 2- Fall term begins
- 23- Materials Due for October Division Review

October

- 21- Materials Due for November Division Review

November

- 11- Materials Due for December Division Review
- 6-8 Registration for Spring Semester Opens

December

- 5- Fall Semester Ends
- 12- Last Day for Examinations

January

- 27- Materials Due for February Division Review

Spring Semester

February

- 2- Spring Semester Begins
- 12- Last Day to Submit Dissertation to Editor
- 13- Graduation Intention Submitted to ASO
- 24- Materials Due for March Division Review*
(Last approval for examinations before May graduation)

March

- 15- Academic Planning Forms Due
- 15- Application for Dissertation Colloquy Due
- 31- Materials due for April Division Review

April

- 9- Registration for Fall 2015 Open
- 10- Last day for Colloquies
- 13- Last day to Submit Dissertation to Editor for Final Review
- 15- Last day for Examinations
- 20- JKM library Submission Deadline
- 28- Materials due for May Division Review
(exams to be schedule in August/September 2015)

May

- 8- Last Day of Classes
- 12- Exit Interview for Graduates
- 17- Commencement

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, *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, and John J. Collins, *Introduction to the Hebrew Bible*.

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. Competence to the level of W. G. Kummel, *Introduction to the New Testament*; Norman Perrin, *Introduction to the New Testament* (rev. D. Duling); G. B. Caird, *The Apostolic Age*; L. Goppelt, *Apostolic and Post Apostolic Times*.

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 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

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

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

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.

II. Language Requirements

One research modern 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 modern research language examination must be passed before Field Exams are taken.

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 modern 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 modern language)

Examination

- Qualifying Examination

After Qualifying Exam

Courses

- 6 Graduate Level Courses

Language Requirements

- 2nd Modern Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

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 modern 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.

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.

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 modern 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 modern 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 Modern Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

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.

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.

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
- Modern 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 Modern Language Examination

Examinations

- Qualifying Examination
- Field Exams
- Dissertation Colloquy

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 nonwestern 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.

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 masters 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.

Language Examiners List

Language	Examiner	Contact Information
Arabic	Mark Swanson	
English	Rob Worley	rworley@mccormick.edu
French	Barbra Rosing	
French	John Albright	jraphysics@aol.com
French	Klaus Peter Adam	
German	Kurt Hendel	
Greek	Ray Pickett	
Greek	Barbra Rosing	
Hebrew	Esther Menn	
Hebrew	Ralph Klein	
Latin	John R. Albright	jraphysics@aol.com
Portuguese	Vitor Westhelle	
Spanish	José David Rodríguez	
Spanish	Vitor Westhelle	

LSTC Dissertations

Informational Handout
2014-2015 Academic Year

Kevin Byrnes
Dissertation Editor

Prepared July 31, 2009; revised October 29, 2010; revised again June 25, 2014.

Preparing an academic dissertation is a monumental effort that requires much thought, research, analysis, and writing. As dissertation editor at LSTC, I am concerned with how you present your writing - not with what it says! That's up to you and your advisors.

I will be reading your dissertation to assure that the written document conforms to the bibliographic requirements of the Advanced Studies Programs at LSTC.

According to LSTC's *Th.M./Ph.D. Advanced Graduate Studies Manual*, Section 24 (10), all dissertations must conform to "Turabian," that is, *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, published by the University of Chicago Press and now in its 8th edition.

If you don't have Turabian, you should get it. However, for everyday use, I recommend the "Turabian Quick Guide" at this website:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

In the spirit of fair use and education, I have included a small screen shot from that website—it depicts a sample of Turabian's formatting for citations.

NOTES-BIBLIOGRAPHY STYLE: SAMPLE CITATIONS

The following examples illustrate citations using notes-bibliography style. Examples of notes are followed by shortened versions of citations to the same source. For more details and many more examples, see chapters 16 and 17 of Turabian. For examples of the same citations using the author-date system, click on the Author-Date tab above.

Book

One author

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.
2. Gladwell, *Tipping Point*, 71.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

In the biblical fields, you should follow SBL guidelines (which generally are similar to Turabian's, but more specialized). Those are contained in *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies*, edited by Patrick H. Alexander, John F. Kutsko, James D. Ernest, Shirley Decker-Lucke, and, for the SBL, David L. Petersen (Peabody, Massachusetts: Hendrickson, 1999).

All of this may seem rather technical, but it is very important, because it is fundamental to your goal of clear communication.

