



**THE LUTHERAN THEOLOGICAL SEMINARY
AT PHILADELPHIA**

**DOCTOR OF PHILOSOPHY MANUAL
POLICIES AND PROCEDURES**

Spring 2014

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Introductory Materials

The Program

The PhD program at LTSP equips persons for vocations of teaching and research and for the scholarly enhancement of ministerial practice in accord with the standards of the Association of Theological Schools (ATS).

The overall thrust of the program is Public Theology—that is, theological discourse in the public arena. In each field of study or specialization, the candidate will be asked to consider the mutual, interdisciplinary interaction between theology and public life. Hence, this program requires interdisciplinary work and practical/social ethical reflection where appropriate. (See the **Statement on Public Theology**.)

The PhD degree program provides grounding in the content and methods of theological studies in general as a basis for the development of specialized competence in selected fields of study. Each student selects a Major specialization and a Minor specialization. These specializations are the focus of two years of full-time coursework and seminars. Following coursework, four comprehensive examinations are taken, normally in the third year of study (See **Comprehensive Examinations**). Upon successful completion of the Comprehensive Examinations, the student will be nominated to the Faculty as a “PhD Candidate” by the Advisor. The program concludes with the Dissertation. The Dissertation will also be in that specialization which has been chosen by the student as the Major. Dissertation research is expected to be of the highest quality.

In addition to research, students are also intentionally prepared for teaching through the required non-credit Teaching Public Theology Seminar and three teaching experiences normally completed during the required two years of coursework. (See **Teaching Public Theology Seminar**.)

This Manual describes policies and procedures currently in effect in the Doctor of Philosophy program sponsored by The Lutheran Theological Seminary at Philadelphia. Later revisions of the Manual may affect your program, so be sure to check with the Director of Graduate Studies periodically to see if any changes have been made since you entered the program.

Definitive interpretation of any point in the Manual is the prerogative of the Graduate Studies Committee on behalf of the faculty.

**Statement on Public Theology
For the PhD Program
at
The Lutheran Theological Seminary at Philadelphia**

LTSP has developed a distinctive niche within theological education through our commitment to Public Theology. We seek to prepare a generation of Christian leaders who will be able to bring the Gospel into engagement with public life. We believe that theology needs to be relevant within a dynamic and changing world, accessible to those outside the walls of the church, and in dialogue with those who are on the margins as well as those who are in the halls of power. At the level of advanced theological education, we seek to prepare those who are willing to engage sensitively and creatively in the public sphere with the pressing and compelling theological issues of our day in a multifaith and multicultural milieu.

We live out this commitment in a number of ways: in teaching, research and witness, at all levels of theological education. The LTSP professors are committed to engaging critical theological reflection with public life across many of our courses, research, writings, and speaking engagements. The PhD program incorporates Public Theology centrally into its program, with a Seminar in "Public Theology" and a Qualifying Exam in "Public Theology" for all doctoral students. All in all, a focus on teaching Public Theology across disciplines has become a distinctive mark of this community over the past several years.

Doctoral students are also invited to join the research of many of the faculty members in areas of Public Theology. We participate in the Global Network for Centers of Public Theology as one of a handful of North American member institutions. Students benefit from the potential to participate in research in Public Theology carried out in contexts as diverse as the City of Philadelphia, Eastern Europe, India, South Africa, and Egypt, to name only a few examples. Faculty also serve as chairs or leaders in the American Academy of Religion, in areas such as the "Black Theology Study Group;" "Religions, Social Conflict, and Peace Group;" "Cities and Religion;" and "Pastor and Person Group," among many others. These prestigious positions allow faculty the opportunity to bring back to campus the most current research in Public Theology across disciplines, and several faculty members have published articles and served as peer reviewers of the flagship journal in this area, the International Journal of Public Theology. Finally, it is not unusual to find LTSP community members meeting with civic leaders, writing in the newspaper or for online blogs, participating in community board meetings, or speaking at public forums.

A public focus extends beyond academics to permeate our community witness as well. As a denominational school grounded in the Lutheran tradition, LTSP has worked very hard to be open to the wonderful diversity and pluralism that marks Philadelphia and the global church. We also act as a resource for our city by organizing public events around issues that impact our life together thereby seeking to seamlessly integrate the LTSP community into the plaza of public life.

So, as you seek an advanced theological degree, we invite you to join us at LTSP to explore how public engagement is central to the vocation of Christian scholarship and leadership. We welcome all who seek to find a deeper understanding of the Christian faith and an articulate and committed public voice for that living faith.

Brief History

As its mission, LTSP commits to preparing ordained and lay ministers of the Word as leaders for the mission of the Church in the world, and to serving as a center for critical and creative theological study and research within the church. The seminary was one of the first seminaries in the United States to provide advanced degrees for leaders of the church. Thus, in every way, the goal of this program matches the mission of the institution.

An academic doctorate in theology has actually been part of the official program of LTSP since its early days. In 1915, the College and University Council, predecessor of the Commonwealth of Pennsylvania Department of Education, gave the seminary permission to grant a Doctor of Sacred Theology degree. However, this degree program was not implemented until 2005 under the contemporary nomenclature of Doctor of Theology (ThD). In June 2007, the Commonwealth of Pennsylvania Department of Education permitted change of the nomenclature to Doctor of Philosophy (PhD).

Until 2005, LTSP offered two advanced degree programs, the Master of Sacred Theology and the Doctor of Ministry. The STM is primarily oriented toward theological research and teaching, and often is pursued by those who intend to go on to the ThD or PhD degrees. The DMin enhances the practice of ministry. These two degrees continue to be offered. By adding the PhD program LTSP offers an additional advanced degree program that equips persons for vocations of teaching and research in theological schools, colleges, and universities and enhances scholarship for ministerial practice (consistent with ATS standards).

Consistent with the LTSP mission statement and commentary (<http://ltsp.edu/missionvalues>), the PhD program reflects the biblical and confessional tradition of the Evangelical Lutheran Church in America. It also reinforces the commitment of LTSP to be inclusive, ecumenical, and global in preparing persons for faithful service in this diverse world. The focus of the PhD program is the same as that for all of the academic degrees at LTSP: to practice theological discourse in engagement with the public arena.

The program furthers our commitment to work cooperatively with other institutions in the vicinity, including the University of Pennsylvania, Temple University, Princeton Theological Seminary, and Westminster Theological Seminary.

Administration and Control

Authorization to confer the Doctor of Philosophy degree is granted by the Commonwealth of Pennsylvania Department of Higher Education. Periodic evaluation and accreditation is the province of the Association of Theological Schools and the Middle States Association of Colleges and Secondary Schools.

At LTSP the PhD program functions under the direction of the Graduate Studies Committee. The Dean and Director of Graduate Studies exercise administrative responsibility.

Registration and management of student files are handled by the Office of the Registrar. The Business Office is responsible for the administration of fiscal matters.

The Faculty reserves for itself such prerogatives as (1) admissions, (2) admission to candidacy, (3) approval of programs, (4) appointment of supervisory committees, and (5) final evaluation of candidate's work and recommendation to Board of Trustees for the conferral of the degree.

Role of the Graduate Studies Committee

The Graduate Studies Committee is appointed by the Dean and, acting on behalf of the Faculty, assigns advisors and other advisory committee members, makes recommendations to the Faculty on the continuance of students beyond the first year of the program and on candidacy, does an annual administrative review of students in the PhD program, and handles requests for change in membership of the student's advisory committee. The Graduate Studies Committee normally meets at least five times in a year. The Director of Graduate Studies serves as the chair of the Graduate Studies Committee and oversees the work of the Graduate School.

Program Goals

The PhD program at LTSP equips persons for vocations of teaching and research and for the scholarly enhancement of ministerial practice in accord with the standards of the Association of Theological Schools (ATS).

Based on the LTSP Mission Statement and ATS PhD Standards J.1.2, LTSP PhD candidates are assessed with respect to the following five program goals:

1. Candidates will have a comprehensive knowledge of the designated disciplines of study;
2. Candidates will engage in original research and writing that advance theological understanding for the sake of the church, academy, and society;
3. Candidates will demonstrate a breadth of knowledge in theological studies and related academic disciplines;
4. Candidates will demonstrate a sense of and a commitment to the vocation of theological scholarship in its dimensions of teaching, learning and research;
5. Candidates will be good communicators of theological discourse. This involves using a variety of teaching methods, including technology in teaching and distance education.

Assessment of Student Learning

Student learning in the PhD Program will be measured against the LTSP Mission Statement, the PhD Program Goals and the Learning Outcomes at four points throughout the student's program (ATS J.1.3; MSCHE 14).

1. First Year Review
2. Teaching Evaluations
3. Comprehensive Examinations Panel Review Action
4. Dissertation Proposal
5. Dissertation Panel Review Action

All of these items will be kept in the student's official file. Upon graduation, these documents shall be utilized for the annual program assessment.

PhD Program Assessment

LTSP is committed to providing opportunities to assess the effectiveness of its teaching and student learning. At the end of each academic year, the Director of Graduate Studies, in partnership with the Assistant Coordinator of Student Assessment will utilize the following data located in each student's file (which includes both direct and indirect evaluation) for the purpose of assessing the effectiveness of the PhD Program based upon the stated LTSP Doctor of Philosophy Program Goals (ATS J.1.4; MSCHE 11).

1. PhD Intake Questionnaires
2. First Year Reviews
3. Course Assessments
4. Teaching Evaluations
5. Comprehensive Examination Panel Reviews
6. Dissertation Panel Review Actions
7. Graduation Questionnaires

A report will be made to the Faculty through the Graduate Studies Committee to suggest any necessary adjustments, corrections or additions related to course offerings, pedagogy, methodology, advising, evaluation procedures, as well as institutional and student services.

Program Learning Outcomes*

With the above program goals in mind, LTSP expects that graduates of the PhD program will have the following Learning Outcomes, which are based upon the LTSP Mission Statement:

Centered in the Gospel of Jesus Christ, The Lutheran Theological Seminary at Philadelphia seeks to educate and form public leaders who are committed to developing and nurturing individual believers and communities of faith for engagement in the world

1 *Centered in the Gospel of Jesus Christ*

- 1.1 Demonstrate advanced level knowledge of biblical, historic and theological disciplines
- 1.2 Demonstrate advanced comprehensive understanding of one particular theological discipline
- 1.3 Demonstrate the ability to communicate learnings within appropriate publics (academic and ecclesiastical)

2 *Educating and Forming*

- 2.1 Demonstrate the ability to understand and explore the intersection of various theological disciplines
- 2.2 Demonstrate the ability to form productive questions and utilize appropriate research methods and skills
- 2.3 Articulating advanced theories and disciplines (through a written thesis/dissertation)

3 *Developing and nurturing individual believers and communities of faith*

- 3.1 Demonstrate capacity for articulating theological resources in appropriate communal contexts
- 3.2 Demonstrate specific research and teaching skills
- 3.3 Demonstrate a commitment to theological scholarship

4 *Engaging the world*

- 4.1 Demonstrate the ability to engage broader academic discourses of the academy and church
- 4.2 Demonstrate that awareness and sensitivities to diverse cultural contributions and discourses in theological scholarship
- 4.3 Demonstrate an ability to integrate global, cross-cultural, ecumenical and interfaith realities within scholarship

* ATS J.1.3; MSCHE 11

STM/PhD Learning Assessment Rubrics

The Learning Assessment Rubrics of the STM and PhD programs flow from the LTSP Mission Statement and the STM and PhD Learning Outcomes. Under each numbered item, the three categories build cumulatively from left to right. For example, “Exceeds Expectation” includes and builds upon the descriptions under “Needs Improvement” and “Meets Expectation.” “Needs Improvement” expresses a bare minimum knowledge, competence, skill or commitment. “

1 *Centered in the Gospel of Jesus Christ* - [ATS A.2.2 Religious Heritage]