Citation styles

All dissertations must use the note-bibliography citation style as depicted in Turabian, with limited exceptions. This is the style that is by used by the vast majority of dissertations and books in theology, in philosophy, and in the humanities, and for dissertations in these subject areas, the note-bibliography style is what readers expect.

For dissertations in religion and science, theological anthropology, or religion and social sciences, where the eventual readers may be more familiar with the parenthetical note-reference list style, then that style may be used, after consultation with your faculty advisor.

If you do decide, with your advisor, to use the parenthetical note-reference list style, be sure to follow the Turabian format for this style—it's all in the 8th edition. You might also check with the dissertation editor before you start writing, just to be sure you understand that citation style. The rest of this handout deals only with the note-bibliography style.

Common issues

Over the years, I have read many dissertations for LSTC. I've certainly learned a lot about some very interesting topics! In the process of reviewing these dissertations, there are certain issues that appear over and over again. While you are required to conform to all of Turabian (and I again urge you to acquire a copy of this book, which is available in paperback), I've summarized the most common errors that I find in the Table of Contents, in footnotes, and in bibliographies. At the end, I have a list of basics.

Table of Contents

Frequently seen errors:

- ✓ Headings in the text are missing from the table of contents.
- ✓ The wording of headings in the table of contents is different from the wording of the same headings in the text (e.g., table of contents: "An African Based Theology of Liberation"; text: "An African Based Liberation Theology.") It must be the same in both places.
- ✓ Headings on the same logical (or hierarchical) level have different print styles: sometimes underlined, sometimes italicized, sometimes plain. Headings on the same level must always have the same format.
- ✓ The page numbers are wrong! Check the page numbers before handing the dissertation in for review.

These inconsistencies, if missed during the review process, could be confusing to a reader, causing them to lose their place in the overall logical structure of your dissertation.

It's really not difficult to avoid these problems. Here's a simple example. Let's say you have three levels of headings: chapter titles, headings within chapters, and subheadings within those headings:

Chapter 1: The History of Filiation Studies in the 19 th Century.....	1
Manuscript construction	2
Materials.....	3
Techniques.....	4
Scribal alphabets.....	5
Latin	6
Greek	7

In this example, there are three heading levels. The chapter heading is level 1; the first-indent headings are level 2; and the second-indent subheadings are level 3. As Turabian points out, not every level of heading needs to be in

the table of contents. If you wished, you could omit the subheadings from the table of contents.

However, it is important to be consistent. If you include one level 3 subheading in the table of contents, then you must include all of the level 3 subheadings in the table of contents.

Each heading level has its own style: if the first chapter title is in **bold type**, then all of the chapter titles must be in bold type. If any level 2 headings are *italicized*, all level 2 headings must be italicized...and so on. It makes good sense to be consistent, because then your organization of the dissertation into chapters and subsections will be more evident to the reader.

Unfortunately, in the process of constructing a 200- or 300-page dissertation, it's all too easy, by the time you're on page 175, to forget what style you used on page 23. It is your responsibility to edit your own rough draft and to correctly coordinate these formal elements. One way to do this (for the table of contents) would be to take a legal pad, page through your rough draft, and jot down the headings. Then you could review your notes and confirm the heading levels and styles. Better yet, prepare a generic summary of your heading structure before you start and keep it handy as you proceed.

Most of the problems I have seen in tables of contents result from the fact that the author has constructed the table manually. Use your software! Almost all word-processing software has an automatic table of contents function. Learning how it works is not difficult. If you identify the level of each heading in your word processing document, you can automatically create a table of contents that captures the exact wording of each heading, in its correct style, and with the proper page reference.

Footnotes

Frequently seen errors:

- ✓ Ibid. (abbreviation of the Latin *ibidem*, "the same place") too often appears without the period that indicates abbreviation and often appears after a footnote that referred to more than one work. If you cite a single work in footnote 18, and footnote 19 cites the same work but at a different page number, you may use "Ibid." The proper form is Ibid., 22; or Ibid., 15-20. If you are citing a work that just appeared in a footnote that had references to several different works, you must give a short form, e.g., Küng, *Existiert Gott*, 37, instead of using "Ibid."
- ✓ Footnotes are often loaded with bibliographic references (a dozen or more books and/or articles) where the dissertation writer has not been careful about punctuation between entries (generally, use a semicolon). I often see "stranded" quotation marks and parentheses, where the opening element is provided but not the closing element.
- ✓ Footnote text often lacks an ending period. Always end the text with closing punctuation, which is almost always a period.
- ✓ Signs of punctuation are incorrectly placed before parentheses. For example, the following is an incorrectly punctuated footnote reference: Martin Buber, *Das Problem des Menschen*, (Heidelberg: Lambert Scheider Verlag, 1948), 35. The comma after *Menschen* is incorrectly placed and must be removed. Punctuation goes after parentheses, not before, except for question marks and exclamation marks, which do go before.
- ✓ Footnotes are often presented with the author's name in inverted order, which is proper for the bibliography but not the footnote. For example, the following is incorrect format for a footnote: Sittler, Joseph, *The Structure of Christian Ethics* (Westminster: John Knox Press, 1998), 45. The author's name should be given in the footnote as: Joseph Sittler, followed by a comma, and then the rest of the note.