1.1 Demonstrates an advanced level knowledge of biblical, historic and theological disciplines

Exceeds Expectation	Meets Expectation	Needs Improvement
Has the ability to understand, critique and articulate various intellectual trends and traditions within the field of study	Has a clear grasp of the chosen fields of study, and provides evidence of critical methods of scholarship	Has a rudimentary grasp of the chosen fields of study

1.2 Demonstrates an advanced comprehensive understanding of one particular theological discipline

Exceeds Expectation	Meets Expectation	Needs Improvement
Has the ability to articulate an advanced understanding and mastery of one theological discipline and its relation to other disciplines	Has a critical understanding of at least one theological discipline	Has a basic understanding of the importance of one academic discipline, but has difficulty articulating its importance

1.3 Demonstrates the ability to communicate learnings within appropriate publics (academic and ecclesiastical)

Exceeds Expectation	Meets Expectation	Needs Improvement
Is able to articulate and teach theological categories and ideas in a variety of contexts	Is able to proficiently communicate theological categories and ideas within appropriate contexts	Has difficulty communicating theological categories and ideas

2 *Educating and Forming* – [ATS A.2.4 Personal and Spiritual Formation]

2.1 Demonstrates the ability to understand and explore the intersection of various theological disciplines

Exceeds Expectation	Meets Expectation	Needs Improvement
Continually explores opportunities to make creative connections between various theological disciplines	Understands and articulates connections between various theological disciplines	Has difficulty grasping connections between various theological disciplines

2.2 Demonstrates the ability to form productive questions and utilize appropriate research methods and skills

Exceeds Expectation	Meets Expectation	Needs Improvement
Excels in the art of research and in the communication of research ideas and projects	Is able to undertake advanced level theological research	Demonstrates minimal skill in research

2.3 Articulates advanced theories and disciplines (through a written thesis/dissertation)

Exceeds Expectation	Meets Expectation	Needs Improvement
Demonstrates exceptional ability to identify and analyze a problem, issue or idea and crafts a resource that is of publishable quality	Demonstrates the ability to research and analyze a problem, issue, or idea in a coherent and concise manner	Has difficulty researching, organizing and articulating an argument

3. *Developing and nurturing individual believers and communities of faith* - [ATS A.2.5 Capacity for Ministerial and Public Leadership]

3.1 Demonstrates capacity for articulating theological resources in appropriate communal contexts

Exceeds Expectation	Meets Expectation	Needs Improvement
Excels at communicating theological ideas and constructs and their relevance to a variety of social contexts	Is able to communicate effectively theological ideas and constructs and their relevance in specific contexts	Has difficulty communicating theological ideas and constructs

3.2 Demonstrates specific research and teaching skills

Exceeds Expectation	Meets Expectation	Needs Improvement
Excels at critiquing sources and assisting others to do the same	Is able to engage and critique resources, as well as demonstrates effective skills in teaching	Has difficulty with research and/or pedagogical skills

3.3 Demonstrates a commitment to theological scholarship

Exceeds Expectation	Meets Expectation	Needs Improvement
Habitually engages in opportunities to work on projects that benefit ongoing scholarship	Regularly engages in opportunities for theological scholarship	Has a weak sense of commitment or ability in scholarly pursuits

4. *Engaging the world* - [ATS A.2.3 Cultural Context]

4.1 Demonstrates the ability to engage broader academic discourses of the academy and church

Exceeds Expectation	Meets Expectation	Needs Improvement
Provides leadership within the academy and/or the church on theological issues through research, reading, writing and teaching	Regularly engages the important issues of the academy and/or the church through research, reading and writing	Has difficulty engaging in the wider conversations of the academy and/or the church

4.2 Demonstrates awareness and sensitivities to diverse cultural contributions and discourses in theological scholarship

Exceeds Expectation	Meets Expectation	Needs Improvement
Regularly utilizes various cultural perspectives in scholarship	Understands the importance of diverse perspectives and engages these views regularly in research	Has difficulty appreciating diverse cultural perspectives and discourses

4.3 Demonstrates an ability to integrate global, ecumenical and interfaith realities within scholarship

Exceeds Expectation	Meets Expectation	Needs Improvement
Regularly engages diverse social, religious perspectives and incorporates them into ongoing scholarship	Recognizes and appreciates the diversity of social and religious perspectives outside of one's own tradition within scholarship	Has difficulty appreciating a diversity of social, and religious perspectives in scholarship

Admission Requirements

- Candidates must have the BA or equivalent degree from an accredited college or university.
- Candidates shall have the MDiv or a first graduate theological degree providing equivalent theological background or its educational equivalent from an accredited theological institution. Qualifying degrees are to be completed before matriculation in this program with a minimum GPA of 3.7 or equivalent.
- All U.S. applicants must present scores of the Graduate Record Examination (GRE), taken no more than five years prior to application to the PhD program. Applicants must arrange to have their official scores reported by the Educational Testing Service (ETS) to arrive in time for the application deadline.
- Candidates must be able to demonstrate proficiency in the English language.
- Applicants whose language of origin is not English and/or previous instruction is not in English must present scores of the Test of English as a Foreign Language (TOEFL) taken within two years of application to the program. Scores must be reported to LTSP by the admissions deadline, using institution code 2371. The student should also submit a letter from a professor (or other person who knows the student) that vouches for the quality of the student's ability to read technical material and to write in English at a level suited for study in doctoral degrees.
- All candidates must demonstrate reading knowledge of one ancient language (normally Greek, Hebrew, or Latin) and two modern research languages (normally French, German, or Spanish) by successfully passing language examinations in comprehension and translation administered by LTSP. One ancient and one modern language examination must be completed successfully prior to entering the first year of residence. The second modern language requirement must be completed successfully before the beginning of the second year of academic year of residence. Students are strongly encouraged to complete all language requirements before entering the program so they can use these languages throughout their program. (See **Non-Credit Requirements: Languages.**)

Note: Other language configurations may be allowed, depending on the topic of research. International students, whose native language is other than English may use their native language as one research language, provided the language is relevant to the student's chosen area of study.

- In addition, applicants must submit a completed and signed online application form (<http://ltsp.edu/application-admission-phd>); payment of application fee; a sketch of intellectual history (700–1000 words); an academic paper in English of at least 20 to 30 pages (in the intended area of specialization and representative of the candidate’s best work); three academic references, an ecclesiastical reference; a confidential report of academic standing from the most recently attended institution; a completed Institutional Endorsement Form; official transcripts from each college, seminary or graduate school attended; and a signed conduct statement.

Judgment on fulfillment of these requirements rests solely with the Graduate Studies Committee of LTSP, which is the admitting body appointed by the faculty for the PhD program.

Graduate Requisite Examination

All U.S. applicants must present scores of the Graduate Record Examination (GRE). GRE scores are valid for five years. Applicants must arrange to have their official scores reported by the Educational Testing Service (ETS) to arrive in time for the application deadline. LTSP institution code is 2371. For information about the administration of the GRE, see the ETS website at <http://www.gre.org> or write to ETS, P.O. Box 6000, Princeton, New Jersey 08541-6000, telephone 1-866-473-4373 (U.S., U.S. Territories and Canada) or 1-609-771-7670 (all other locations).

English Language Tests

Applicants whose language of origin is not English and/or whose previous degree instruction was not done entirely in English, must take the Test of English as a Foreign Language (TOEFL). The student should also submit a letter from a professor (or other person who knows the student) that vouches for the quality of the student’s ability to read technical material and to write in English at a level suited for study in doctoral degrees.

Admission Procedures

The due date for applications in any year is January 15. Should January 15 fall on a Saturday or Sunday, then the application will be due on the Monday following January 15.

Admission is for the Fall Semester only; applicants will not be permitted to begin the program in mid-year.

Conditions of Acceptance

Upon acceptance, the applicant will receive notice via email in March of the year in which studies will commence. Successful applicants will have 30 days to return the commitment form. Following this, students will receive a “Welcome letter,” and be assigned an Advisor and informed of the dates, location, format and costs of the PhD Orientation, which is the first formal session of studies, normally held in August before the fall Term.

There will be no advanced standing for a previously conferred DMin, STM or ThM.

Later discovery of any misrepresentation on admission materials will result in the student being dismissed from the degree program.

Deferred Admission

Deferred admission for one academic year is rare and permitted only at the discretion of the Graduate Studies Committee.

Joint STM/PhD Program

In some cases students may be accepted into a PhD “preliminary year.” During this preliminary year three courses will be taken each semester at the STM level in areas related to the student’s field of interest as determined with the Advisor and in consultation with the Director of Graduate Studies. These courses may also include language courses, successful completion of which will suffice to meet a PhD language requirement. During the summer of the preliminary year, the student will sit for a Qualifying Exam based upon the courses completed.

The Advisor (or panel) will draw up four to five questions that will allow the student to express his/her knowledge of the courses taken. The questions should be based upon

- The course goals and objectives of the preliminary year, as stated in course syllabi
- Course notes and/or papers they have written
- The primary books from course bibliographies

If successful, the student will be matriculated into the PhD program and awarded the STM at the end of their PhD Residency. Students must then undertake the PhD in the same field as their Qualifying Exam. Courses from this preliminary year may be accepted as a part of the PhD program, providing a) that they were 800-level courses and b) the student received a grade equivalent to B or better.

If unsuccessful, the student will be allowed to continue in the STM program and complete the program for an STM, either with Thesis or without Thesis.

Only students who have applied to the PhD program may be granted this preliminary year. Students admitted into the normal STM program will not have the option of “upgrading” into the PhD program.

(The Joint STM/PhD Program replaces the previous “STM en route” option.)

Faculty 6/9/11

Transfer Students

Any transfer student must be in good standing in his or her current program at a fully accredited seminary, divinity school, or university at the time of admission to the LTSP program. The Graduate Studies Committee will consider at the time of admission whether any courses can be transferred from the previous program to LTSP.

The maximum number of courses that can be transferred is six. Such courses must be at the PhD or ThD level and have been taken after admission to the PhD/ThD program at the previous institution. Courses taken before admission, even if at the doctoral level, are not eligible for transfer. Transfer courses must be clearly relevant to the student's LTSP doctoral program and must have been graded as B or better (or pass in a pass/fail system). Transfer courses must have been taken within six years prior to the student's admission to the LTSP PhD program and cannot have been previously credited toward another conferred degree. (According to ATS standard A.3.2.2 all credits applied toward degree requirements should be earned within ten years of the awarding of the degree.)

Transfer students must meet LTSP requirements for PhD Major and Minor specializations, and also requirements for the Public Theology Seminar, Teaching Public Theology Seminar, Research Methods, and three teaching experiences.

THE PHD PROGRAM

Overview

Beyond the overall thrust of the program, which is Public Theology, each PhD student will select an Area with a Major specialization and a Minor specialization in which to study. The committee for each student will normally include a Faculty member from the Major specialization, a faculty member from the Minor specialization, and one other faculty member chosen upon the recommendation of the Advisor.

During the two years of required coursework, students will take a total of twelve seminars/courses (three for each of two semesters [Fall and Spring] in the first two years of the program), plus the non-credit Teaching Public Theology Seminar. Normally, at least two and no more than three of these thirteen courses will be taken at other institutions. At least one of these is to be taken at the University of Pennsylvania; the other one or two courses may be taken at the University of Pennsylvania, Temple University, Princeton Theological Seminary, or Westminster Theological Seminary.

Completion of the PhD degree program will require:

- Approval of the student's supervisory committee and the Faculty for continuation beyond the first year;
- Successful completion of all coursework;
- Satisfactory completion of teaching experiences and teaching portfolio;
- Successful completion of four comprehensive exams plus the oral exam;
- Granting of candidacy by the faculty;
- Successful defense and approval of the Dissertation proposal;
- Satisfactory completion of the Dissertation;
- Successful defense of the Dissertation;
- Approval of the Faculty for awarding of the degree; and
- Approval of the LTSP Board of Trustees for awarding of the degree.

Sequence of a Typical Program*

First Year (Full-time)

August: Orientation to PhD Program and language examinations (immediately before Fall semester begins)

Fall: PhD seminar in Public Theology (to be offered every other year); or a PhD Seminar at LTSP (in alternate years)
STM/PhD Seminar/Course (LTSP)
STM/PhD Seminar/Course (LTSP)

Spring: PhD Seminar (LTSP)
STM/PhD Seminar/Course (LTSP)
Off-campus PhD Seminar
Non-Credit Teaching Public Theology Seminar
Teaching Experience

Second Year (Full-time)

Fall: PhD Seminar (LTSP)
STM/PhD course (LTSP)
STM/PhD course (LTSP) or Off-campus PhD Seminar
Non-Credit Teaching Public Theology Seminar
Teaching Experience

Spring: PhD Seminar (LTSP)
University of Pennsylvania Methodology seminar or LTSP STM/PhD Research Methods course
Independent Study with Advisor in area of Dissertation
Submit Comprehensive Examination Proposals
Teaching Experience

Third Year (Full-time)

Fall: Comprehensive Examinations
Submit Comprehensive Examination Proposals, if not already completed.
Achieve candidacy

Spring: Comprehensive Examinations, if not done earlier.
Development of Dissertation proposal.
Defense and approval of Dissertation proposal.
Dissertation research and writing.

Fourth year (Full-time, unless declared Part-Time)

Dissertation research and writing; defense of Dissertation.

* For those students accepted into the joint STM/PhD program, the “Preliminary Year” will precede the First Year.

Major/Minor Specializations

The PhD degree program provides grounding in the content and methods of theological studies in general as a basis for the development of specialized competence in selected fields of study.

Each student selects a Major specialization and a Minor Specialization, which are the focus of coursework and seminars during the required two years of coursework. Comprehensive examinations that follow residency include one examination in the Major specialization and one examination in the Minor specialization, in addition to examinations in the Dissertation area and in Public Theology.

The following Specializations may be chosen as either a Major or a Minor.

- Church and Society
- Constructive Theology/Ethics
- Early Church
- Historical Theology
- Reformation
- Scriptural Theology
- Theology and Practice of Ministry
- World Christianity

A student's Dissertation is in the area that the student has designated as the Major specialization.

Students will be required to take five seminars/courses in the Major specialization, including an Independent Study on the Dissertation topic, and three seminars in the Minor Specialization.

Public Theology is not a specialization for a Major or Minor, but an undergirding theological perspective of each area.

The Advisor and Supervisory Committee

Following admission, each student is assigned an Advisor and a supervisory committee of three full-time faculty members at the seminary. The student will be advised of the Advisor at the time of Orientation. The other Committee members include one person in the student's Major specialization (Advisor), one in the Minor specialization, and one other faculty member chosen upon the recommendation of the Advisor. A fourth faculty member, who has taught the student the Public Theology Seminar, will sit on the committee through the Comprehensive Examinations. The Advisor is designated Chair of the committee and is the primary point of contact.

From inception of studies through completion of the comprehensive examinations, the functions of the student's supervisory committee are:

- To give counsel on coursework during residency;
- To assess the student's progress in the first year and make recommendation to the Graduate Studies Committee (and thence to the Faculty) for continuance in the program;
- To set and grade the comprehensive examinations (see Comprehensive Examinations);
- To make recommendation to the Graduate Studies Committee (and thence to the Faculty) on the admission of the student to candidacy (see Degree Candidacy);
- To give counsel on possible areas and topics for the Dissertation, which the student may well be considering from the beginning of the program.

Following successful completion of the comprehensive examinations, the faculty who taught the Public Theology Seminar completes their work. A fourth member is appointed to the student's supervisory committee upon recommendation of the Advisor and in consultation with the Director of Graduate Studies. The fourth person may be from an outside institution. These four members remain as the student's supervisory committee throughout the writing of and approval process for the Dissertation.

From candidacy through completion of the program, the functions of the supervisory committee are:

- To approve the Dissertation proposal (both written proposal and oral defense);
- Especially through the Advisor, to offer counsel during the writing of the Dissertation;
- To read the Dissertation, attend the defense of the Dissertation (meeting to be chaired by the Advisor), and make the decision on approval of the Dissertation;
- To recommend to the Faculty the awarding of the degree.

If a member of the supervisory committee is "on leave", "on sabbatical leave", or leaves the Faculty of the school, the need for replacement should be discussed by the Advisor with the Director of Graduate Studies, who will make recommendations at the next meeting of the Graduate Studies Committee. If the Advisor leaves, the Graduate Studies Committee will recommend a new Advisor to the Faculty.

Residency

Residency means full-time study during the two years of full-time coursework, during which students take a total of twelve seminars/courses, plus the noncredit Teaching Public Theology Seminar. (See **Courses**.)

Students may elect to live on-campus (subject to availability of housing) or in the immediate vicinity of LTSP. Students who live off-campus must be within commuting distance for attendance of seminars/courses, for teaching experiences, which may require attendance at first theological plenaries/sections as assigned by the advisor (or other assigned faculty member), or for other meetings as directed by the Advisor or Committee.

Full-time study means that students are expected to devote their energies to the required and elective studies that will lead to the completion of the PhD program. Therefore, it is highly recommended that students limit work outside of the program during residency to no more than 15 hours per week.

Continuation Beyond First Year of Studies

It is understood that the first year of residency in the program is a provisional period of study. At the end of the first year of residency, the student's advisory committee will determine, on the basis of course papers/performance, whether it is advisable for the student to continue in the program. It will make a recommendation to the Graduate Studies Committee, which in turn will make a recommendation to the Faculty for continuance in the program.

Normally, at least two of the three language examinations must be completed satisfactorily before the student will be admitted to the second year of study.

Degree Candidacy

Students will be admitted to Candidacy in the PhD degree program after the following:

- Satisfactory completion of two years of coursework (12 seminars/courses) with no more than one C grade,
- Successful completion of the Teaching Public Theology Seminar
- Successful completion of the required teaching experiences
- Satisfactory completion and defense of the comprehensive examinations

The student's supervisory committee will make a recommendation to the Graduate Studies Committee, who in turn will recommend to the Faculty that the student be admitted to candidacy.

The Dissertation proposal shall not be registered before recommendation for the approval of candidacy. Under special circumstances, the supervisory committee, after consultation with the prospective candidate and the Director of Graduate Studies, may waive this rule (in cases where the Faculty will not meet for significant period).

Requirements for Completion of Degree

Completion of the PhD degree program requires:

- Satisfactory completion of language requirements,
- Recommendation for continuance beyond the first year,
- Satisfactory completion of all coursework,
- Satisfactory completion of four comprehensive examinations plus the oral examination,
- Satisfactory teaching assistance and portfolio,
- Granting of candidacy by the faculty,
- Acceptable Dissertation proposal,
- Successful completion of Dissertation,
- Successful defense of Dissertation.

Regalia

The robe is black with dark blue chevrons and dark blue velvet front panels (PhD color) and the tam is four-sided with a gold tassel. The hood colors are those of the school—light blue and gold. The hood, tam and tassel will be provided by LTSP. The remaining items may be ordered through the seminary. Allow at least eight weeks for delivery. (In some cases the remaining items may also be rented.)

Professional Ethics

At all times, PhD students are expected to behave with the utmost professionalism in relation to faculty members, adjunct faculty members, and peers. Mutual respect, cooperation, and support are hallmarks of the LTSP faculty, and PhD students are expected to exhibit those characteristics also.

Further, PhD students are to preserve professional relationships and observe appropriate boundaries with first theological students. Since PhD students act as teachers and teaching assistants at the first theological degree level, the professional expectations of faculty members will apply to PhD students as well. Particular attention is drawn to the issues of sexual ethics and boundaries and of anti-racism and multicultural sensitivity. Doctoral students are expected to set an example to first theological degree-level students in academic diligence as well as in personal behavior and attitudes.

Issues of professional ethics are dealt with in Orientation and should be kept in mind throughout the program. For information on specific policies pertaining to conduct, PhD students are referred to the LTSP Student Handbook, which is issued annually for students in all programs, and to other documents issued by the Faculty from time to time.

Inappropriate behavior or failure to maintain boundaries may result in disciplinary action or dismissal from the program.

NON-CREDIT REQUIREMENTS

Languages

Students will be required to demonstrate competence in one ancient (normally Greek, Hebrew, or Latin) and two modern research languages (normally German, French, or Spanish). International students whose native language is other than English may use their native language as one research language, provided the language is relevant to the student's chosen area of study. Other language configurations may be required, depending on the topic of research.

Students are strongly encouraged to complete all language requirements before entering the program so they can use these languages for research throughout their program. Normally, competence in the ancient language and one research language should be demonstrated by examination administered at LTSP prior to entering the first year of residence, and by the end of the first year, at the latest. Competence in the second research language must be demonstrated by examination administered at LTSP by the completion of residency.

There will be different levels of use for any particular language within the PhD program. Some students will need to do extensive translation work in a particular language for their Dissertation or coursework. Thus, a distinction is made between primary research languages and requirement languages that are used less extensively and are not central to the Dissertation topic or coursework. Students should expect to improve competence in the languages throughout their program so they are thoroughly capable of meeting requirements for coursework and Dissertation research. The expectation at LTSP is that incoming students can handle simple yet representative paragraphs from an article, book or encyclopedia.

The language examinations will be administered during orientation in every year. Use of a dictionary will be allowed during each entire language examination.

A notice of successful completion of each examination will be put in the student's file and a copy given to the student.

Students who are asked to undertake remedial work may register for a language course at LTSP (i.e., Greek or Hebrew Readings, or Theological German, etc.) for "Continuing Education" and not for credit. Students will be responsible for this fee. These courses will be P/F.

Note: International students whose primary language is other than English and who plan to use that language in their doctoral program may be given credit without examination in certain circumstances.

Protocols for Language Examinations

Incoming students will sit for at least two language examinations during the PhD Orientation week of their first year. If an examination is held at another institution, the Director of Graduate Studies will arrange for the examination to be proctored by a professor at that institution. The professor will return to the Graduate Studies office the exam and answer book, together with a sheet vouching that the student did the examination under proctored conditions.

- Assessment of the exams will be based upon judgment of the faculty member marking the exam, based upon research ability (reading and comprehension), not oral fluency. Competency is judged according to whether the student will be doing primary research in a language, or otherwise for basic research ability.
- An entering student who fails one or more language examinations in Orientation week will repeat the examinations as many times as necessary in the first year to pass. The examiner will determine whether the student has made a “reasonably good attempt” at one of the questions. If neither of the questions was done well, then the student will need to sit another complete examination in that language. There is no limit to the number of times a student can take a particular examination; provided there are sufficient different examinations in that language so the student does not repeat the same examination.
- A student who makes a reasonably good attempt at one question on a language examination may be assigned remedial work to complete that language requirement instead of sitting for a new examination. In consultation with an instructor, the Director of Graduate Studies may suggest that additional language work (such as the reading and translation of an article or chapter) be incorporated into the requirements of a regular course/seminar.
- First-year students should sit the third language examination no later than May of the first year of studies. Any student who fails the examination should do a summer course or arrange for professional tutoring at the student’s expense.
- All language exams should be passed by the end of residency.
- Second-year students who have not passed their third language examination must appeal to the Graduate Studies committee for continuation, presenting a plan for completing the language requirement.
- No student may take any comprehensive examinations until all three language examinations have been passed.
- Because of the LTSP two-year rotation of PhD courses, it is not possible for students to take a leave of absence for a year to complete language requirements.

Graduate Studies Committee 11/25/06

Teaching Public Theology Seminar

Training Public theologians for teaching is a primary focus of the LTSP PhD program. While there are many contexts in which graduates may find themselves (colleges, universities, etc.), the seminary is primarily interested in training Public Theologians for the Church. Contexts for teaching in the Church may include formal positions at seminaries or Church-related universities and colleges but also includes congregations, dioceses and other church-based institutions. Learning how to appreciate and navigate the various opportunities and contexts for teaching is an important skill. To this end, students will engage in ongoing teaching components and reflective teaching practices throughout their two years of residency to help foster best practices of teaching.