- ✓ The short form of citation is often used inconsistently. After a work is footnoted with full bibliographic information (upon its first appearance in a note), it appears subsequently in a short form. The short form is the author's or editor's last name, a short form of the title, and the page number. A short form of the Buber work cited above would be Buber, *Problem des Menschen*, 37. Don't use Buber on one page and M. Buber on another. Of course, you must make adjustments if needed for clarity; for example, if you have two different authors with the same last name, use the first initials to distinguish them. Once you've established the short form of a work, use it consistently.
- ✓ Standard works in the dissertation's subject area are often abbreviated inconsistently. For example, one should not present the short form of the Vatican II document *Gaudium et Spes* sometimes as GS, 64-66 and sometimes as *Gaudium et Spes*, 73-76. Be consistent.
- ✓ Abbreviations for standard works in a field are sometimes used without providing a table of abbreviations in the front matter. So, for example, one should not present Vatican II documents as GS, LG, UR, and so forth, without revealing what these abbreviations stand for. (The same goes for collected works of Luther, Calvin, doctors of the church, et al.)
- ✓ Items sometimes appear in a footnote but not in the bibliography. Every work referenced in a footnote must appear in the bibliography.
- ✓ Authors' names are often presently inconsistently between the footnote and the bibliography. For example: Paul Petersen in the footnote and Paul D. Petersen in the bibliography.
- ✓ Some footnote numbers appear in a different font than previous footnote numbers, and/or in a smaller size. They must all be the same font and same size.

- ✓ Footnote numbering has been seen that goes on throughout the dissertation, sometimes up to footnote number 1500! Don't do this. You must restart the footnote numbering at "1" for each major division of the work: Introduction, Chapters, Epilogue, Addenda. Your word processing software will let you do this.

If you follow Turabian (or the *SBL Handbook of Style* for biblical dissertations), your footnotes will be presented correctly. Use the index of Turabian's book! Turabian, in particular, presents many different citation situations, including multi-author works, Internet articles, essays in *Festschriften*, and more. If you have an intractable problem with the form of a particular footnote, contact the dissertation editor for clarification.

Bibliography

Some of the same errors found over the years in footnotes also appear in bibliographies: inconsistent name forms, inconsistent presentation of abbreviations for titles, and so forth. Here are some especially common errors.

- ✓ Names are out of alphabetical order. This is easy to fix, and even easier to get right the first time. Alphabetize by last name.
- ✓ Works by the same author are out of order (or in no order). There are two ways to arrange consecutive entries of works by the same author: by year of publication, or alphabetically by the first word of the title (that is, by the first word after any definite or indefinite article, such as "The," "A," "Das," "Les," etc.). Year of publication is by far the most common method. If the same person is the sole author of certain works, and an editor, joint author, and/or joint editor of others, the order is: 1) sole-authored works; 2) sole-edited works; 3) jointly-authored works; and 4) jointly-edited works.
- ✓ For works by the same author, the name form is different. For example, it is incorrect to use Carl Braaten for one work, and then Carl E. Braaten for the next. Be consistent.

- ✓ Citations are sometimes erroneously presented in the same “comma” format as the footnotes. As is clearly shown in Turabian, elements of a bibliography citation are separated by periods. For example: Braaten, Carl E. *Principles of Lutheran Theology*. Fortress Press, 1983.
- ✓ The name format for multi-author works is sometimes applied incorrectly. In the bibliography, the lead author's name is inverted so that the last name comes first; the other authors' names are presented, set off by commas, in the same order as shown by the work being cited. For example: Marty, Martin E., and Dean G. Peerman, eds. *New Theology, No. 5*. New York: Macmillan, 1964.

Basics

Your dissertation must have 1.5-inch left margins. The top, bottom, and right margins must be at least 1 inch. Drafts may be on ordinary laser printer paper. When you are ready to submit your final copy to JKM Library, check with them for their current requirements. As of the date of writing this handout, this website had a summary of requirements: <http://www.jkmlibrary.org/phd-dissertation-standards>.