The required non-credit Teaching Public Theology Seminar comprises bi-weekly meetings on Friday afternoons throughout the two years of residency (approximately six per semester). The content will be organized on a rotating basis every other year so that all students in residency will participate. The Learning Theory/Classroom Pedagogy component of this Seminar will normally be taken before assistant teaching at LTSP, ecclesiastical sites, or other adjunct teaching opportunities at other colleges or universities. Students will receive credit for completing the seminar at the end of their residency.

In addition to these teaching and learning components, the Friday Teaching Public Theology Seminar will also include helpful in-service opportunities to help students navigate their program. These components will include:

- Preparing for Comprehensive Examinations
- Developing Dissertation Proposals
- Presenting a paper or research

Teaching Experiences

All students will normally participate in at least three teaching experiences as a teaching assistant and/or teaching adjunct in a first theological degree class at LTSP or with a local ecclesiastical ministry (normally in the spring of the first year of the program, the fall of the second year, and spring of the second year or fall of the third year, depending on the timing of comprehensive examinations). Students will be assigned to particular courses by the Director of Graduate Studies in consultation with the student's advisor.

LTSP understands that it is training Public Theologians to teach in and for the Church. The second or third teaching experience may be done off campus with an officially recognized ecclesiastical ministry (a lay school of theology, Diakonia program, or adult education program of a congregation). This opportunity will be set up in consultation with the Advisor and the Director of Graduate Studies. The experience should cover at least a three-month period. Remuneration for these experiences may be available on a case-by-case basis.

The student is responsible for meeting with the Advisor or other assigned instructor/supervisor to complete the **TA or Ecclesiastical Teaching Agreement form** (available on the PhD webpage) and submit it to the Graduate School office for inclusion in the student's dossier.

The Graduate Studies Committee has discretion to grant credit for previous teaching experience at a university or seminary level or to waive one of the three teaching requirements when necessary for a student's program. This should be noted on the appropriate form.

Teaching Observations

As part of the teaching experience, each student will have their teaching assessed by their Advisor, a peer, and, in the case of an Ecclesiastical Teaching site, their assigned supervisor. Please see the **Teaching Evaluation Form** (Appendix F).

Teaching Portfolio

PhD students will develop teaching portfolios that will be an important parts of their later applications for teaching positions. In the portfolio, the student will list all experiences as a teaching assistant, any reviews or evaluations of his or her teaching, details of the courses/workshops taken in teaching methods and related subjects, a bibliography of the books and articles the student has read on teaching, course outlines of any courses taught together with details of when and where they were taught, and other pertinent items that will show commitment to and preparation for teaching.

COURSEWORK

During the two-year residency on the campus of LTSP, students will take twelve 3-hour seminars/courses for credit (three for each of two semesters [Fall and Spring] in the first two years of the program), plus the required noncredit Teaching Public Theology Seminar in the first year.

Normally, at least two and no more than three of these courses will be taken at other institutions, including at least one at the University of Pennsylvania. The remaining one or two outside courses may be taken at the University of Pennsylvania, Temple University, Princeton Theological Seminary, or Westminster Theological Seminary.

Required Seminars/Courses

Three courses are required of all students:

- A Research Methods course (The LTSP methods course is offered every two years. A research methods course at the University of Pennsylvania or other off-site research methods course/s may also be taken at the discretion of the student's Advisor.)
- PhD Seminar in Public Theology (an LTSP team-developed seminar offered every other year).
- An Independent Study in the area of the Dissertation; this independent study will be done with the advisor, normally in Spring of the second year of studies (which is counted toward the five required Major courses/seminars)

Major/Minor Specializations

Five courses/seminars will be taken in the Major Specialization, including the required Independent Study on the Dissertation topic, and three in the Minor Specialization. In most cases, the designation of the course will signify its specialization. However, students should check with the Director of Graduate Studies to make sure that courses fulfill their Major/Minor Specialization.

Elective courses

Up to two elective courses/seminars may be taken within the Major or Minor, or in another area of study. Elective courses may include seminars at LTSP; courses at other approved institutions, and might include one or two independent studies.

Note: The advisor may require more than eight Major/Minor courses if warranted by the student's program. However, the tuition for any course beyond the normal twelve courses/seminars will be the responsibility of the student.

Courses at Other Institutions (“Outside” Courses)

Normally, students will take at least two and no more than three courses at other approved institutions; at least one of them at the University of Pennsylvania. The other one or two courses may be taken at any of the following: the University of Pennsylvania, Temple University, Princeton Theological Seminary, or Westminster Theological Seminary. These three courses are covered by the student’s LTSP tuition. Exchange student cross-registration agreements exist only with UPenn and Temple, so these schools are to be considered the first options for outside courses.

Note: All “outside” courses must be approved in advance on the appropriate forms by the student’s Advisor and the LTSP Director of Graduate Studies. It is important to remember that each partner institution has different registration policies.

If for exceptional reasons the student seeks to take more than a total of three courses at other institutions, the student will be responsible for any applicable tuition and fees, except for courses covered by Exchange Agreements. The student’s advisor and the LTSP Director of Graduate Studies must approve any such courses.

Independent Studies

The PhD program provides opportunity for the student to negotiate an occasional independent study through LTSP in the course of his/her program. It also requires one independent study with the student’s advisor in the area of the Dissertation.

1. The student shall consult with his/her Advisor prior to registering an independent study. If the study is to be undertaken with another faculty member, then both the Advisor and the proposed faculty member shall be consulted prior to registration.
2. Independent studies require the same registration procedures as other courses, and all rules and deadlines concerning registration, fees, withdrawals, and extensions shall pertain.
3. The student will complete an independent study form (available from the Registrar’s web page on the LTSP website) and attach a proposal for the study. These shall be submitted to the faculty member concerned for approval and signature (in some cases an email will suffice for the signature). It is the student’s responsibility to submit the form to the Registrar at LTSP, who, in turn, will submit it to the Director of Graduate Studies. The student will receive a copy of the signed form from the Graduate Studies office.

Should the Director of Graduate Studies assign an advisor for the study who is not a full-time LTSP faculty member, then reimbursement will be governed by accepted school policies and will be negotiated by the Dean directly with the instructor concerned. Such an instructor will be considered as LTSP adjunct faculty for the purpose of the independent study. Fees for independent studies shall be remitted as required to LTSP.

4. A proposal for independent study shall include a statement of rationale, objectives, strategies, means of assessment (normally a total of 40–50 double-spaced typed pages) and bibliography (normally no fewer than 15 sources).

COMPREHENSIVE EXAMINATIONS

Following the period of residency, the student will take four five-hour written comprehensive examinations at set times in the year, normally August or February. Students whose primary language is other than English will be allotted one extra hour. After all four written comprehensive examinations have been completed; an Oral Comprehensive Examination of approximately two hours in length will be conducted by the student's supervisory committee, normally scheduled within two weeks of the final comprehensive examination.

Examinations Overview

Each student's supervisory committee will set four written comprehensive examinations for the student and will also be responsible for grading the examinations (see below). Normally, the faculty member who taught the Public Theology Seminar will set the Public Theology Examination. The four written comprehensive exams will be on the following areas:

- Major specialization
- Minor specialization
- Public Theology
- The Dissertation area

Timing of Examinations

The student must have completed all language requirements, the Teaching Public Theology Seminar, and the twelve seminars/courses, and must have received all final grades before comprehensive examinations are begun.

With specific exceptions approved by the Graduate Studies Committee, all comprehensive examinations should be taken at one period at set times either in August or February in the third year of studies. The student's advisor, in consultation with the student's supervisory committee, will decide when the student is ready to sit the comprehensive examination.

The absolute deadline for sitting the comprehensive examinations will be the end of the third year of studies in the program.

Grading of Examinations

The student's supervisory committee members, including the faculty member who taught the Public Theology Seminar, will read all of the comprehensive exams for the student. Following the examinations, that faculty member will normally be replaced by another faculty member or outside reader for the dissertation.

In the case of a student who satisfactorily completes all twelve courses but does poorly on the comprehensive examinations, the committee may require remedial papers to be submitted within a specified period, may require that the student re-take one or two of the examinations, or may terminate the student's PhD program. In the last case, the committee may recommend to the Faculty the awarding of a Master of Sacred Theology (STM) degree.

Should major supplementary work be needed to complete the comprehensive examinations, the committee should provide clear guidance regarding the parameters of the remedial work, and there should be a clear timetable for submission, within six months of the oral examination. Where such supplementary work is minimal, the student's committee may select an earlier date for submission of the work.

Should a student fail two or more comprehensive examinations, the student may re-take those examinations only at the next six-month sitting of the examination.

The Advisor should submit the "Report of PhD Comprehensive and Oral Examinations Form" to the Graduate Studies Office following the Oral Examination.

Comprehensive Examination Proposals

In consultation with their supervisory committee, students will develop a Comprehensive Examination Proposal for each of the four examinations. The process shall be as follows:

- The advisor and student shall meet to start the process, normally four to six months before the set examination dates;
- After this initial meeting, the student should be in consultation with the each member of the student's supervisory committee to agree upon a Comprehensive Examination Proposal for each examination;
- The Comprehensive Examination Proposal should be submitted by the student to the faculty member helping to set each particular examination. The Proposal for each exam will consist of:

Two questions which address the specialization in a comprehensive manner;
Two questions which address deep critical engagement of one issue within the specialization; and

A bibliography attached to each question that will serve as the foundation for the questions. The bibliography should be based on the student's previous coursework and research.

The exception to this process is that only one question will be developed and answered for the Dissertation Examination.

NOTE: The questions and bibliography are to be negotiated with the faculty member setting the examination. Normally, the student will recommend one question of a comprehensive manner and one question of deep critical engagement with one issue with accompanying bibliography; and the faculty member will do the same. It is not uncommon that the student's question or bibliography would be edited by the supervisory committee.

- Once the student has submitted the proposed questions and bibliography for each examination, the Advisor will call a meeting of the supervisory committee to discuss the proposals, in which the committee will agree on:

One question responding to the comprehensive knowledge of the field and one of deep critical engagement with an issue will be selected for each examination by each examiner prior to the examination, without the student's knowledge.

The exception to this will be that the single Dissertation examination question will be known.

The intent of the questions for each examination is to test the student's knowledge of the field to elicit comprehensive, critical, and creative responses from the student. Thus, students should demonstrate a careful reading of each question, have a comprehensive knowledge of the field, demonstrate a critical and analytical engagement with the question, and situate themselves within the context of the field or debate.

Note: Candidates may consult copies of old proposals and examinations in the Graduate Studies office but should be aware that these may not be reflective of the actual examination questions they will be given, since committee members should take the student's interests and studies into account in planning the examinations.

Comprehensive Examination Protocols

- The Graduate Studies office will set the dates (normally in August and February of each year) and arrange an examination room and necessary computers.
- The student is not permitted to use books or notes and must use the computer that is provided.
- Students may use an unmarked Greek or Hebrew text for the Scriptural Theology examination.
- No personal items, including cell phones or mobile devices will be allowed in the room. All personal items should be checked at the Graduate Studies Office. However, students will be allowed to bring drinks or snacks into the examination room.
- Each examination will take 5 hours (6 hours for students whose primary language is other than English). The examination period will normally run from 10am to 12:30 pm and then from 1:30 pm to 4pm (5 pm for students whose primary language is other than English).
- When the examination period ends, the student will have an additional half hour to make editorial corrections and check for grammar. The exam will then be printed or saved electronically and taken to the Graduate Studies office. The Graduate Studies office will distribute the examinations to the examiners and the student.
- A two-hour Oral Comprehensive Examination will be scheduled, normally within two weeks of the final written examination. It is intended to allow the student to develop further any points that the student or the committee believes were not covered adequately in the written portion of the examinations.

The Oral Comprehensive Examination will be limited to content reflective of the books that the student's supervisory committee has agreed upon in the Comprehensive Examination Proposal. It is not an opportunity to ask completely new questions.

- Immediately following the Oral Comprehensive Examination, the Advisor will complete the "Panel Action" form for reporting the results of the written and oral comprehensive examinations. The completed form should be returned to the Graduate Studies office, which will forward this to the Registrar's office. A copy of this report will be filed in the student's file.
- Upon the student's successful completion of the Comprehensive Examinations, the Advisor will recommend the student to the Faculty for Candidacy as "ABD."

Approved, GSC 9/24/07; Amended GSC 11/17/08; Amended GSC 3/24/13
Amended, Faculty 12/9/08; 3/22/10; 6/9/11

THE DISSERTATION

Nature and Scope

The Dissertation is expected to be an original contribution to the field of scholarship in the Major specialization chosen by the student.

Students are urged to give thought to the Dissertation from the beginning of the program; seminar and course papers may be used to explore possible topics or areas.

Dissertation Proposal and Defense

In Fall or Spring of the third year the student will develop a final Dissertation proposal. The student's supervisory committee (augmented by a fourth person) will approve the topic and proposal. The proposal will be defended orally before the student's supervisory committee. Following the defense, the chair (Advisor) will forward approval (or non-approval) to the Registrar. (See **Appendix B**.)

Length of Dissertation

Normally, the length of the Dissertation should be between 225 and 275 pages, not including a bibliography. The Dissertation will be prepared in accord with *The Chicago Manual of Style*.

Supervision

Following successful completion of the comprehensive exams, a fourth member is appointed to the student's supervisory committee by the Advisor in consultation with the Director of Graduate Studies. This fourth person may be from an outside institution. The student should consult with the Advisor about the addition of the fourth person in the early stages of developing the Dissertation proposal.

The four members will remain as the student's supervisory committee throughout the writing and approval process for the Dissertation. If a member of the supervisory committee is "on leave," "on sabbatical leave," or leaves the Faculty of the school, the need for replacement should be discussed by the Advisor with the Director of Graduate Studies, who will make recommendations at the next meeting of the Graduate Studies Committee. If the Advisor leaves, the Graduate Studies Committee will recommend a new Advisor to the Faculty.

Timeline

A student who submits the review copy of the Dissertation to the Registrar by February 1 may be granted the degree in May of that same year, provided the quality is determined to be satisfactory.

Candidates for the degree will be examined orally on the completed Dissertation ("Defense" of the Dissertation) before the supervisory committee. The student's Advisor chairs the Oral Defense. The defense is open to attendance by all faculty members and PhD students.

While the Dissertation is open to all faculty and PhD students, only the four members of the student's defense committee will make the decision on Dissertation approval and recommendation to the Faculty for awarding of the degree. The Chair will communicate the decision to the Registrar.

Final revisions of the Dissertation must be completed and the final three archival copies submitted to the Graduate Studies Office by May 1 of the year in which the student intends to graduate.

Steps in the Dissertation Process

A. Selection of Subject

The candidate for the degree is expected to take the initiative in selecting the subject area for the Dissertation and should seek counsel from the Advisor in making the choice. Some seminar papers during residency may offer the opportunity to explore possible topics or gain a start on research in the selected area.

The subject is delineated by the student in consultation with the advisor, with consideration given to the following queries:

1. Is the subject significant? Does it contribute to the scholarly investigation of a topic that warrants serious attention in the academic realm? Will it make an original contribution to the field of scholarship in the area? Does it deal with the material in a way that takes account of scholarly research that others have engaged in?
2. Is the scope of the subject sufficiently limited to allow adequate in-depth treatment and to engage seriously with other scholars' research into the subject within the allotted time?
3. Is sufficient account taken of the resources in languages other than English that the student will need for the research?
4. Is there a danger that the subject could result in a Dissertation that cannot be approved? For example, is someone else already writing on the subject in the same way who will probably finish earlier? (This would violate the requirement of originality.) Or is the Dissertation on a living individual who may produce additional major works? (This may require the student to start over, if the new works are significant enough to affect the individual's published corpus.)

B. Selection of Methodology

The student should review the books recommended in the methodology course/s (additional handout available in the Graduate School office) and choose a methodology that will best fit the proposed argument or hypothesis.

C. The Proposal

Once the student and advisor have agreed concerning the subject and provisional title, the student prepares a Dissertation proposal according to the guidelines below. Consultation with the advisor in this stage is crucial. It will be helpful to consult the criteria for evaluation of the Dissertation.

1. Guidelines to the student in writing the proposal.
 - a. State the title. Keep the title short and descriptive of the Dissertation. Include key words that you want readers to bring up on the computer in a topical search.
 - b. Describe the rationale of the Dissertation. This involves setting forth the origin and background of the study, its implications, the reason for interest in it, and the need for it.
 - c. Give a general statement of the Dissertation. Provide a clear statement of the Dissertation in the context of current scholarship in your area of specialization and describe the contribution this Dissertation is expected to make to theological scholarship more broadly. Define the area and scope of the study, and indicate the basic proposition, situation, question, or issue that the Dissertation will examine or address. State clearly the desired goal or outcome of the Dissertation: what are you trying to do? It is from this general statement that the specific formulation of the Dissertation will be derived.
 - d. Indicate in a preliminary way the theological/biblical issues/foundations that will be developed in the Dissertation.
 - e. Indicate previous studies relating to the Dissertation (aka "literature review). Present a description of earlier studies that have bearing on the proposed investigation. This description should contain a statement of what earlier studies have revealed and should carry reference to areas of the general problem that remain unexplored or which have been inadequately explored. The findings in this step ought to indicate why you feel justified in carrying out the investigation and how it will contribute to the scholarly body of work in this field. An exhaustive search is necessary in English and in foreign languages so that you can be sure that no one has yet argued exactly what you plan to argue in your Dissertation. You will want to take account of previous studies and show why their arguments were inadequate or weak or how major points were missed that are crucial to the subject. You will want to show how your Dissertation will deal with previous inadequacies.
 - f. The formulation and limitation of the Dissertation. This involves a precise statement of what you propose to do. In some instances, it will be helpful to clarify your intentions by adding to the positive statement an explanation of matters that lie beyond the limits of the study.
 - g. State the procedures of investigation/research methods. Describe fully the procedure(s) to be followed in doing the research or in the development of the major argument of the Dissertation. This should include a clear explanation of the steps you expect to follow in carrying out the investigation. This is not a preview of conclusions, but a statement of the processes to be used in the various phases of the Dissertation. If there are procedures of experimental research, the greatest care must

be observed to shape the instruments for obtaining data and to choose appropriate statistical procedures. It is important to work out such matters with the Advisor in advance of presenting the proposal to the committee.

- h. Include a tentative outline of the document. The outline should show at least the larger sections, such as chapters and major subdivisions. It should indicate how you intend to articulate the work and should reflect careful preliminary investigation and planning. Include a short description of each chapter and major subdivision.
- i. Bibliography. Identify sources and prepare a preliminary bibliography of major works already consulted in preliminary research. Indicate how source materials are to be handled.

Expect to revise the draft proposal several times under the guidance of your Advisor/committee before it is developed into the final form. The time spent is worthwhile because the proposal will be used as the yardstick by which you develop the Dissertation and by which the committee and faculty will eventually evaluate the final product.

2. Submitting the proposal.

Your proposal should be registered by the end of the third year following inception of study. Therefore, you should begin work on the proposal as soon as your comprehensive examinations are completed. Continue to submit drafts of the proposal to your Advisor until the Advisor agrees that the proposal is ready for review by the supervisory committee. You will then request that the Advisor set a date for defense of the proposal.

Some outside dissertation fellowship applications are due in the winter and require you to have completed your comprehensive examinations by this submission date. Please check the requirements of these dissertation fellowships and plan your program accordingly.

To prepare for the defense before the supervisory committee, submit a copy of the proposal to each of the four persons on your supervisory committee at least two weeks before the defense will take place. (Electronic copies may be submitted to the committee, if they agree.)

At the defense meeting, you will explain and defend the proposal as one worthy of development as a Dissertation. The committee will decide whether to accept the proposal and may make recommendations on the development of the Dissertation.

Following the meeting, you will develop a revised final proposal and submit it to your Advisor, stapled to the Dissertation Registration Form

1. If your proposal is accepted, obtain from your Advisor an email attesting that he/she has reviewed and approved your Dissertation proposal.
2. Fill out the Dissertation Registration Form (see **Appendix B**) and attach a copy of your Dissertation proposal. Submit it to the Graduate Studies Office, which will forward a copy of the registration form to the Registrar for registration. A Dissertation Registration fee is incurred in registering the proposal.
3. The copy of your Dissertation Proposal will be kept on file in the Office of Graduate Studies.

D. Drafts

The number and nature of preliminary drafts of the Dissertation will depend upon a combination of Committee expectations, student capacities, and the nature of the topic. In some cases, submission of material chapter by chapter may be requested; in others, it may be appropriate to develop a series of complete drafts at varying levels of refinement.

It will be helpful at this stage to have previewed the requirements of style and presentation that apply to the final version of the Dissertation (see sections E and VI following).

E. The Review Copy

This is the complete Dissertation document, including abstract, precis, title page, table of contents, chapters, headings, and bibliography (and appendices if appropriate). It is prepared according to the style and formatting requirements of the final archival copies (see sections IV.H and VI), except that it is submitted to the Graduate Studies Office in five copies on plain photocopier paper. Four copies are for the supervisory committee members. One additional copy will be kept in the Graduate School office for use of other faculty who may wish to attend the Dissertation defense. To save paper, the student may print on both sides of the page for the Review copies only. Electronic copies may be submitted to the Supervisory Committee with their prior approval.

The deadline for submitting the review copy is February 1 preceding the May in which graduation is desired.

If the tentative outline of the proposal was carefully constructed, it will require few changes during development. However, there may be places where it will need modification by transposition, extension or omission.

The following considerations pertain:

1. Write with a view to attractive literary academic style. Write so that the reader can readily gather clear-cut ideas about the subject and follow your argument without difficulty.
2. Pay special attention to accuracy in your choice of words and to variety in both vocabulary and sentence structure. You are responsible for typographical corrections; copy-edit meticulously. Use a spell check and grammar check program.
3. The Introduction should contain:
 - a. a statement of the specific issue to be studied;
 - b. a review of previous studies of the subject;
 - c. a brief description of the sources, materials, and methods employed in the study;
 - d. the limitations of the present study (geographical, chronological, topical, institutional, and the like);
 - e. background information to assist the reader's understanding; and
 - f. an indication of the order in which the main divisions of the subject are to be treated in the body of the document.

4. Pay special attention to logical development and to connections between the divisions. The divisions, subdivisions and subordinate heads must be so chosen and stated that each will lead to an exhaustive treatment of its part of the subject and avoid repetition and overlapping, and at the same time contribute to the progress of thought. Each paragraph will concern itself with one matter only, and each sentence will contribute directly to the major topic. Special care must be taken to indicate the relations of part to part by means of topical and transitional sentences. Each division and subdivision should begin with a paragraph which will link it to the preceding paragraph and introduce the next stage of the argument, and it should close with a paragraph which will summarize its contents and indicate its bearing on the report thus far.
5. Be meticulous in your claims, quotations, bibliographical accuracy, and theological precision.
6. Be respectful of the viewpoints of others' scholarship, and represent them as accurately as you can.
7. After the data/arguments of the document have been presented clearly and logically, the conclusion of the whole should be stated succinctly. The final interpretation, solution, or statement of findings is the fruit of the study.
8. Remember that theological reflection is a required part of all PhD Dissertations and should be of the highest academic caliber of which the candidate is capable.

F. Review and Defense

First, the supervisory committee members read and approve "for defense" the review copy of the Dissertation. (Minor corrections and a few typographical errors do not prevent approval in principle.)

If during reading members of the defense committee believe that major revisions are necessary, they should communicate these immediately to the Advisor, who will call a meeting of the defense committee and the student to determine if all members agree that further work needs to be done on the Dissertation. Minor corrections, typographical errors, and such do not call for such a meeting. Any additional required work should be clearly communicated in writing to the student, who should be assured that satisfactory completion of this work will be sufficient for the defense meeting to be scheduled. The student should complete the additional work and submit it to the Advisor before submitting a revised review copy to the four members of the defense committee and one copy to the Graduate School office.