Please use the Times New Roman, 12 point type for main body text and 10 point type for footnotes. Double space main text, except for block quotations, which are single-spaced. Single space footnote text.

Indent the first line of each new paragraph, and the first line of each footnote, 0.5 inches (this is the default distance you will get if you just hit the “Tab” key).

Text must be left “ragged right,” not fully justified. This handout uses the “ragged right” style. In Microsoft Word, you just have to be sure that the “align left” icon on the menu bar is active. Of course, certain headings and other elements may be centered as appropriate.

Page numbering must be continuous. Each page before the Introduction (or Chapter 1, if there is no Introduction) is numbered using Roman numerals (i, ii, iii, etc.). The title page is considered page i, but page number “i” is *suppressed*. Do not show a page number on the title page! All of the

remaining front matter (copyright page, acknowledgments, table of contents, preface) are numbered ii, iii, iv, etc., with the numerals placed at the bottom of each page, centered.

The page numbering starts at 1, using Arabic numerals, with the Introduction (or Chapter 1, if there is no Introduction) and continues to the very last page of your dissertation. On each page the page number is placed at the bottom, centered.

Don't insert extraneous headers and/or footers with your name or dissertation title, such as, "Jane Smith - The Colors of Festival Headgear in Java." Placing that information on the title page is sufficient.

If you use foreign words or phrases in your text, and they are not commonly used in English, then *italicize* those words every time they appear. For example, *Sitz im Leben* would be in italics, but Taliban would not. *Kroppslighet* would be italicized; tipi would not. It's a somewhat subjective determination, but most of the time it should be easy to tell.

And finally—the easiest correction to make, and the least consequential to the sense of your text: in a series of three or more items listed in a sentence, use a comma after all of the items except the last. Thus:

The butcher, the baker, and the candlestick maker. Not:

The butcher, the baker and the candlestick maker.

There are more "basic" things that writers do when they compose and format their works, but the items noted above will get your dissertation into good shape. Once again, I urge you to take some time and read through Turabian. Refer constantly to the relevant pages (in the current 8th edition) for visual examples of how your pages should look. I have also prepared a brief sample dissertation, which is available separately.

Please feel free to contact me with any questions at kevinabyrnes@aol.com. Good luck!

DE GUSTIBUS NON EST DISPUTANDUM:

A PARTIAL SURVEY OF CHICAGO'S NEIGHBORHOOD
RESTAURANTS AND WHY SO MANY PEOPLE LIKE THEM

[Note how elements are capitalized and centered. The title page
does NOT have a page number, but is considered page i.]

A DISSERTATION

Submitted to the faculty of
The Lutheran School of Theology at Chicago

In Partial Fulfillment
Of the Requirements for the Degree of
Doctor of Philosophy

By

Kevin A. Byrnes
May 2014

Copyright © 2014 by Kevin A. Byrnes
All rights reserved

[A copyright page is optional, but if present, it comes right after the title page. Note the page numbers in the sections before the Introduction: Roman numerals, centered at the bottom]

Strive mightily, but eat and drink as friends.

— Shakespeare, *The Taming of the Shrew*

[If you want to open the work with a proverb, citation, or dedication, place it here—centered, and always before the Table of Contents.]

CONTENTS

PREFACE.....	v
ACKNOWLEDGMENTS	vi
INTRODUCTION	1
CHAPTER 1	2
Red Apple Restaurant	3
Staropolska.....	3
Old Warsaw	4
BIBLIOGRAPHY.....	5

[Note that the subheadings are indented uniformly to show that they are all on the same hierarchical level.]

1.50 inch left
margin is required!

PREFACE

[The Preface, if present, comes after the Table of Contents.]

I was motivated to conduct this study by my interest in Chicago neighborhoods, my love of different ethnic traditions, and my hunger. This study began when I was a child, and my father would bring home chop suey from a Chinese restaurant on Western Avenue. My acquaintance with a good friend in high school exposed me to his mother's Polish cooking, and our jaunts across Chicago late in high school and early in college took us to various establishments on 18th Street in Pilsen and along 26th Street in *La Villita*.

It was really my time living in Hyde Park that completely opened my eyes to the *smorgasbord* of Chicago dining. A group of us were determined to find ethnic eateries in every neighborhood possible, and as a result sampled fare from Mongolian, Puerto Rican, Vietnamese, Turkish, Russian, Thai, Indian, Mexican, and many other menus.