When the supervisory committee members have approved the dissertation "for defense," subject to minor revisions, the Advisor will schedule an oral defense meeting in consultation with the student and the committee members. The date should be checked with the Graduate School office before being advertised. This meeting is the occasion for an oral examination of the Dissertation (defense). The duration will be about two hours. The defense meeting will be open to all LTSP faculty members and any appropriate faculty members of institutions with whom LTSP has agreements at the doctoral level and who are involved in the exchange program, as well as all LTSP PhD students.

The date of the defense meeting will be posted in the Graduate School office (and/or advertised by other means) at least two weeks ahead, so that all faculty members may consult the copy of the Dissertation in the Graduate School office and plan to attend the defense meeting if they wish to do so.

While the Dissertation defense is open to all faculty and PhD students, only the four members of the student's defense committee will make the decision on Dissertation approval and recommendation to the Faculty for awarding of the degree. The decision will be communicated to the student immediately following the defense meeting (with only the defense committee and student present), and the Chair will communicate the decision to the Registrar via the form provided by the Graduate Studies Office.

The committee may approve the Dissertation as submitted or may approve with minor corrections required.

G. Revisions

1. If required revisions are few and typographical, the student will make the corrections and move directly to the final submission copies (see section H following). The Advisor will make a final inspection before ratification. No typographical or other errors are allowed in the archival copies.
2. If revisions are minor but many, the student will submit a new, revised copy to the Advisor, who will read it carefully. Then step G1 above applies.

Note about timing: Review Copies may be submitted at any time throughout the year, with approval of the student's Advisor. However, **February 1** is the last possible date for submission by those students wishing to graduate the following May. In addition, students must submit the "Application to Graduate" by **January 3** to the Registrar's Office.

Consult with your Advisor or the Director of Graduate Studies so that you are clear on dates.

H. Final Submission (Archival Copies)

Prepare two unbound copies of the Dissertation document and submit them to the Graduate Studies Office by May 1 preceding graduation. (One copy is for the library archives and one is for library circulation.) In addition, one should be prepared for University Microfilms International [UMI]. See **Abstract** below.

1. To ensure archival quality, the seminary requires that the final copies of your thesis be printed on high-quality, white, acid and lignin free (at least 25% cotton), 8 ½ x 11-inch paper, with 1 ½ inch margin on the left and unjustified on the right.
2. The quality of print needs to be clear and dark. Use a good printer. (It may be well to submit a print sample to the Graduate Studies Office in advance for assessment of its adequacy.) The additional copies may be photocopies of the original.

3. Do not punch holes in the pages or bind them in any way. The Library will bind the LTSP copies. (You are urged to make a personal copy. If you desire additional bound copies for personal use, you may submit the copies to the library for binding, the costs for which are your responsibility and must be paid in advance of binding.)
4. With each copy of the Dissertation, provide the following separate document (same margins, but single-spaced):

The Abstract

This is a summary document of not more than 350 words. It should enable one who does not have time to read the entire Dissertation to take in at a glance the specific issue studied, the method, the principal facts and the solution or findings. Single space on separate sheets numbered in Arabic numerals. Numbering is separate from the Dissertation, since the Abstract is not considered a part of the Dissertation. The Abstract will be published in *Dissertation Abstracts International*.

5. Assemble in the following order: Title Page, Abstract, Dissertation (acknowledgements, table of contents, chapters, bibliography, and appendices if any).
6. If you have one or two short Appendices, continue page numbering to the end. If the Appendix/appendices are more than a few pages, number separately, starting with Appendix A. If you have more than three appendices, include a Table of Appendices before Appendix A. It is not required to have any appendices; include them only if necessary.
7. The Dissertation should be made available to other scholars through the University Microfilms International. (Go to www.proquest.com/en-US/products/Dissertations/submitted_authors.shtml.) Please follow the directions on this website. The abstract will be published in *Dissertation Abstracts International* [<http://www.umi.com/en-US/catalogs/databases/detail/dai.shtml>].
8. Along with the archival copies, submit the Release Form (see **Appendix C**) for LTSP library circulation.

Criteria for Evaluation

1. Accuracy. Have the data, quotations, and references been checked, and are the facts on which the conclusion is based stated clearly and accurately?
2. Objectivity. Do the conclusions largely depend on the writer's own opinions or opinions quoted from others? Where opinions are given, are they supported by factual data? Are the opinions of reputed authorities accepted as fact without further investigation or criticism? Is the significance of the findings judiciously discerned and stated?
3. Impartiality. Is there a sincere search for the truth regardless of whether or not it may require the revision or even the abandonment of a hypothesis? Is any evidence omitted which speaks against the conclusion drawn by the writer? Is any evidence omitted which speaks in favor of it? Are the data fairly interpreted, so that merely possible fact is distinguished from probable or certain fact?
4. Theological Integrity. Has the author accurately and thoughtfully engaged the Scriptures and the theological tradition of the church (either historical or contemporary)?
5. Is sufficient account taken of the literature in the field? Has the author demonstrated an exhaustive search and shown deep acquaintance with the work of other authors who have researched the topic?
6. Have materials in languages other than English been taken into consideration?
7. Logic. Is the document developed logically, and is it free from fallacies? Does it avoid ambiguous and shifting terms, reasoning from analogy, reasoning from silence, begging the question and all forms of irrational evidence?
8. Literary Style. Is it written in language that is accurate, suited to the theme, interesting and cultured, and of good academic standard?
9. Length. The expected length is between 225 and 275 pages (exclusive of the bibliography). There is no virtue in "padding." Quotations from secondary sources should be limited to those necessary to illustrate or elucidate the author's argument, and all extraneous and repetitious matter should be rigorously excluded.
10. Clarity. Can the reader understand exactly what the writer has done and said?
11. New Contribution. The Dissertation is required to be a new contribution to knowledge. It must carry the current discussion of the topic to a new level, furthering academic inquiry into the subject matter. It should show imagination in the various steps of selecting and defining the subject, assembling the material for the body of the report and drawing conclusions. Such things as a fresh approach to the subject, new interpretation of data, raising questions that arise in the course of the study, and suggestions for further investigation add to the value.

Please note: Should another Dissertation on the same subject be approved (anywhere at all) before your own, you are obliged to read it carefully and report to your Advisor if there is striking similarity to your own thesis. In the interests of originality of research, you may be obliged to begin your own Dissertation all over again, or at least make radical changes in your approach and content. To avoid problems, be vigilant, keep up to date with current research, and do not lag in writing your Dissertation and having it approved.

“With Distinction”

The Dissertation can be awarded “With Distinction” if the faculty, on the unanimous recommendation of the panel, agrees that the work provides every reason to expect it will make a highly significant and remarkable contribution to the field.

Graduate Studies Committee 3/22/2010

Style

1. General layout, format, and style
 - a. Leave a one and one-half inch margin at the left on each page (to allow for binding) and one inch on the other three sides. The same margins apply to charts, graphs, tables, and maps. Use a five-to-ten space indentation for paragraphing.
 - b. Double-space the body of the manuscript. Single-space long indented quotations, footnotes, and similar special material.
 - c. The Dissertation should otherwise follow the standard style-manual: *The Chicago Manual of Style*, 15th, 2003; CDR, 2006 (or later) edition. The popular version of the style manual is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*. Revised by John Grossman (Chicago: Univ. Chicago Press, 7th ed., 2007)—or the latest edition thereof. A section on grammar, punctuation, style, etc., is included in most standard dictionaries and generally conforms to Turabian. (See especially Webster's *Third New International Dictionary*, Unabridged ed. 1996. C. 1981; *The Random House Dictionary of the English Language*, 2nd unabridged edition, ed. by Stuart Berg Flexner. N.Y. Random House, 1987.) For style and rhetoric, see Strunk, William and White, E.B., *Elements of Style*. New York: Penguin Press, 2005. For style, standard abbreviations, etc., related to scriptural theology, consult Alexander, Patrick H. et. al., *The SBL Handbook of Style*, Hendrickson, 1999 or later edition (2004)
2. Citation of sources

Generally, there are two acceptable ways of proceeding:

 - a. The first is quite traditional and utilizes footnotes or endnotes with a bibliography. See Turabian, particularly chapters 8, 9, 10, and 11. An example of a footnote in the first style:
Rebecca Smith, *Public Theology* (Philadelphia: Bell Press, 2008), 54.

In this style, the bibliographic citation would be:

Smith, Rebecca. *Public Theology*. Philadelphia: Bell Press, 2008.

- b. The second style is more contemporary and utilizes parenthetical references and a reference list. See Turabian, particularly chapters 8, 10 and 11. An example of a parenthetical reference, right in the text itself in this style, would be:
(Smith 2008, 54).

Titles may be in italics or underlined. (The student may choose the style but, having chosen, must be consistent in its use.)

3. Bibliography/reference list

The bibliography or reference list at the end should include all (but only) the books and articles that have been used by the writer in preparing the Dissertation. If the Dissertation is dependent on a major author, the bibliography may be divided into two sections, one for the primary (the major author's) works, the other for the secondary works.

Every item in the bibliography or reference list should contain the following information: (a) the full name of the author or editor; (b) the exact title of the work as it appears on the title page; (c) the name of the translator, if there is one; and, (d) the place, publisher, and date of publication.

The order of these items will vary according to the choice between bibliography and reference list for citations.

Bibliographic citations for electronic media should include: author's last name, author's first name, article title (in quotation marks), title of complete work, name of site, date, URL address or location, and date of your visit to the site. It might look like this:

Thomas Paine, *Rights of Man: Being an Answer to Mr. Burke's Attack on the French Revolution, Part 1*, ed. Moncure Daniel Conway, (London: G.P. Putnam, 1894), Google Books, <http://books.google.com/books?id=GrYBAAAAYAAJ> (accessed November 16, 2009).

Thomas Paine, *Common Sense, Rights of Man and Other Essential Writings of Thomas Paine* (New York: Signet Classics, 2007), Kindle edition. (accessed May 3, 2006).

4. Font size should be 12 pt Times New Roman throughout the Dissertation, with the exception of the footnotes, which may be 10 pt Times New Roman.
5. Follow Turabian concerning page numbers (pagination). Center numbering of preliminary pages (lower case roman numerals) at the foot of the page, three-fourths of an inch from bottom edge. In the body of the Dissertation, number with Arabic numerals flush right top of page, three-fourths of an inch from the top edge. On pages with major headings, place the number at the foot of the page, centered, three-fourths of an inch from bottom edge.
6. Do not justify the right margin. Only the left margin should be justified.
7. Use spell-check and grammar-check programs to ensure accuracy.

8. Boldface and italics should be used rarely and are not necessary. Boldface may be used in headings only. Italics are to be used only for foreign words, book titles, and journal titles. Alternatively, book titles may be underlined without italics.
9. To emphasize words or phrases within the text, underline the word or phrase. Do not italicize. Do not use boldface. Do not use all capitals.
10. In spacing footnotes at the bottom of the page, give double space between each complete footnote. But, within the footnote itself, use single space. (As in Turabian.)
11. This is an objective piece of research. If possible, construct your sentences to avoid references to yourself or use such references very sparingly. Consult your advisor if you need to make an exception to this rule (e.g. in the use of case studies). Or, you may refer to yourself in the third person (e.g.: The author subscribes to the theory that...)
12. Should the confidentiality of persons or groups needs protection, you may change the names and say so early in the text, or, refer to “Mr. A” and “Ms. B”.
13. The student is responsible for obtaining written permission to include any materials, artwork, maps, music, etc. from published sources, or verbal material from interviews, questionnaires, surveys, sermons, etc. cited in the Dissertation. The advisor will help in deciding when permissions are necessary. The student is responsible for paying for any permission fees that may be incurred. As the author of the manuscript, you will be asked to certify that any previously copyrighted material used in your work, beyond “fair use,” is with the written permission of the copyright owner. Please refer to *Copyright Law and Graduate Research: New Media, New Rights and Your New Dissertation* by Dr. Kenneth Crews. This booklet is available at no charge From UMI. Visit the website at www.umi.com/go/copyrightlaw for the latest digital version.
14. The list of your supervisory committee members may be in the form of a brief Acknowledgement of their help during the process. It should be inserted on a separate unnumbered sheet between the title page and the Table of Contents. Please keep this to a simply worded short paragraph. No other acknowledgments are appropriate. Nor are dedications permitted. There is no Preface. (Save all of those for your first published book!)

Research on Human Subjects

While some library work is necessary to provide a context for the research (establishing the depth and breadth of information available on the topic), in some cases dissertations that require field work on human subjects, or sociological data gathering and analysis. Each of these means requires careful attention to methodology. The methodology should "fit" the purpose of the inquiry. Consider the quantifiable and qualitative procedures that may be appropriate. All instruments used in collecting data must be approved by the Advisor in advance of their use. Specialists in data analysis may need to be consulted in advance and during the process of arriving at “findings.” Because of the need to undertake research on human subjects candidates should consult the **Lutheran Theological Seminary at Philadelphia Protocols Regarding Human Subject in Research** below.

Protocols Regarding Human Subject in Research

Lutheran Theological Seminary at Philadelphia, in conformity with "The Common Rule" guidelines established by the U.S. government Office of Human Research Protections and general practice in academic research, requires all research that is formally conducted under Seminary auspices be reviewed to protect human subjects and minimize potential risks or harm.* In order to do so the faculty has established an institutional review board and an institutional review process.

Research requiring review includes the following:

- Research involving human subjects in which there is a potential for more than minimal risk of harm to the subject. As defined in the Common Rule, minimal risk "means that the probability and magnitude of harm or discomfort anticipated in the research are *not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*"[†] It is up to the review board to determine whether risks involved exceed this definition, and if so, whether sufficient procedures are in place concerning informed consent and referrals in case of harm.
- Research that falls within the content and methods of the social sciences (including pastoral care, psychology, sociology, anthropology), and research investigating human subjects' subjective experiences or feelings about issues normally considered private or confidential, such as sexuality, addiction, boundary violations, conflict, or violence requires review.
- Research involving subjects who are not competent to evaluate the risks and benefits of participation themselves, including minors or people with cognitive disabilities, must be reviewed. All legal requirements for working with such persons, including directives by the Department of Corrections, must be followed.
- Research in which dual roles may be present between the researcher and the subject(s), such as using students, employees, or counseling clients as research participants.

Examples of research requiring review include:

- Faculty assigning a research project to students that requires the students to have interactions (interviews, small group projects in congregations, etc.) involving human subjects' subjective experiences or feelings, as described above, especially when it entails feeding back or incorporating the information gathered into papers, presentations or class discussion.

* The Common Rule, formally titled "Protection of Human Subjects" is part 46 of Title 45 of the Code of Federal Regulations ("45 CFR 46"). See also American Association of University Professors, "Protecting Human Beings: Institutional Review Boards and Social Science Research," <http://www.aaup.org/statements/Redbook/repirb.htm>.

[†] 45 CFR 46.102.h.i, cited in AAUP.

- Holding small group discussion formats for learning in a congregational context that entail disclosure of private information of a sensitive nature, where the subjects could easily or readily be identified
- Research on specific issues of recent conflict in congregational life or in other organizations, when the actors are readily identified or identifiable
- Research that has the potential for causing harm or inciting further conflict in congregations or in the wider community

Research not requiring review includes the following:

- Research solely for internal institutional use (e.g., course evaluations or institutional self-study)
- Research for a classroom project that does not involve outside participants and is not disseminated publicly or part of a permanent data base
- Archival or historical research, as long as the subjects are no longer living, are not identifiable, and/or no living heirs of the subjects would be caused any harm by dissemination of the research.
- Research in education settings on instructional techniques, curricula, or classroom-management methods
- Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior, unless the subject can be identified and disclosure of the subjects' responses could put the individual at risk of criminal or civil liability or could damage the subject's financial standing, employability, or reputation
- Research conducted by Doctor of Ministry students in their ministerial sites in conjunction with demonstration projects that does not reveal confidential information, does not identify individual subjects or participants, and does not carry any potential risk of harm
- Research in other settings that would not reasonably created distress or harm and involves only anonymous questionnaires or public observations
- Research involving elected or appointed officials or candidates for public office
- Research using existing data, documents, or records, as long as these resources are publicly available or the human subject cannot be identified
- Research of public benefit or service programs

- Research that does not place participants in a criminal or civil liability or damage their financial standing, employability, or reputation
- Research related to organization effectiveness in organizational settings for which there is no risk to participants' employability

Examples of research where review is not required include:

- Scholarly review of literature, including other published social scientific research and social scientific data that is made available to researchers
- Archival historical research such as church records or public archives. Most archives restrict access to certain materials, and many require permission to cite or use material from persons who have died within the last 50 years. Research must conform to the rules of the particular archive or institutional body.
- Research that is part of a Doctor of Ministry project that engages subjects on a general level, without identification of specific persons and without reasonable potential for harm, such as evaluating responses to a program or project through instruments that maintain anonymity, assessing responses to a new curriculum, or holding a focus-group to evaluate liturgical changes in the church.

Potential risks that must be considered in a review include those of a physical, psychological, social, economic, or legal nature.

The review process must seek to evaluate risks and benefits that result to participants and the wider community from the immediate research

Confidentiality is presumed and must be maintained in all research unless the investigator obtains the express permission of the subject to do otherwise. Risks from breach of confidentiality include invasion of privacy, as well as the social, economic and legal risks outlined above. Loss of confidentiality is the most common type of risk encountered in social and behavioral science research

Deception is generally to be avoided in research and may only be used if there is no other way to reasonably obtain the data, the risk of harm is minimal, the knowledge sought is important enough to justify deception, and an appropriate procedure is proposed for debriefing of subjects after the conclusion of the research.

Proceedings for Review of Research

Any faculty, staff or student who proposes to conduct or oversee research on human subjects under the auspices of the seminary, for a seminary-approved grant, or for seminary course credit, must submit her or his research designs for approval.

- An individual student should apply for review after having sought and received approval for his or her research proposal with the faculty Advisor involved in overseeing the project, and before actually beginning the research project. Doctor of Ministry students must receive approval as part of the overall proposal approval process, prior to beginning the demonstration project.

- A faculty member should submit a research proposal for review before submitting a proposal to a potential funding source, outside agency, or publisher
- A faculty member should submit a proposal on behalf of her or his students in the case of a class assignment or project before distributing the syllabus if the assignment is identical for each student. In the case of such class assignments, the faculty person monitors and maintains responsibility for the potential risks to research subjects. Approval applies to subsequent years of the course assignment, as long as no significant changes were made.
- Any substantive changes in project design or research instruments that are made after initial approval has been granted must be submitted for re-approval

Approval is made in light of the following criteria:

- The value of the research project for the overall advancement of knowledge. Validity of research design, methodology, and sampling is determined by weighing the value of the proposed research against any possible risk to participants.
- Credentials of the investigator or plan for student supervision
- Selection of subjects and competency to consent
- Voluntary informed consent/assent and confidentiality
- Plans for dissemination of the data

Risk/Benefit assessment should including weighing of potential harm, use of deception if any, and steps to be taken to minimize risk and care for subjects.

The Review Board

An Internal Review Board (IRB) will be constituted annually by the faculty as one of its regular standing committees, with members of the committee being permitted to serve continuously. The board will normally include representatives from the tenured and non-tenured faculty, administration and student body . At least one shall have documented training and/or documented expertise in research methods involving human subjects.

The Review Board will meet monthly or as needed to review proposals. Proposals may be submitted in writing or by email in a timely fashion to allow adequate consideration by the board. In the case of Doctor of Ministry proposals that require review, candidates may submit the proposal research components and receive tentative approval prior to completion of the final proposal, but the board must review the final proposal with the research components included.

The Rreview Board may approve any proposal as submitted, require revision and re-submission of the proposal, or reject the proposal. Approval must be in writing, and delivered

in a timely fashion to the individual proposing to undertake the research. In the case of revisions or rejections, the board will provide a written statement to the faculty member or student detailing the reasons for rejection.

The Review Board will maintain records of all its deliberations and will report these to the full faculty at its regular meetings.

The faculty or student conducting the research will be responsible for maintaining all supporting documentation related to the research, including:

- Documented approval of the research proposal
- Signed consent forms
- Any further documentation related to the research of human subjects, including field notes or other reports

In the case where oral interviews are included as a component of research, consent forms must be used. Where possible the researcher is to electronically or otherwise record the conversations and transcribe the interview, and to submit a copy of the transcription to the human subject who was interviewed for her or his signed approval.

In the case of small group discussions or other situations where approval of actual conversations is not possible to obtain following the fact, the researcher is to take notes and sign and date them, and to make them available to faculty Advisor or members of the review board for inspection if requested.

Researchers are expected to maintain supporting documentation for seven years following completion of their research projects.

Faculty Minutes, April 11, 2006

GRADUATE SCHOOL POLICIES

Computer Literacy and Ownership

In order to ensure that all students are capable of utilizing the enhanced technologies that are incorporated into all of the seminary's courses, as well as to facilitate communications with students through email communications, the Student Henry Database and Moodle course sites, it is a requirement of students matriculating at LTSP that they have regular access to appropriately equipped computers and that they utilize their LTSP email account. (See: <http://ltsp.edu/computer-policies>.)

Course Dates: Beginning and Concluding

Each course within the eight course units of coursework shall have designated beginning and concluding dates. In the case of independent study courses such dates shall normally coincide with LTSP semester dates and will be designated by the student in a proposal to the Director of Graduate Studies, submitted in advance of undertaking the course. (See **Independent Studies**.) After approval of the course as proposed the dates provided shall constitute boundaries for the calculation of fee refunds in the case of early withdrawal as outlined in the LTSP Catalog.

Registration Changes and Late Registration

After the announced registration deadline (end of Orientation for first year students), students may change registrations (drop, add, change credit-to-audit or vice-versa) through the late registration (drop/add) period. There is no fee for such changes, and courses dropped in this period incur no tuition charge. This period ends at the close of the first week of standard semester courses. Termination of study in a registered course after the late registration (drop/add) period no longer constitutes a drop, but a withdrawal (see below). A student filing his/her initial registration after the announced deadline will be assessed a late registration fee.

Withdrawal from Courses

Following the "Late Registration/Change Deadline" each term, any course for which a student has registered will remain on the student's permanent record. A student may request the Dean to permit him/her to withdraw from a course without prejudice up to the mid-point of the term. Withdrawal by the mid-point is recorded on the transcript as a "W" and is not included in calculation of the grade-point average. Withdrawal from a course after the mid-point of a term shall be recorded as an "F" (failure), unless the student has a passing record in that course and the Dean permits the course to be recorded as an "audit." The mid-point of each term is specified in the official calendar of the Seminary as published in the specific term supplements of The Catalog.

Note that any withdrawal will seriously affect a student's PhD progress and timetable in the PhD program, and should only be entertained in the event of serious illness.

Extensions for Coursework

At LTSP, each instructor is entitled to formulate his/her own policy regarding whether or not extensions will be granted for outstanding coursework, under what conditions, and for how long. However, for extensions longer than two weeks after the end of the term, the student is to complete a “Extension Request” Form (found on the Registrar’s page of the website). This form, with all requested information provided, must be submitted no later than two weeks after the end of the term, or the request will not be honored. Both instructor and student are to agree upon a reasonable new course completion date, *ordinarily not to exceed three months beyond the end of the term*, except in cases of extreme hardship. In no cases will coursework be accepted after more than a year has passed.