In the years since then I have maintained a passion for these kinds of restaurants; just a few weeks ago I had a savory bowl of soup at Podhalanka on east Division Street (which I slurped while watching a Polish soap opera on the little TV over the counter), then went around the corner to La Pasadita for a couple of freshly made *tacos de barbacoa*.

I have found that food can bring people together; it is a communal experience that is liturgically replicated whenever we gather to imbibe wine and eat bread. In this study I hope to show that this liturgical experience plays out every day across a great city.

ACKNOWLEDGMENTS

I would like to thank all of my friends, family, and colleagues who have shown me the way to so many gustatory delights over the years.

[Acknowledgments, if present, come after the Table of Contents and after any Preface.]

INTRODUCTION

[The Introduction is page 1 of the dissertation.]

Everyone needs food. For some, eating is just a matter of refueling—ingesting sufficient calories, carbohydrates, protein, minerals, and vitamins to sustain the activities of the day. Many satisfy this need by driving through McDonald’s, Burger King, or other fast-food restaurants so that they can munch a hamburger on their way to the next business destination. I know what that’s like—I used to do that many years ago when I was a real estate agent!

Many books and articles have been written about this phenomenon. One interesting book is *Fast Food Nation* by Eric Schlosser.¹ Actually, this book is a little scary—after reading it, you might not want to eat fast food again.

An article by David L. Hager quantifies the number of calories contained in popular fast-food meals along with the percentage of fat calories.²

I’m not a health nut. Everyone should eat a healthy diet, but a little fat or salt, in moderation, is never a bad thing. I won’t get into the sugar debate, which has been raging for years.³

Provide a blank line between each footnote.

¹ Eric Schlosser, *Fast Food Nation: The Dark Side of the All-American Meal* (New York: Houghton Mifflin, 2001).

² David L. Hager, “Fast Food or Fast Fat?” *The Weight Control Digest* 8 (1998): 758-761.

³ See, for example, William Duffy, *Sugar Blues* (New York: Grand Central Publishing, 1986); Nancy Appleton, *Lick the Sugar Habit* (New York: Avery, 1988); and Jesse Sloan, Joseph Daniels, and Hubert Amrein, “Sugar Receptors in *Drosophila*,” *Current Biology* 17, no. 20 (October 2007): 1809-1816.

CHAPTER 1

Polish Restaurants of Chicago

[One double-spaced blank line between chapter title and 1st line of text.]

It is an old commonplace of Chicago lore that there are more Poles in Chicago than anywhere else except Warsaw.¹ That may no longer be true, but there are still plenty of Polish restaurants. Some of them are to be found in the neighborhoods where Polish immigrants lived when they worked in droves in manufacturing plants.² There are still some Polish places in the Milwaukee Avenue corridor, as well as in the northwest side neighborhoods where many Polish-Americans moved.

For example, you might try the Red Apple Restaurant on Milwaukee just south of Belmont; Staropolska Restaurant on Belmont, between Laramie and Lockwood; Old Warsaw, in Harwood Heights on Harlem near Lawrence; or the Retro Café on Central near Belmont. For some reason, every time I go to the Red Apple I am reminded of Pelikan's book on Christian doctrine and modern culture;³ I suppose that's my version of Proust's *madeleine*. At any rate, I will now present some details on each location.

[Note: footnote numbering starts over with each major division: Introduction, Chapters, Epilogues, and Addenda. To do this, insert a section break after the last line of text in the previous section]

¹ John Smithszak, "Counting Poles in Chicago," in *Counting Things of All Sorts*, ed. Jane Smithalski (Chicago: River Press, 1976), 55.

² Upton Sinclair, *The Jungle* (1905; repr., New York: Viking Press, 1947).

³ Jaroslav Pelikan, *Christian Doctrine and Modern Culture (Since 1700)*, vol. 5 of *The Christian Tradition: A History of the Development of Doctrine* (Chicago: University of Chicago Press, 1989).