However, since the first year evaluation cannot take place for PhD students until all first year course grades have been handed in to the registrar, the student will not receive permission of the faculty to proceed to the second year of study if he or she has any extensions, nor will any LTSP scholarships or grants be applicable until all first-year grades are submitted and found to fulfill the required GPA. Likewise, the student will not receive candidacy after the comprehensive examinations unless all grades have been recorded and progress is deemed satisfactory. Therefore, it will be advisable not to take extensions in any courses unless in extreme circumstances, such as severe illness.

Note: Other institutions will have their own policies on extensions. Check policies at each institution where you take “outside courses”.

Coursework Beyond Residency

The program does not allow for additional coursework beyond the two-year period of residency. Should the student desire to take further coursework after the period of residency, he or she will be responsible for all fees at LTSP and at other institutions.

Non-Matriculant Study

Only students already matriculated in PhD or ThD programs at other accredited institutions will be permitted to take PhD courses at LTSP.

Policies for Course Papers

A total of 40–50 pages of writing per course/seminar will be expected for PhD course/seminar credit, and at least 15 sources in the Bibliography.

It is the responsibility of the student to keep copies of all course papers.

Each faculty member may decide whether or not to accept on-line or electronic submissions of course assignments. Students who submit papers by email may receive comments from the instructor by email. It is not the Seminary’s responsibility to print hard copies of papers. It is the student’s responsibility to submit work on time and in a form readable by the instructor. A paper that arrives late or in unreadable form will be considered late for grading purposes. (Consult the instructor to ensure that you use a platform that will be readable by the instructor.)

Grade Requirements for the Degree

The grading system for the PhD program is A, A-, B+, B, B-, and C. No more than one C will be allowed in a program.

A = outstanding
A- = excellent
B+ = very good
B = good
B- = fair
C = pass

In the advanced-level programs (STM, DMin and General Studies) F designates failure, which requires the taking of equivalent course work. However, any F continues to remain part of the transcript and will be counted in the GPA.

LTSP Email Account, Henry Student Database, and Moodle

Upon matriculation into the PhD Program students will be given a username and password for their LTSP email, Henry Student Database and course Moodle Site. These interfaces will be the primary method of communication between the seminary and the student, which will include notification of seminary policies, news, student registration information, course grades, and course modules. It is the student's responsibility to maintain these accounts. (To route the LTSP email account into an already existing email server please go to: <http://ltsp.edu/emailaccounts>.)

Program Extensions

The normal period within which the degree may be earned by full-time study is four years from inception of study (two-year minimum residence; comprehensive exams in summer following second year or in the third year; writing and defense of Dissertation in the rest of the third and in fourth year).

Students are urged to limit employment to no more than 20 hours in the third year and beyond so that they can focus on preparing for the comprehensive examinations and writing the Dissertation.

The student's advisor must annually give approval for continuation beyond the fourth year, and for this purpose the student must give evidence to the advisor of continued active work on the Dissertation.

The maximum period within which the degree may be earned is eight years from inception of study. Under no circumstances will extensions be granted beyond the eight-year limit.

In the case of severe and extended illness, the student should petition the faculty for a one-year leave of absence, which will not be counted in the eight-year limit. No more than two such leaves may be granted, each consisting of one academic year or part thereof.

Plagiarism Policy

God's good creation is constituted by richly interdependent diversity (Gen. 1). God's creatures praise their maker precisely in lifting up their diverse voices (Ps. 150). As witness to the eschatological ingathering of all God's people, the church depends upon the diverse gifts that the Spirit apportions to the different members of the community (1 Cor. 12). The recognition and cultivation of these gifts is essential to the health of the community.

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly the unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity and therefore has no place in the Christian community.

On this basis, the seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

A. Quotations = Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

B. Paraphrasing = Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

C. Ideas = Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

D. Bibliography = All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community.

1) Multiple submission: Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2) False citation: The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3) Submission of work done by someone else, either with or without that person's knowledge.

Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism.

Should an instructor ascertain that plagiarism has been committed, the instructor will first consult with the student and the Dean before making a determination of the penalty. The first offense of plagiarism will be penalized either by the failure of the assignment (in the case of a minor assignment) or by the failure of the course (in the case of a major assignment). In addition, in the case of plagiarism on a major assignment, the failure of the course will also lead to the student being placed on academic probation for the next semester of study. A second offense will normally be penalized by dismissal from the seminary.

[Adopted June 1999, revised April 2004, LTSP Faculty. Significant portions of the above descriptions of aspects of plagiarism and related offenses against the community are taken from Princeton University Rights, Rules, Responsibilities 1990 Edition (Princeton University, Princeton, New Jersey). The final paragraph is taken from the Wartburg Theological Seminary Student Handbook. Acknowledgment is gratefully made to Princeton University and Wartburg Theological Seminary for permission to use this material.]

Student Complaint and Grievance Procedure

The following procedure is to be followed by a student who wishes to formally pursue a complaint against a member of the faculty regarding any matter that adversely affects academic course work or conditions conducive to learning, unless the complaint is one of sexual harassment, in which case the procedure described in the Seminary's "Policy Concerning Sexual Harassment" shall be followed.

1. It is the intention of the Seminary to resolve grievances informally by consultation, if possible. Therefore the aggrieved student shall first approach the faculty member directly, explain the disagreement, and try to resolve it in a mutually satisfactory way. If the student wishes, he/she may ask another faculty member or Student Service staff for assistance in arranging such a meeting and facilitating discussion with the faculty member with whom he/she has a complaint. Such assistance may be sought from his/her faculty advisor, unless the faculty advisor is a party to the grievance. However, the student or the faculty member may resort to any other faculty member that he/she may deem helpful.
2. If the dispute cannot be resolved by such informal consultation, the aggrieved student may take the second step of filing a formal written complaint with the Dean. The complaint shall describe both the incident(s) that precipitated the grievance and the unsuccessful attempt to resolve it informally, and shall be filed no later than thirty days after the incident that precipitated the grievance with a copy to the faculty member concerned. If the faculty member in question is the Dean, the complaint shall be filed with the President. The Dean/President shall promptly refer the matter to the Area Chair of the faculty member involved in the dispute (or to a senior professor of the Area, if the Area Chair is involved) to arrange a meeting of both parties to review the complaint and examine the relevant information. Such a meeting shall be arranged within ten days of the filing of the formal complaint. The Area Chair/Professor shall attempt to reconcile the dispute in a mutually satisfactory way, or may decide the case in accord with any of the policies stated in the Faculty Handbook/Student Handbook or any customary practice that may apply.
3. If no mutually satisfactory resolution is reached, or if the Area Chair/Professor has made a decision, to which either party objects, the student or the faculty member may take the third step of requesting a hearing from the Dean. If the faculty member in question is the Dean, the request shall be filed with the President. The request shall be made in writing and addressed to the Dean/President. The Dean/President shall conduct a hearing involving both parties to resolve the issue or render a decision. The Dean/President may solicit the assistance of professional counselors, mediators or appropriate faculty members in arriving at a decision on the dispute. The decision of the Dean/President, which shall be rendered within ten days of the formal hearing, is final, subject to any appeal to the Executive Committee of the Board of Trustees.

FINANCES

Charges and Fees

Application fee (non-refundable)
Tuition fees for coursework in first two years
Seminary services fees
Health Insurance fee (see below)
Continuation fee (per year) beyond residency while doing exams and writing
Dissertation
Dissertation Fee (applied upon submission of the Dissertation Proposal)
Graduation fee

Note: Fees for courses taken at other institutions beyond the three courses designated in the program and outside the official LTSP Exchange Programs, taken either for transfer credit or for independent study, are the responsibility of the student or are paid directly to the institutions at which the courses are taken.

Additional advisory costs for the Dissertation beyond the guidance of the student's advisory committee (if any) are the responsibility of the student.

Dissertation research in the United States or overseas (if any) is the responsibility of the student. If overseas research is desired, the student is encouraged early in the program to consult with his/her advisor for approval and to seek outside grant/s.

Room and boards during periods of residence, travel, books, supplies, etc., are additional.

Health insurance fees are mandatory for any student enrolled more than half-time, and for any student (full or half time) living on campus. Students may submit a request to waive this fee providing they provide proof of insurance through another source.

Ways to Finance the Program

The PhD Handbook provides guidance on seeking scholarships/awards and ways to earn money during the program. On- or off-campus work in the first two years of the program (residency) should be limited to 15 hours per week. Students from other countries who do not have visas that permit them to work off-campus must determine beforehand that they have sufficient funding to complete the program; on-campus work is extremely limited and financial grants are few.

Some outside dissertation fellowships are due in the winter and require you to have completed your comprehensive examinations by this submission date. Please check the requirements of these dissertation fellowships and plan your program accordingly.

Financial Aid During Writing Status

For purposes of establishing fulltime or part-time status for financial aid and health insurance purposes beyond Residency, the following guidelines are provided:

- The PhD student's third year is considered full-time, as the student will be studying for Comprehensive exams and developing the Dissertation proposal.
- During the fourth and subsequent years of the program a PhD candidate may declare one full academic year as full time or three academic years as part-time.

Students must submit a **Financial Aid Status During the Writing Phase** form each year to the Graduate Studies Office. The form can be found at <http://ltsp.edu/PhD>. One signed hard copy should be turned into the Graduate Studies Office, who will notify the Financial Aid Office.

Please note: students who are writing full-time will need to take responsibility for contacting the seminary to enroll for healthcare insurance, if they desire it.

Financial Hold

PhD students on financial hold (i.e. account is not current) whose Advisor cannot vouch for the student's being active in the program for two full academic years will be removed from the roll; they can reapply for admission after clearing their student account.

APPENDICES

APPENDIX A

THE COVER PAGE

The sample is printed on the second page following.

The cover page must conform exactly to the example which is printed on the first page following. Notice the margins required, the use of upper and lower case, the spacing, and the date (month and year of commencement, e.g. May, 2010).

APPENDIX B

DISSERTATION REGISTRATION FORM

The form is printed on the third page following. Use this form in submitting the project proposal. See section IV.C.2 above for details.

APPENDIX C

RELEASE FORM

[Library Circulation]

An unpublished manuscript is protected under U.S. Copyright Law against unauthorized use and thereby illegally gotten gain. Should there be interest in "publishing" your scholarship by printing, multiple photocopies, or microfilming, it will remain the responsibility of the party publishing to obtain your permission and make any other necessary arrangements.

However, for the sake of sharing your scholarship, this Seminary wishes to make available for library circulation one copy of your project document. In order that you know this to be the situation we request that you sign the release printed on the fourth page following, and file that release with the final archival copies of the project document.

THE FOLLOWING FORMS ARE AVAILABLE AT <http://ltsp.edu/PhD>

TEACHING ASSISTANCE AGREEMENT FORM
ECCLESIASTICAL TEACHING AGREEMENT FORM
COMPREHENSIVE EXAMINATION PANEL FORM
STATUS DURING THE WRITING PHASE
DISSERTATION PANEL ACTION FORM

1"

(TITLE HERE IN CAPS)

[7-9 *Single lines*]

3"

A DISSERTATION SUBMITTED BY

[6 *Single lines*]

(Your Name)

5"

TO THE FACULTY OF

2"

THE LUTHERAN THEOLOGICAL SEMINARY AT PHILADELPHIA

1.5"

in partial fulfillment of the requirements for the

degree of

[4 *Single lines*]

DOCTOR OF PHILOSOPHY

[5 *Single lines*]

(date: use month and year only)

2"

RELEASE FORM

[Library Circulation]

[Please print your name and the document title.]

AUTHOR:

DOCUMENT TITLE:

By my signature below I attest that I understand that a copy of my PhD Dissertation document will be placed in the circulating collection of the Krauth Memorial Library for the purpose of sharing this scholarship with interested readers. I understand that, other than the photocopying of small portions for scholarly study by individuals, any copying by photocopy or microfilm, or any other publication of my work, is not be undertaken unless I have first given written permission. This release is not to be construed as waiving my rights to the copyright protection of this work under the provision for unpublished manuscripts or any other provision of copyright law.

[Signature]

[Date]