Red Apple Restaurant

The Red Apple is located on Milwaukee Avenue in what used to be a heavily Polish and Polish-American neighborhood. Its presence is a sign that Polish culture is still alive and well on Milwaukee Avenue—it even has a Polish name, “Czerwone Jabluszko (Red Apple).” According to [Chicago.metromix.com](http://chicago.metromix.com),

Czerwone Jabluszko (Red Apple) Restaurant is one of Chicago's best known Polish restaurants. People watching their budgets love the prices, and people wanting good Polish home cooking love the food. The place is always hopping, especially on weekends and on Sunday after church. The food is your basic Polish fare--pierogi, "golabki" (stuffed cabbage), "kure" (roasted chicken). Meals come with soup, salad, nonalcoholic drinks and dessert.⁴

Staropolska

Staropolska is located some distance west of the Red Apple, in another traditional Chicago neighborhood. It has its own free parking lot, and has been in the neighborhood for over 40 years. [Chicago.metromix.com](http://chicago.metromix.com) says,

Since 1973, it's the same menu and the same price every day at the Staropolska smorgasbord. For \$4.95 a meal, you can fill and refill your plate with such Polish treats as pierogis, potato pancakes and stuffed cabbage. You can also treat yourself to the Polish beers Okocim and Zywiec. But you don't have to go to the Staropolska, which is decorated nicely but casually, to enjoy the pierogis. They are available frozen for take out by the pound.⁵

While this restaurant accepts credit cards, it does not have a children's menu, but that shouldn't stop you if you're bring the kids. There are some very good soups and noodle dishes that they will enjoy.

⁴ Metromix Chicago, review of Red Apple Restaurant, <http://chicago.metromix.com/restaurants/polish/czerwone-jabluszko-red-apple-logan-square/134387/content> (accessed June 10, 2009).

⁵ Metromix Chicago, review of Staropolska Restaurant, <http://chicago.metromix.com/restaurants/polish/staropolska-restaurant-belmont-cragin-hermosa/133710/content> (accessed June 10, 2009).

Old Warsaw

Like many Polish restaurants in Chicago, Old Warsaw has a buffet. They are closed on Mondays, but open for lunch through dinner every other day of the week. They also can accommodate private parties. According to CenterstageChicago.com,

More than 70 homemade dishes are featured at this traditional Polish restaurant's buffet. Blintzes, sauerkraut and roast duck are among the many choices. And the place boasts the best paczki in the Chicago area. Make sure to make a reservation on Saturdays after 7 p.m., Sundays and holidays.⁶

After reviewing these three restaurants, I'm so hungry that I must end this chapter and decide which place to visit for lunch. As a great Polish chef once said when sitting down to dine, "Wszystko dobre, co się dobrze kończy" ("all's well that ends well").⁷

⁶ Centerstage Chicago, review of Old Warsaw Restaurant, <http://www.centerstagechicago.com/restaurants/old-warsaw.html> (accessed June 10, 2009).

⁷ Yosh Dupa, "A Thousand Polish Sayings," in *Proverbs from Every Land*, ed. John Locke and Benjamin Button (Chicago: University of Chicago Press, 2001), 251.

BIBLIOGRAPHY

- Appleton, Nancy. *Lick the Sugar Habit*. New York: Avery, 1988.
- Centerstage Chicago. Review of Old Warsaw Restaurant.
<http://www.centerstagechicago.com/restaurants/old-warsaw.html> (accessed June 10, 2009).
- Duffy, William. *Sugar Blues*. New York: Grand Central Publishing, 1986.
- Dupa, Yosh. "A Thousand Polish Sayings." In *Proverbs from Every Land*, edited by John Locke and Benjamin Button. Chicago: University of Chicago Press, 2001.
- Hager, David L. "Fast Food or Fast Fat?" *The Weight Control Digest* 8 (1998).
- Metromix Chicago. Review of Red Apple Restaurant.
<http://chicago.metromix.com/restaurants/polish/czerwone-jabluszko-red-apple-logan-square/134387/content> (accessed June 10, 2009).
- Metromix Chicago. Review of Staropolska Restaurant.
<http://chicago.metromix.com/restaurants/polish/staropolska-restaurant-belmont-cragin-hermosa/133710/content> (accessed June 10, 2009).
- Pelikan, Jaroslav. *Christian Doctrine and Modern Culture (Since 1700)*. Vol. 5 of *The Christian Tradition: A History of the Development of Doctrine*. Chicago: University of Chicago Press, 1989.
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. New York: Houghton Mifflin, 2001.
- Sinclair, Upton. *The Jungle*. 1905; reprint edition, New York: Viking Press, 1947.
- Sloan, Jesse, Joseph Daniels, and Hubert Amrein. "Sugar Receptors in *Drosophila*." *Current Biology* 17, no. 20 (October 2007).
- Smithszak, John. "Counting Poles in Chicago." In *Counting Things of All Sorts*, edited by Jane Smithalski. Chicago: River Press, 1976.

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form A: Application for Language Examination

Requirements: Complete 6 courses, language requirement met

Name: _____ ID: _____ Date: _____

Th.M. PhD Field: _____ Advisor: _____

Language: _____ Examiner: _____

1st Language Examination 2nd Language Examination

Requested Date Examination: _____

Alternative dates: _____ OR _____

Advisor Signature or Date of Email Confirmation: _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form B: Application for Th.M. Comprehensive Examination

Requirements: Complete 6 courses, language requirement met

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

SCHEDULING INFORMATION

Requested Date Written Exams: _____ & _____ Oral Exam: _____

Alternative Date Written Exams: _____ & _____ Oral Exam: _____

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

EXAMINERS

Name	School	Email
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXAMINATION INFORMATION

Submit a complete bibliography and exam proposal

Areas of Interest

1. _____
2. _____
3. _____
4. _____

2 Seminar or Course Papers for Oral Exam

Paper Title: _____

Course: _____ Professor: _____

Paper Title: _____

Course: _____ Professor: _____

CHECK LIST FOR SUBMISSION

Exam Proposal and Bibliography 2 Seminar or Course Papers Submitted by ASO Deadline

Advisors Approval Signature or email confirmation _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form C: Application for Th.M. Thesis

Requirements: Complete 6 courses, language requirement meet

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

SCHEDULING INFORMATION

Requested Date: _____

Alternative Dates: _____ OR _____

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: _____

CHECK LIST FOR SUBMISSION

- Completed Thesis Submitted by ASO Deadline
 Advisors Approval Signature or email confirmation _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form D: Application for Ph.D Qualifying Examination

Requirements: Complete 6 courses, language requirement met, desire to complete PhD Program

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

SCHEDULING INFORMATION

Requested Date Written Exams: _____ & _____ Oral Exam: _____

Alternative Date Written Exams: _____ & _____ Oral Exam: _____

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

EXAMINERS

Name	School	Email
Name	School	Email
Name	School	Email

EXAMINATION INFORMATION

Submit a complete bibliography and exam proposal

Areas of Interest

1. _____
2. _____
3. _____
4. _____

2 Seminar or Course Papers for Oral Exam

Paper Title: _____

Course: _____ Professor: _____

Paper Title: _____

Course: _____ Professor: _____

CHECK LIST FOR SUBMISSION

Exam Proposal and Bibliography 2 Seminar or Course Papers Submitted by ASO Deadline

Advisors Approval Signature or email confirmation _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form E: Application to Take Th.M. Comprehensive Examination at the Qualifying Level

Requirements: Complete 6 courses, language requirement met, desire to complete PhD Program

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

.....
Th.M. students wishing to continue on to the PhD program must successfully petition to take the
comprehensive examination at the qualifying level.
.....

REQUIRED DOCUMENTATION

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

_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email

2 Page Statement of Academic and Vocational Intentions

GRE Scores (If not already submitted)

2 Academic Papers from Courses at LSTC

Advisors Approval Signature or email confirmation _____

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

.....
CHECK LIST FOR SUBMISSION

Submit with Application for Qualifying Examination

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form F: Dissertation Proposal Application

*Requirements: Complete 12 courses, all language requirements meet, successful Ph.D qualifying exam
Submit with Application for Field Examination*

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

.....
DISSERTATION PROPOSAL

Proposed Topic: _____

Proposed Schedule for Research and Writing: _____

Proposed Committee Members *(two or more faculty members in addition to advisor)*

1. _____ 2. _____

3. _____ 4. _____

Additional Comments: _____

.....
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.*

.....
CHECK LIST FOR SUBMISSION

Dissertation Proposal Application for Field Examination Field Exam Proposal

Advisors Approval Signature or email confirmation _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form G: Application for Field Examinations

*Requirements: Complete 12 courses, all language requirements met, successful Ph.D qualifying exam or equivalent
Submit with Dissertation Proposal Application*

Name: _____ ID: _____ Date: _____

.....
SCHEDULING INFORMATION

Requested Dates: _____ Oral Exam: _____

Alternative Dates: _____ Oral Exam: _____

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

.....
EXAMINERS

_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email
_____	_____	_____
Name	School	Email

.....
EXAMINATION 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

.....
CHECK LIST FOR SUBMISSION

- Dissertation Proposal Application Dissertation Proposal Field Exam Proposal
 Submitted by ASO Deadline

Advisors Approval Signature or email confirmation _____

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

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form H: Submission of Dissertation Manuscript for Editor

Requirements: Complete 12 courses, all language requirements met, successful Ph.D qualifying exam, dissertation proposal approved by division, successful Ph.D field examination

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

.....
DISSERTATION INFORMATION

Dissertation Title: _____

.....
EDITOR INFORMATION

All students are required to submit a complete manuscript, 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 signature or email 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: _____

.....
CHECK LIST FOR SUBMISSION

Dissertation Manuscript in Word Format Advisor's Approval Submitted by ASO Deadline

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form I: Application for Dissertation Colloquy

Requirements: Complete 12 courses, all language requirements meet, successful Ph.D qualifying exam, dissertation proposal approved by division, successful Ph.D field examination

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

.....
DISSERTATION INFORMATION

Dissertation Title: _____

Dissertation Status

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

Manuscript will be ready for dissertation editor by: _____

.....
SCHEDULING INFORMATION

Requested Date: _____

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

Alternative Dates: _____

.....
EXAMINERS

Name	School	Email
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

.....
CHECK LIST FOR SUBMISSION

*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.

Advisors Approval Signature or email confirmation _____

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

.....
Required at least 2 weeks before Colloquy

Current Curriculum Vitae (CV) Précis of dissertation

Both the CV and précis will be distributed to the faculty with a colloquy announcement. Samples can be requested from the ASO.

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form J: Submission of Dissertation for Editor (Final Review)

Requirements: Successful Colloquy

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

DISSERTATION INFORMATION

Dissertation Title: _____

EDITOR INFORMATION

The Dissertation Editor reviews every dissertation a final time before it is printed and submitted to the JKM library to ensure it is indeed ready.

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form K: Submission of the PhD Dissertation to the 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 FOR 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. DISSERTATION EDITOR'S CONFIRMATION OF READINESS FOR 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.*

V. FORM RECEIVED BY ADVANCED STUDIES OFFICE

ASO: _____ Date: _____

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

Form L: Petition for 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: _____ Date: _____

Field: _____

.....
PROCESS OF 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 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 APPROVAL

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

Advisor's signature: _____ Date: _____

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

.....
RECEIVED BY ADVANCED STUDIES OFFICE

ASO signature: _____ Date: _____

.....
DIVISION APPROVAL

The division has approved the change The division has not approved the change

Database updated Date: _____

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

2015-2016 Academic Planning Form

Please use this form to report your progress to date and to summarize your intentions for 2015-16, consulting with your advisor as appropriate. This form requests information useful to the Advanced Studies Office for internal planning purposes and necessary for awarding tuition financial aid. Please return by March 15th 2015.

Name: _____ ID: _____ Date: _____

Field: _____ Advisor: _____

Program: Th.M. Ph.D. Year Admitted: _____

.....
COURSE INFORMATION

I will have completed _____ courses at the advanced graduate level at LSTC or through cross-registration through ACTS or Bi-registration at the University of Chicago by the end of Spring 2014.

I currently have _____ incomplete(s). My plan to address my incomplete(s) is: _____

I plan to take _____ courses in Fall 2014 or Continuing Relations

I plan to take _____ courses in Spring 2014 or Continuing Relations

.....
LANGUAGE INFORMATION

I have fulfilled the following language requirements:

Language 1: _____ Date Completed: _____

Language 2: _____ Date Completed: _____

I am currently studying and planning to take the following language examinations:

Language: _____ Anticipated Examination Date: _____

Language: _____ Anticipated Examination Date: _____

.....
EXAMINATION INFORMATION

I have completed....

- Th.M. Comprehensive Examination
- Ph.D Qualifying Examination
- Ph.D Field Examination

I am preparing for...

- Th.M. Comprehensive Examination Anticipated Examination Date: _____
- Ph.D Qualifying Examination Anticipated Examination Date: _____
- Ph.D Field Examination Anticipated Examination Date: _____

LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
Th.M. and Ph.D. Degree Programs

2015-2016 Academic Planning Form

Please use this form to report your progress to date and to summarize your intentions for 2015-16, consulting with your advisor as appropriate. This form requests information useful to the Advanced Studies Office for internal planning purposes and necessary for awarding tuition financial aid. Please return by March 15th 2015.

.....
DISSERTATION INFORMATION

I am currently working on my dissertation at the following stage:

I anticipate my dissertation will be ready for the editor by: _____

I hope to have my dissertation colloquy by: _____ & graduate May _____

.....
FINANCIAL AID INFORMATION

- I am applying for financial aid assistance for 2015-16
- I will not require financial aid for 2015-16.

The advanced studies office attempts to maintain a similar level of support throughout the program of studies but due to a variety of factors this may change. A award letter outlining the exact amount of financial aid will be sent out during summer for the following year.

.....
OTHER INFORMATION

The Advanced Studies Office should be aware of the following circumstances affecting my program or financial situation:
