



**THE LUTHERAN THEOLOGICAL SEMINARY  
at PHILADELPHIA**

**MASTER OF SACRED THEOLOGY MANUAL  
POLICIES AND PROCEDURES**

*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.*

Revised 2013

Accredited by the Association of Theological Schools (ATS)  
in the United States and Canada

The Commission on Accrediting

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## PROGRAM GOALS

The Master of Sacred Theology (STM) is an advanced academic degree that enables men and women to continue their studies beyond a basic level degree in divinity (MDiv or other first graduate theological degree that provides equivalent theological background and evidence of aptitude for advanced theological study). It presupposes both the completion of a first professional degree and willingness to attend to serious theological study at an advanced level.

The **purpose of the degree** is to provide a more advanced mastery of one area or discipline of theological study than is normally provided at the basic degree level. Candidates for the STM degree are to:

1. Develop an advanced understanding of a focused area or discipline in the context of general theological study;
2. Use research methods and resources in the discipline;
3. Develop the ability to formulate productive questions;
4. Express their learnings in clearly articulated written and oral forms of expression;
5. Engage in scholarly conversation with peers in advanced programs.<sup>1</sup>

Persons pursue the degree for a variety of reasons: as a preparation for further study at the PhD level; as a preparation for some forms of teaching; for the scholarly enhancement of ministerial practice; or for disciplined reflection on a specialized function of ministry.

Admission to the program of studies requires the completion of the MDiv, MAR, MAPL or their educational equivalents, or may be entered into many years later. The degree may be pursued on a full-time residential basis or on a part-time basis.

This Manual describes policies and procedures currently in effect\* in the Master of Sacred Theology 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 if any changes have been made since you entered the program. When used, the title “Dean” refers to the Dean of the Seminary.

In addition to this Manual, please check the <i>LTSP Catalog</i> for all other seminary policies and procedures.
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<sup>1</sup> The LTSP STM Goals align with the ATS STM Program Standards (ATS I.1.2.1).

## **ADMINISTRATION**

Authorization to confer the Master of Sacred Theology 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 Philadelphia, the STM program functions under the direction of the Faculty Education Council. The Dean and the 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) appointment of Advisor and supervisory committees or evaluation panels, and (3) final evaluation of candidate's work and recommendation to Board of Trustees for the conferral of the degree.

## **STUDENT LEARNING ASSESSMENT**

LTSP is committed to providing opportunities to assess the effectiveness of its teaching and student learning. Student learning in the STM Program will be measured against the LTSP Mission Statement, the STM Program Goals and the Learning Outcomes (MSCHE 14) with four artifacts collected throughout the duration of in the program:

- 1 A Thesis Proposal undertaken with the Advisor; and
- 2 An Oral Defense Report of the Thesis; OR
- 3 For Non-Thesis Track Students an Oral Integrative Examination Report; and
- 4 A student final self-evaluation undertaken after successful submission of the Archival Copies of the STM Thesis or Oral Integrative Examination.

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

## **STM PROGRAM ASSESSMENT**

At the end of each academic year, the Director of Graduate Studies, in partnership with the Director of Institutional Assessment, will utilize the following data (which includes both direct and indirect evaluation) for the purpose of assessing the effectiveness of the STM Program based upon the stated LTSP Master of Sacred Theology Program Goals (ATS E.1.4; MSCHE 11)

1. STM Intake Questionnaires
2. STM Graduating Questionnaires
3. Course assessments
4. Oral Integrative Examination Report
5. Thesis Proposal Report
6. Thesis Evaluations Report
7. ATS Graduating Student Questionnaire

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

## **LTSP MISSION STATEMENT AND PROGRAM LEARNING OUTCOMES<sup>2</sup>**

With the above program goals in mind, LTSP expects that graduates of the DMin 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

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<sup>2</sup> ATS I.1.3; MSCHE 11

## **ADMISSION TO THE STM PROGRAM**

Admission to the Master of Sacred Theology program, according to ATS standards, “shall require the MDiv, or first graduate theological degree providing equivalent theological background, or its educational equivalent, and evidence of aptitude for advanced theological study.” Specific admission requirements (policy and procedures) are outlined below.

Admission is on a “rolling admissions” basis. Applicants may apply at <http://ltsp.edu/application-advanced-level-degrees>. Requirements for the admission file will include the application, transcripts, references, and a “statement of purpose.” Applicants should be as specific as possible regarding the theological discipline they wish to engage.

Upon receipt of the electronic application an active file will be opened. Once the file is completed, the Admissions Committee will review the file and make a decision.

### **Admission Requirements**

Prerequisites for admission into the program shall include the following:

1. The completion of the first professional degree –MDiv or other first graduate theological degree from an accredited theological school.
2. Normally, graduation with a grade point average of 3.0 (B) or better in the MDiv or other first graduate theological degree.
3. Normally, the completion of a bachelor’s degree or equivalent from a fully accredited college.

Upon acceptance, the applicant will receive notice of acceptance and a commitment form via email. Successful applicants will have 30 days to return the commitment form. Following this, students will receive a “Welcome letter” and be assigned an Advisor. Candidate are expected to contact their Advisor as soon as possible to discuss their expected program and proposed courses.

### **ENGLISH LANGUAGE TESTS**

Those applicants whose original language is not English and/or whose previous instruction is not in English must take the Test of English as a Foreign Language (TOEFL), including the Test of Written English (TWE), administered by the Educational Testing Service (<http://www.ets.org/toefl>). The student should also submit a letter of recommendation from a professor (or other person who knows the student’s academic writing) 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 advanced level degrees. Note: TOEFL and TWE tests must have been taken within two years of the student’s application to LTSP.

## NON-MATRICULANTS

A prospective applicant may register as a non-matriculant and complete up to two courses for credit before being admitted to the graduate school. The number of courses taken by a student who has not matriculated will be limited to two, except in the case of persons who have been admitted to advanced level degree programs in other accredited institutions. Non-Matriculants must follow the procedures as outlined on the "[Non-Matriculant or Auditor Registration Page](#)" of the website.

## **THE STM PROGRAM: AN OVERVIEW**

There are two forms of the STM degree at LTSP. Students make an initial selection at the time of matriculation, but the initial selection may be revised at any time by agreement with the Advisor.

### **STM With Thesis**

The STM with thesis consists of eight course units\* in advanced program courses (at LTSP these would be STM/DMin or STM/PhD courses) plus a thesis. At least four of the course units and the thesis must be in the Major area of study, including:

Anglican Studies, Bible, Christian Education, Church History, Church and Society, Congregational Dynamics (with a focus on stewardship, evangelism, or administration), Homiletics, Inter-faith Studies, Liturgy/Worship, Lutheran Studies, Pastoral Care, Theology, and World Christianity (with a focus on history, missions, or theology).

Persons who intend to go on to PhD studies are advised to take the STM With Thesis track. The thesis is an excellent experience in sustained academic research and writing, which will be preparation for the longer doctoral dissertation work.

Guidelines for the Thesis are below (See **“Detailed Guide to Preparation of the Thesis”**).

### **STM With Oral Integrative Examination** (without Thesis)

The STM with oral integrative exam consists of ten course units\* in advanced program courses (at LTSP these would be STM/DMin or STM/PhD courses) plus an oral integrative examination that draws together the learnings in the Major area of study. At least five of the courses must be in the Major area of study, as listed above.

The oral integrative examination may be taken at any time after the completion of the five course units in the Major area of study or in the final semester of study.

The Guidelines for the Oral Integrative Examination are below (See **“Oral Integrative Examination”**).

\* A course unit means one full-course (3 or more hours). “Course units” includes independent studies (See **“Independent Studies”**). For full listing of course offerings in any year, consult the LTSP catalogue and Advanced Level Degrees brochure.

## **Duration of the Program**

The duration of the program will vary with each candidate, depending on whether study is full-time or part-time, the scope of the candidate's professional responsibilities (if any), and the pace of progress toward the stated goals of the program. However, the program shall be completed in no less than one year and no more than six.

Students can rarely expect to complete the degree in a nine-month academic year. Full-time students who hope to complete the work in one calendar year should expect to use at least the summer to complete course work or write the thesis.

## **THE MAJOR FIELD**

Candidates must enroll in 8 (thesis track) or 10 (non-thesis track) 3-hour courses of study. At least half of the courses (4 for thesis track, 5 for non-thesis track) must be in one of the following Major fields:

Anglican Studies, Bible, Christian Education, Church History, Church and Society, Congregational Dynamics (with a focus on stewardship, evangelism, or administration), Homiletics, Inter-faith Studies, Liturgy/Worship, Lutheran Studies, Pastoral Care, Theology, and World Christianity (with a focus on history, missions, or theology).

Occasionally, the Major may include two fields, but the student needs to consider this possibility very carefully indeed to ensure that a suitable thesis or integrative exam will be viable. Normally, such an inter-field Major will be approved only when the fields are clearly related. For example, "Preaching the New Testament" would warrant a panel comprised of faculty members from the homiletics and biblical fields. The thesis or oral examination then must include both fields also. Should a student change direction and plan a thesis or oral integrative exam in only one of the fields, then, additional coursework must be done in that field so that the requirement of the Major is met.

## **STM FOLLOWED IMMEDIATELY BY DMIN**

Students who know from the beginning or early in their program that they want to do both an STM and a DMin at LTSP should bear in mind the following so that they can proceed as smoothly as possible from one degree to the next.

1. A student who wishes to pursue both DMin and STM degrees at LTSP should indicate this desire to the Director of Graduate Studies and to the Registrar so that they may work with the student to ensure that the requirements for both degrees are met as expeditiously as possible. While the student can only be matriculated in only one degree program, nevertheless guidance can be given that will help in planning the second degree while working on the first. (The degrees will be done sequentially, not concurrently, so that the student can take advantage of the 6-year limit on each degree.)
2. The student will be required to submit the requisite DMin application (including one academic, one peer, and one ecclesiastical reference). No application fee will be required, however. It is important that in the “statement of purpose” the student articulate why he/she wishes to pursue an advanced academic degree, in addition to the previous advanced professional degree.
3. Students may begin a second advanced level Professional degree (DMin) at LTSP as soon as all requirements are met for the first advanced level Academic degree (STM) at LTSP. That is, they may begin work towards the second degree even if graduation and the conferring of the first advanced degree have not yet formally taken place.
4. Up to three courses of a conferred STM degree (from LTSP) will count towards a DMin, providing the three courses must have been taken at least three years after completion of the MDiv degree (or equivalent).

The number of courses from a previously conferred degree STM degree at LTSP, and/or from transfer credits, and/or from advanced standing can total no more than three units. This means that a student who first completes the STM must take at LTSP five courses, two colloquia, an on-site visit, achieve Candidacy, and complete the T in Ministry in order to complete the DMin degree.

The exception to this rule is that up to four courses will be transferable from previous graduate coursework or conferred degree at one of the Eastern Cluster Seminaries, leaving only four courses to be taken for the DMin Program.

5. Normally, courses taken during the STM and transferred over to the DMin program will be considered as “electives” and will not count toward the DMin Focus.

Graduate Studies Committee, Nov. 15, 2010

## **ADVANCED GRADUATE CERTIFICATE**

The Advanced Graduate Certificate is designed to follow the first theological degree (MAR or MDiv), and to enable the candidate to engage in serious study at an advanced level. It may be undertaken as a step toward either the Master of Sacred Theology or the Doctor of Ministry degrees, or on its own accord. The AGC may be appropriate for Military Chaplains who require certification in specialized fields of study.

### **Description**

1. The certificate requires completion of 8 STM/DMin level courses with a GPA of at least 2.75 in a 4.0 scale.
2. AGC students may designate their area of Major if they wish to receive recognition for a particular Specialization.

### **Length**

3. Courses may be taken over a six-year period.

### **Admission Requirements**

4. AGC applicants must have a baccalaureate degree from a fully accredited college and either a Master of Divinity degree or a Master of Arts in Religion degree or equivalent from a fully accredited seminary or divinity school. The GPA on the MDiv or MAR degrees must be 3.0 or higher.

### **Relation to Doctor of Ministry (DMin) and Master of Sacred Theology (STM) Degrees**

5. Persons may apply either to the DMin or STM programs upon the conclusion of their Advanced Graduate Certificate Program. (The student should bear in mind that the maximum length of the DMin and of the STM programs is six years per degree program, which includes the additional degree work, outlined below. Annual extensions beyond six years require permission of the faculty and payment of an extension fee.
6. Only students with a GPA of 3.0 in the AGC are able to apply for the DMin or STM program.

### **Those students who intend to apply to the STM Program following the AGC should keep the following in mind:**

1. AGC courses may count toward the STM Major. Since the STM requires four or five courses in the Major area, it is wise to plan ahead and to take those Major courses as part of the eight courses of the AGC.
2. AGC/DMin students may take STM/DMin courses. They are not permitted to take PhD seminars or PhD/STM courses.
3. Students who first do the AGC and then the STM will have a total of six years to complete each program, as each program is done sequentially. However, only courses taken within ten years of the inception of study will be applied to the STM.

4. Up to three courses toward the AGC may be transferred from other courses taken at an Eastern Cluster Seminaries. Such courses must be completed at the STM, DMin or similar advanced level with a grade of B or higher (i.e. no MDiv or other basic level courses will be accepted). Courses completed over 10 years previously will not be applied to the certificate.

**Transfer of course credits**

1. Up to three courses toward the AGC may be transferred from other schools that are accredited to offer STM/DMin degree. (However, up to four courses will be transferable from previous graduate coursework at one of the Eastern Cluster Seminaries.)
2. Such courses must be completed at the STM, DMin or similar advanced level with a grade of B or higher. (i.e. no MDiv or other basic level courses will be accepted.) Only courses taken within ten years of the inception of study will be applied to the STM.

## THE ADVISOR AND EVALUATION PANEL

The Advisor shall be nominated to the faculty by the Director of Graduate Studies after indication of possible Major area by the STM registrant and after consultation with the proposed faculty Advisor. This process begins after admission. Notice of approval of Advisor is given by the faculty no later than the end of the semester in which the student enrolls.

If a student is unsure about choice Major, an interim Advisor will be appointed who will guide the student on selection of courses until a Major is clearly designated. Then the student will inform the Director of Graduate Studies of the chosen Major area and, if necessary, the Director of Graduate Studies will recommend to the faculty a change of Advisor.

If an Advisor is “on leave,” “on sabbatical leave,” or leaves the faculty of the school, the need for replacement should be discussed by the candidate with the Director of Graduate Studies.

When appropriate in the program of an **STM With Thesis**, the Director of Graduate Studies in consultation with the Dean will appoint one more faculty member who, together with the Advisor, will form a committee or panel before which the student will defend the thesis. (A third faculty member may be added to the panel at the request of the Advisor to the Director of Graduate Studies.) The panel will be chaired by the Advisor. The panel, after examining the candidate and his/her academic record, as well as the quality of the thesis, will recommend to the faculty whether the candidate shall be approved for the degree.

In the **STM with Integrative Oral Examination**, the candidate shall prepare for examination under the supervision of the faculty Advisor. The examination may be scheduled at any convenient time following the completion of the five courses in the Major area. The candidate shall be examined by the Advisor and one additional member of the faculty appointed by the Director of Graduate Studies in consultation with the Dean. This panel of two, upon satisfactory completion of the oral exam and the completion of all course work with requisite grade point average, will recommend to the faculty whether the candidate shall be approved for the degree. (Please present the S.T.M Oral Integrative Examination” form to your Advisor, which is located in the Appendix.)

In either track, the panel’s meeting with the candidate for oral evaluation of the candidate’s work will be held no later than three weeks prior to the date when the faculty meets to make recommendations to the Board of Trustees for the awarding of the degree in any given year. (Normally this would mean the oral evaluation would be before mid-March, but may be as early as mid-February in some years. Contact the Director of Graduate Studies for the date in any given year.) A recommendation from the panel will go before the faculty for consideration, approval, and recommendation to the Board of Trustees for awarding of the degree.

## COURSEWORK

A candidate should expect to enroll in eight courses of instruction when undertaking a Thesis, or ten courses with an Oral Integrative Exam. A prospective applicant may register as a non-matriculant and complete up to two courses for credit before being admitted to the graduate school. The number of courses taken by a student who has not matriculated will be limited to two, except in the case of persons who have been admitted to advanced level degree programs in other accredited institutions. Non-Matriculants must follow the procedures as outlined on the [“Non-Matriculant or Auditor Registration Page”](#) of the website.

At least five courses of the LTSP STM program must be STM/DMin-level or STM/PhD-level courses offered by LTSP (with the exception of those students transferring four courses from one of the Eastern Cluster seminaries). “Course units” are defined as three credit hours and include the following:

- Semester long courses (either day, evening or weekend)
- Graduate Intensives (offered in October, January and June)
- Distance Education courses
- Independent Studies
- Upgrades (from full-unit courses at the First Theological Level)

For full listing of Advanced Degree course offerings in any year, consult the LTSP catalogue on the [Registrar's Graduate Registration webpage](#) and [the Current and Upcoming Courses](#) on the Advanced Level Degrees web pages for each specific semester or year.

Other courses may include:

1. STM courses at Lutheran Theological Seminary at Gettysburg and Lutheran Theological Southern Seminary-Lenoir Rhyne University;
2. Advanced-level courses (STM, DMin, ThD, or PhD) at other fully accredited seminaries, colleges, or universities;

<p><b>NOTE:</b> For courses to count toward the STM degree they may not have been used for another degree, and only courses done within ten years of completion of the degree are eligible.</p>
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## SEMESTER-LONG COURSES

The Graduate School offers several semester long courses each term. These courses normally meet in one three-hour block one day a week over 14-weeks. Courses are scheduled during the morning, afternoon, evening or Saturdays. Please see the official Registrar’s Bulletin of Semester [Course Schedules](#). The Advanced Level Courses open to DMin students are also open to STM students, except for the *DMin Colloquia* and the *DMin Collegial Seminar*. DMin students are not eligible for any PhD level course.

## GRADUATE INTENSIVES

The Graduate School offers a number of Graduate Intensives throughout the year (October, January, June). These courses normally meet five days consecutively. Students should plan to apply for [Intensive Housing](#) on campus for the week or have suitable nearby accommodations. Requests are due one month prior to the start of your course. Room requests submitted later than this cannot be guaranteed.

Graduate Intensives include both pre-intensive week and post-intensive week requirements. Please see the particular [Intensive Course Prospecti](#) for preparations. It is a student's responsibility to follow all instructions and be fully prepared for the intensive week. On rare occasions where students attend all sessions during the Intensive Course but fail to complete the final course requirements, students may be granted a Retroactive Audit for the course. There will be no refund of tuition or other fees in such cases.

## DISTANCE EDUCATION COURSES

The Graduate School aims to offer 3-4 Distance Education courses each year. Students who wish to register for these courses must have access to the appropriate electronic tools and computer literacy. Please see the **Computer Literacy and Ownership** policy below.

LTSP is not a Distance Education center and does not offer the DMin degree as a complete distance education program. Normally, only three LTSP distance education courses will be allowed toward the DMin degree.

## INDEPENDENT STUDIES

The DMin program provides opportunity for the student to negotiate an occasional independent study through LTSP in the course of his/her program.

Several rubrics are important.

1. The student shall consult with his/her Advisor prior to negotiating an Independent Study. All Independent Studies require the same registration procedures as other courses, and all rules and deadlines concerning registration, fees, withdrawals, and extensions shall pertain.
2. In addition to registration, the student should consult with the faculty member he/she hopes will be the Advisor of the study. (Normally, Independent Studies will be supervised by faculty members from LTSP.)
3. The Following procedures should be followed:
  - The student will complete an Independent Study form at the [Registrar's Advanced Degree Registration Webpage](#).
  - The student should follow the directions on the form and attach a proposal for the study. A proposal for independent study shall include a statement rationale, objectives, strategies, means of assessment (normally a total of 30-35 double-spaced typed pages) and bibliography (normally no fewer than 10 books).

- These forms should be submitted to the Registrar at LTSP who, in turn, will submit them to the Director of Graduate Studies and the faculty member concerned for their approval and signatures. The student will receive a copy of the signed form from the Graduate Studies Office.
4. Fees for independent studies shall be remitted as required to LTSP.
  5. Independent Studies may occasionally involve certain continuing education programs or other forms of instruction. (Negotiate in advance with the Independent Study Advisor in consultation with the Director of Graduate Studies.) Any additional fees or expenses will be responsibility of the student and will be paid directly to the continuing education program or institution responsible for the form of instruction.
  6. Should the Director of Graduate Studies assign a supervisor 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's Office with the instructor concerned. Such an instructor will be considered as LTSP adjunct faculty for the purpose of the independent study.

### **UPGRADE GUIDELINES**

Criteria for upgrades of First Theological courses for credit for Advanced Level degrees such as STM and DMin are as follows.

1. Courses for graduate upgrades should normally be electives.
2. A graduate student should normally not take more than two such courses in a graduate degree program. (In special circumstances more may be allowed provided that "at least one-half of the work required shall be in courses designed for students in advanced programs" [ATS I.2.2].)
3. Upgraded courses may not have been used for credit towards another degree.
4. Upgrades are appropriate only in courses that are taught by faculty with a PhD, ThD or nearing the completion thereof.
5. It is the responsibility of the student to request a faculty member to provide upgrade requirements prior to taking a course; normally at least ten sources in the bibliography and the equivalent of a 30-35 page paper. Faculty members have the right to refuse if they consider a particular course to be unsuitable for this purpose. Therefore, it is important to make the request before or at the very beginning of the course.

## COURSE TRANSFER POLICY

To be eligible for transfer toward the STM degree, a course completed at another school shall meet the following requirements:

1. The course was taken for credit at a fully accredited institution.
2. The course was taken in an Advanced Level degree program.
3. The student had completed the appropriate basic-level theological degree requirement of his/her advanced-level program before taking the course (i.e., MDiv or equivalent).
4. The course is clearly relevant to the student's DMin degree and is approved by the student's DMin committee.
5. The course was taken no more than seven within ten years prior to the student's admission to the advanced-level LTSP degree program. All courses expire when they are 10 year old.
6. The course was not previously credited toward another degree, either received or anticipated.
7. The student received a grade of B or better (or a grade of "pass" in the case of a pass/fail course).
8. Transfer courses will normally be considered "electives" and not as part of the DMin Focus.

**Note:** Not more than three units toward an Advanced Level degree may be fulfilled through transfer credits, with the exception of up to four units being transferred from one of the Eastern Cluster seminaries.

Faculty Minutes, Dec. 12, 2000; Dec. 11, 2008  
Graduate Studies Committee, Nov. 15, 2010

## SUPERVISED INSTRUCTION AT OTHER INSTITUTIONS

The student shall initiate all proposals for coursework at institutions other than LTSP. The Advisor should approve the course work. The student shall be responsible for having the grade transferred to the LTSP registrar.

## **CREDIT FOR CONFERRED DEGREES**

Up to three courses of a conferred DMin (or equivalent advanced level) degree count towards a STM. No further transfer of courses from other non-Eastern Cluster institutions or advanced standing credit will be granted towards the STM degree.

In other words, the number of courses from a previously conferred degree, and/or from transfer credits all together can total no more than three units. (However, up to four courses will be transferable from previous graduate coursework at one of the Eastern Cluster Seminaries, leaving only four courses to be taken for the DMin Program.) Courses from a conferred DMin (or equivalent advanced level) degree will normally be considered as “electives” and not as part of the STM Major.

## **NON-THESIS TRACK STM**

### **Protocols for the Non-Thesis Track STM**

1. The non-thesis track for the STM will consist of ten courses and an oral integrative examination.
2. At the outset of the program, an Advisor will be appointed by the Director of Graduate Studies, in consultation with the Dean. The Advisor will approve the choice of courses and also chair the oral examination.
3. Five of the ten courses approved by the Advisor shall be in the area of Major.
4. Upon successful completion of the five courses in the Major area of study (with a grade average of B or higher in these courses), or in the final semester of study, the student will file the request for an oral examination with the Registrar. The examination will cover the area of concentration and will be conducted by the Advisor and one other faculty member.
5. In the case of an unsatisfactory examination, students normally will be granted one opportunity for re-examination.

### **The Oral Integrative Examination**

The Director of Graduate Studies, in consultation with the Dean, will assign each candidate a faculty Advisor appointed. The Director of Graduate Studies will also appoint an additional faculty member who, with the Advisor, will constitute the panel that conducts the oral examination.

The student is to take the initiative in arranging conferences with the Advisor as necessary for preparation for the oral examination. This will assure that the student has prepared for and been engaged in adequate consultation at those stages which are especially important in the preparation for the oral examination.

The intent of the oral examination is to ensure that the student is able to integrate the material covered in the courses in the area of concentration and is also capable of thoughtful theological reflection upon that material. The examination panel will not therefore repeat assessment of particular course material, but rather will ask the student to draw together the varied course learnings into an integrated whole and thus demonstrate mastery of the area of concentration. The key words are “integrate” and “theological reflection”.

Normally, the student will meet face to face with the panel for the oral examination. In exceptional cases, where travel would result in hardship, an oral examination may be conducted by electronic media.

A typical oral integrative examination is approximately one hour in length. Allow a total of two hours, to include time for the panel to confer before and after the examination.

## **Preparation for the Oral Integrative Examination**

The following process helps ensure that the exam is consistent and fair to all students.

1. The Advisor will first discuss with the student the courses taken in the Major area and any particular directions or areas of interest the student has pursued (and which may well be helpful starting points for the oral exam).
2. The Advisor (or panel) will draw up several integrative/theologically reflective questions that will be broad/general enough to allow the student to express his/her knowledge of the field. The questions should be based upon
  - Goals and Objectives of the Major Course syllabi,
  - Course notes and/or papers they have written for the Major Courses,
  - And/or primary books from course Bibliographies.

The Graduate Studies Office can provide a standard set of questions for each Major that can be “tweaked” by the Advisor and student, based upon the student’s coursework and area of interest.

3. The Advisor will give/mail/email a copy of the questions to the student normally at least two weeks before the exam.
4. Candidates will not be expected to cover material or books that they have not already covered in their courses. In other words, this is the integration of the work they have already done.
5. Students will be permitted to make brief notes on these questions and bring them into the exam, if they wish.
6. Following the Examination, the Advisor should fill out the STM Oral Integrative Examination form (located in the Appendix of this Manual), and submit this to the Graduate Studies Office.

## **Timing of the Oral Integrative Exam**

The STM Oral Integrative Exam may be scheduled at any time after the completion of the five Major courses (with an average grade of 3.0 in the Major area) or in the last semester of study if the fifth course is still in progress.

The timing (calendar) of the steps will vary according to the candidate’s circumstances. It is helpful in planning to begin with the end date and consider the steps in reverse order to establish a candidate’s individual calendar. In all cases, the limit is six years from inception of the program until award of degree. Program extensions are available only with faculty approval one year at a time and with payment of annual extension fee.

The awarding of degrees occurs at the annual Commencement in mid-May. For award of STM degree in a given May, the oral examination shall be scheduled so that the results will be known prior to the March faculty meeting in the year in which the degree is to be granted. This will ensure that, if successful, the student's name may be presented to the faculty and hence to the Board for approval for graduation.

## DETAILED GUIDE TO PREPARATION OF THE THESIS

### I Nature, Purpose, and Scope

The STM thesis is a major research paper through which the student demonstrates the ability to engage in significant scholarship. It is to embody the results of original research and to substantiate a specific view.

A typical STM thesis is 100-125 pages in length, but the number of pages alone is not a sufficient measure of adequate scope. It needs to be long enough to provide the specificity and depth appropriate to the study, and short enough to maintain the requisite focus.

### II Supervision and Evaluation

Each candidate is guided in this phase of the program by a faculty Advisor appointed by the Director of Graduate Studies. The Advisor chairs the panel that will evaluate the thesis.

The student is to take the initiative in arranging conferences with the Advisor. Conferences may be arranged at any time, and ordinarily should be requested at least once monthly. This will assure that the student has prepared for and been engaged in adequate consultation at those stages which are especially important in the development of the thesis.

The final draft (also known as the **Review Copy**) is presented in two copies to the Registrar; in turn, the Registrar distributes the copies to the faculty panel. The panel reads the document and meets with the candidate for formal discussion and final adjudication of the thesis. Electronic copies may be accepted by the Supervisory Committee if they desire.

Note that the Advisor may request the Director of Graduate Studies to add a third faculty member to the panel. In this case, the student must provide a third copy of the final draft (**Review Copy**) to the Registrar for distribution.

### III Sequence and Calendar

The sequence of steps in the thesis preparation is set forth in section IV below; the timing (calendar) of the steps will vary according to the candidate's circumstances. It is helpful in planning for a thesis to begin with the end date and consider the steps in reverse order to establish a candidate's individual calendar.

The awarding of degrees occurs at the annual Commencement in mid-May. For award of the STM degree in a given May, the complete review copy of the thesis (see IV D) must be submitted to the Registrar by the February 1 at the latest, prior to the expected May graduation. The timing of the preceding steps will vary according to the time available for study, research, and writing. In all cases, the limit is six years from inception of the program until award of the degree; program extensions are available only with faculty approval one year at a time and with payment of the annual extension fee.

## IV Steps in the Process

### A. Selection of Subject

The candidate for the degree is expected to take the initiative in selecting the subject area for the Thesis. The subject is delineated by the student in consultation with the Advisor, with consideration given to the following queries:

1. Is the subject significant? This is a judgment in which the Advisor and the student must concur since the subject should be meaningful to the student.
2. Is the scope of the subject sufficiently limited to allow adequate treatment within the allotted time and with the facilities at the student's command?

### B. The Proposal

Once the student and Advisor have agreed concerning the subject and provisional title, the student prepares a Thesis 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 a Thesis (See 5).

1. Writing the proposal.
  - a. State the title. Keep the title short and descriptive of the Thesis.
  - b. Describe the rationale of the Thesis. 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 Thesis. It is from this general statement that the specific formulation of the Thesis will be derived. Define the area and scope of the study, and indicate the basic proposition, situation, question, or technique that the Thesis will examine.
  - d. The formulation and limitation of the Thesis. This involves a precise statement of what the student proposes to do. State clearly the desired goal or outcome of the Thesis. In some instances, it will be helpful for the student to clarify the intentions by adding to the positive statement an explanation of matters that lie beyond the limits of the study.
  - e. Indicate in a preliminary way the theological/biblical issues/foundations that are relevant and will be developed in the Thesis.
  - f. Indicate previous studies relating to the Thesis. This is often called a "literature review." The student shall present a brief 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, which remain unexplored or which have been inadequately explored. In the event the student finds no studies relating to the investigation proposed, note shall be made of that fact. The findings in this step ought to indicate why the student feels justified in carrying out the investigation.
  - g. Identify sources and prepare a preliminary bibliography. When sources are contemporaneous with the investigator, a relatively full description is required. The student shall indicate how source materials are to be handled. With the proposal, include the bibliography compiled to this point.
  - h. State the procedures or method of investigation. This would be the Methodology. Describe fully the procedure(s) to be followed in making the study. This should include a clear explanation of the steps one expects 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 Thesis. If there are procedures of questionnaire or experimentation type, the greatest

care must be observed to shape the instrument for obtaining data. It is particularly important to work out such matters with the Advisor in advance of presenting the proposal to the committee.

- i. Include a tentative outline of the document.  
This should show at least the larger sections, such as chapters and major subdivisions. It should indicate how one intends to articulate the work and should reflect careful preliminary investigation and planning.

Expect to revise the draft proposal several times under the guidance of your Advisor/Supervisory 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 Thesis and by which the committee will eventually evaluate the final product.

## 2. Submitting the proposal.

The Advisor will review the Proposal and may request a meeting(s) with the student as part of this review.

- a. If the proposal is accepted, the Advisor will sign the registration form to indicate acceptance and present the form to the Graduate Studies Office. The Graduate Studies Office will forward the original on to the Registrar. The Registrar will assess the Thesis fee. The fee is payable within two months of approval of the Thesis proposal, and it is not refundable for any reason, including termination of the student's program.
- b. If not accepted, the proposal will be returned with the registration form to the student for revision and resubmission. When the proposal is accepted, the steps of paragraph (a) above will apply.

Only after your Advisor has agreed that the Thesis Proposal may move forward, submit one copy of the completed proposal to the Advisor along with a **Thesis Registration Form** (APPENDIX B). There is no deadline for the Thesis Proposal. It is only governed by the February 1 deadline for submission of the complete review copy in the year in which the candidate hopes to graduate. In general, students are well-advised to submit a proposal **one year** in advance of the expected date of graduation.

## C. Drafts

The number and nature of preliminary drafts will depend upon a combination of Advisorial 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. Follow the direction of your Advisor.

It will be helpful at this stage to have previewed the requirements of style and presentation which apply to the final version of the Thesis document (see sections 4. E and 6, following).

## D. The Review Copy

This is the complete Thesis document, including abstract, precis, title page, table of contents, chapters, headings, and bibliography. It is prepared according to the style and formatting requirements of the final archival copies (see sections IV.H and 6, following), except that it is submitted to the Graduate Studies Office in three copies on plain photocopier paper. Students may print on both sides of the paper for the Review Copies, but not the Archival copies. Electronic copies may be utilized if requested or agreed by the Committee.

The following considerations regarding the Review Copy should be kept in mind:

1. Write so that the reader can readily gather your ideas about the subject. Write for the reader.
2. Pay special attention to accuracy in the choice of words and to variety in both vocabulary and sentence structure. The student is responsible for typographical corrections; copy read meticulously. Use a spell-check and grammar check.
3. The Introduction should contain:
  - a. a statement of the specific issue to be studied;
  - b. a review of previous studies of the subject (“literature review”);
  - c. a brief description of the sources, the materials, and the methods employed in the investigation;
  - 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 at the same time contribute to the progress of thought. Special care must be taken to indicate the relations of each 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. After the data 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 culmination of the study.

## **E. Review and Defense**

When the Committee has read the Review copy, a meeting will be scheduled for student and Committee. This is the occasion for a sharing of the Committee's analysis and the student's defense of the Thesis. The Oral Defense of the Thesis will normally be no more than two hours. After the Oral Defense, the Committee may

- approve the Thesis document as submitted, without changes;
- approve with minor typographical corrections required;
- approve with substantive revisions;
- fail.

The Thesis can be submitted and reviewed at any time throughout the academic year.

## **F. Revisions**

1. If required revisions are minor, 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.
2. If revisions are to be substantive (matters of organization or argument, or even a large number of typographical errors), the student will be asked to submit a second (revised) review copy, and step (1) above then applies.

**Note about timing:** Review Copies may be submitted at anytime throughout the year, with approval of the student's Advisor. However, **February 1** is the last possible date for submission for 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.

### **G. Final Submission (Archival Copies)**

1. To ensure archival quality, the seminary requires that the final copies of your thesis be printed on high-quality, white, acid free, 8 ½ x 11-inch paper.
2. The quality of print needs to be clear and dark. (Many students utilize the services of photocopy companies, such as FedEx Kinkos, or Staples.) The second and third copies may be a photocopy of the original.
3. Prepare two copies of the thesis document and submit them to the Graduate Studies Office by May 1 preceding graduation. (One copy is for library archives and one is for library circulation.) Do not punch holes in the pages or bind them in any way. The Library will bind both copies. Print only on one side of the page. (Upon request to the Library and payment of costs, the student may also present further copies for binding.)
4. With each copy of the Thesis document, provide the following separate documents (same margins, but single-spaced):

**The Precis.**

This is an even briefer summary of not more than 150 words. Single space on separate sheet headed simply "Precis". No page numbering.

**The Abstract.**

This is a summary document of not more than one-thousand words. It should enable one who does not have time to read the whole Thesis document to take in at a glance the specific issue to be 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 Thesis itself, since the Abstract is not considered a part of the Thesis.

5. Assemble in the following order: Precis, Abstract, Thesis (title page, 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/ces 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.
7. Submit the **Release Form** for LTSP library circulation.

## V. **Criteria for Evaluation of the Thesis Document**

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. 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?
5. Literary Style. Is it written in language that is accurate, suited to the theme, interesting and cultured?
6. Length. Normally 100-125 pages of text (excluding appendices if any). There is no virtue in "padding." Quotations from secondary sources should be kept to a minimum, and all extraneous and repetitious matter should be rigorously excluded.
7. Clarity. Can the reader understand exactly what the writer has done and said?
8. Creativity. While the Thesis document is not required to be a new contribution to knowledge, 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.
9. Theological Integrity. Has the author accurately and thoughtfully engaged the Scriptures and the theological tradition of the church (either historical or contemporary)?
10. Integration. Theology and Practice of ministry must be clearly integrated. Theological insights should inform ministerial approach and practice. The reader should be able to perceive this integration.

## VI. Style

### 1. General layout, format, and style

- a. Leave a one and one-half inch margin at the left on each page and at least three quarters of an 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 Title Page should follow the template included in the Appendices.
- d. The Thesis document should otherwise follow the standard style-manual: Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations (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 conform to Turabian. (See especially Webster's New Universal Unabridged Dictionary, 2003; The Random House Webster's Unabridged Dictionary 2nd. Edition, N.Y. Random House, 2005.) For style and rhetoric, see William Strunk and E.B. White, Elements of Style, 4th edition. Boston: Allyn and Bacon, 2000 or, William Strunk, E.B. White, and M. Kalman, The Elements of Style Illustrated, 2007.

### 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, *Lifelong Education: Reflections of a Teacher* (Philadelphia: Bell Press, 2009), 54.

In this style, the bibliographic citation would be:

Smith, Rebecca. *Lifelong Education: Reflections of a Teacher*. Philadelphia: Bell Press, 2009.

- 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 2009, 54)

In this style the reference list at the end of the manuscript would take this form:

Smith, Rebecca. 2009. *Lifelong Education: Reflections of a Teacher*. Philadelphia: Bell Press.

Titles should be in *italics*.

### 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 Thesis document. If the Thesis 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. Most Theses will not require this distinction in the bibliography. If there are any important works on the subject which were not available to the writer, they may be listed separately and the fact that they were not consulted should be mentioned.

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.

4. The Font should be Times New Roman, 12 pt throughout the Thesis, and 10 pt for footnotes.
5. Pages should be numbered with a centered page number at the bottom. The title page is not numbered, nor is the table of contents if it is a single page. If the table of contents is more than one page, number in small Roman numerals (i, ii, iii... etc.).
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. 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...)
11. Should the confidentiality of persons or groups need protection, you may change the names and say so early in the text, or, refer to "Mr. A" and "Ms. B".
12. 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 Thesis. 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](http://www.umi.com/go/copyrightlaw) for the latest digital version.

## **Lutheran Theological Seminary at Philadelphia 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.<sup>3</sup> 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.*"<sup>4</sup> 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.
- 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

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<sup>3</sup> 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.aup.org/statements/Redbook/repirb.htm>.

<sup>4</sup> 45 CFR 46.102.h.i, cited in AAUP.

- 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.

### **PROCEDURES 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 include weighing of potential harm, use of deception if any, and steps to be taken to minimize risk and care for subjects.

#### **A. 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 Review 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.

### Courses Taken Prior to Admission

Courses taken for credit in the LTSP graduate school prior to admission to the STM program may be credited toward the degree. The student must designate the particular courses for which credit is sought and initiate the request in writing to the Registrar. Such courses may not have been used for another degree.

Only courses done in the last ten years are considered acceptable in the program, whether taken prior to or during the program. If a student wishes to count for credit any course older than ten years, a petition must be made for that purpose to the LTSP faculty through the Director of Graduate Studies.

### Extensions for Coursework

At LTSP, each instructor is entitled to formulate his/her own policy regarding whether or not extensions will be granted, under what conditions, and for how long. In no event should the extended deadline for completion of coursework be more than six months beyond the end of the term or semester for which the course is registered. After six months approval to complete the course must be submitted in writing to the Dean and will be approved in consultation with the Director of Graduate Studies only in extreme circumstances where clear need is demonstrated.

<p><b>NOTE:</b> Other institutions will have their own policies on extensions. Students who take courses for transfer should check policies at each institution.</p>
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### Failing Grade

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.

## **Grade Requirements for the Degree**

For successful completion of the STM degree students shall maintain a cumulative grade average of not less than 2.75 in all supervised instruction, with at least a of B (3.0) or above in all coursework.

## **Leave of Absence**

Students may petition for a Leave of Absence for a full academic year in which they will not be liable for Continuation or Program Extension Fees for the year in which the Leave of Absence is taken, and is renewable for a second year. The Leave of Absence year will not count toward the six-year limit for the degree. The petition must be in writing and submitted to the Director of Graduate Studies. The Faculty has the right to grant or refuse such petitions.

## **LTSP Email Account, Henry Student Database, and Moodle**

Upon matriculation into the DMin 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>.)

## **Policies for Course Papers**

### **Seminary policy for persons who live off-campus or are part-time and do not have a seminary mailbox:**

If you want your paper returned with comments and grade on it, then you will need to submit with the paper a self-addressed, stamped envelope. Otherwise, the instructor will submit the grade to the registrar, but is not required to return the paper to you. (Instructors do not keep papers after the grades are submitted.)

### **Seminary policy for all students:**

It is the responsibility of the student to keep a hard copy of all course papers.

### **Seminary policy for submitting papers online:**

The following policy applies to electronically submitted papers at LTSP: 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.)

## 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.]

## **Program Extensions**

The maximum period within which the degree may be earned is six years from inception of study. The date of Admission to the DMin degree program will start the six-year clock for the program. Requests for extension of the six-year limit are addressed to the faculty through the Director of Graduate Studies. Extensions must be requested annually, and if granted, require payment of the annual Program Extension Fee. The seminary will assume that a student wishes to remain in the program up till the sixth year.

## **Registration Changes and Late Registration**

After the announced registration deadline, 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 extended semester courses, at the end of the first day of intensive 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.

## **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 the Director of Student Services 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.

### **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 required course after the mid-point of a term shall be recorded as an “F” (failure). In the case of an elective course, a withdrawal after the mid-point of any 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.

## FINANCES

### Charges and Fees

See the current LTSP Seminary Catalog for the fees applicable to the following items:

Application Fee (non-refundable)  
Seminary Services Fee  
Fee per course unit  
Graduation Fee (applied regardless of whether the student attends commencements)  
Continuation Fee (for inactivity in any given academic year)  
Reinstatement Fee (if dropped from the seminary roll due inactivity)  
Extension Fee (if granted an extension of a program beyond six years)  
Thesis Registration Fee (applied upon submission of the Thesis Proposal)  
Oral Integrative Examination Fee

<p><b>NOTE:</b> Fees for courses taken at other institutions for transfer credit or as part of an independent study are the responsibility of the student and are paid directly to the institutions at which the courses are taken.</p>
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Additional Advisory costs for projects extending beyond the learning contract (if any) are the responsibility of the student.

Student health insurance fees, which are mandatory for any student enrolled more than half time, are additional unless a waiver is granted for coverage under another group plan.

### Continuation Fees

Students will be charged a Continuation Fee following any academic year in which the student does not complete a course, submit a Thesis Proposal, Thesis Review Copies, or have an Oral Integrative Exam. The seminary will assume that students wish to continue in the STM Program and will automatically charge a Continuation Fee for a year in which there has been no program activity until the six year time limit has passed.

### Financial Hold

STM students on financial hold who have not taken courses or otherwise been active in the program for two full academic years will be removed from the roll. They may reapply for admission after clearing their student account.

### Seminary Service Fees

Students will be charged a Seminary Service fee each semester, whether or not taking courses, unless they are on a Leave of Absence (See **Leave of Absence**). These minimal fees cover the cost of maintaining the student on the roll and providing student privileges: access to campus, email, library, regardless of usage.

## FINANCIAL AID STATUS DURING THE WRITING PHASE

Advanced-level students engaged in the writing of projects, theses, and dissertations may elect to declare themselves as either part-time or full-time for purposes of deferring loans or obtaining loans, grants or scholarships while not enrolled in course units. Students are eligible to declare themselves as active part-time or full-time based on the following criteria:

- a) Students must have completed all their program-required course units.
- b) Students must have registered with the Registrar their project, thesis, or dissertation
- c) Students must be in academic good standing and may not be on financial hold.
- d) Students must submit this form during each academic year of eligibility.
- e) Forms must be filed before the end of the Add/Drop period of the semester.
- f) Students in “Writing Status” remain liable for all mandatory program fees (e.g., program continuation, program extension, seminary services fees, etc.).
- g) Students may not have reached the maximum time limit on eligibility for part-time or full-time writing status (see limits below).

### Maximum time limits for active writing status:

STM Thesis .....One full academic year, listed as full time, OR  
.....Two full academic years, listed as half time..

Contact the Graduate Studies Office for a request form.

**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.

## FULL-TIME STATUS

Full-time Status for the STM program will be construed as registration for at least 3 course units in one semester (Fall, Spring [including January intensives], and Summer).

**APPENDIX A**

**THE COVER PAGE**

The sample is printed on the 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**

**THESIS REGISTRATION FORM**

The form is printed on the second page following. Use this form in submitting the Thesis proposal. See section IV.B.2 above for details.

**APPENDIX C**

**RELEASE FORM**  
[Library Circulation]

**APPENDIX D**

**REGISTRATION FORM FOR ORAL INTEGRATIVE EXAMINATION**

The form is printed on the fourth page following. Complete Section A and submit to the Registrar.

**APPENDIX E**

**STM COURSE PLANNING GUIDE**



1"

(TITLE HERE IN CAPS)

[7-9 *Single lines*]

3"

A THESIS SUBMITTED BY

[6 *Single lines*]

(Your Name)

5"

TO THE FACULTY OF

THE LUTHERAN THEOLOGICAL SEMINARY AT PHILADELPHIA

2"

1.5"

in partial fulfillment of the requirements for the

degree of

[4 *Single lines*]

MASTER OF SACRED THEOLOGY

[5 *Single lines*]

(date: use month and year only)

2"







# 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 Thesis document. In order that you know this to be the situation we request that you sign the release printed on the third page following, and file that release with the final archival copies of the Thesis document.

[Please print your name and the document title.]

AUTHOR: \_\_\_\_\_

THESIS TITLE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

By my signature below I attest that I understand (1) that a paper copy of my STM thesis will be placed in the circulating collection of the Krauth Memorial Library and (2) that a digitized copy will be placed in the Eastern Cluster Scriptorium on the seminary's server 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]



**The Lutheran Theological Seminary at Philadelphia**  
**S.T.M. ORAL INTEGRATIVE EXAMINATION**

- Routing/Action:
1. Student (Section A) to Panel Chair/Advisor
  2. Panel Chair (Section B, panel action) to Director of Graduate Studies
  3. Director of Graduate Studies (Section C), to Registrar
  4. Registrar (process fee; register Examination)

Deadline: The Examination may be taken at any time after the student has completed a minimum of five courses in the major concentration with a grade point average of at least 3.00, but not later than the March Faculty meeting of the year in which the student intends to graduate.

<b>SECTION A (STUDENT): Complete and submit to Panel Chair (Advisor)</b>	
STUDENT NAME:	_____
	[Last]                      [First]                      [Initial]
CURRENT ADDRESS:	_____ _____
TELEPHONE #S:	(Day: _____) (Eve: _____)
PREFERRED EMAIL:	_____
AREA OF CONCENTRATION:	_____
I have completed the minimum of five courses in my STM major/concentration with a GPA of 3.00 or better, and I request the scheduling of the integrative oral examination for the degree. I understand that the registration fee will be assessed to my student account.	
_____	_____
[signature]	[date]

<b>SECTION B (PANEL CHAIR/ADVISOR): Complete and submit to Director of Graduate Studies</b>	
ADVISOR (CHAIR) NAME:	_____
2nd PANEL MEMBER NAME:	_____
Panel Chair (Advisor), please sign and date here to indicate approval (or recommended action in absence of approval).	
<input type="checkbox"/> satisfactory.	
<input type="checkbox"/> unsatisfactory examination; terminate program.	
<input type="checkbox"/> unsatisfactory examination; recommend re-examination after the following preparation:	
_____	
_____	_____
[Advisor signature]	[date]

<b>SECTION C (DIRECTOR OF GRADUATE STUDIES): Approve and submit to Registrar.</b>	
_____	_____
[signature]	[date]



Name: \_\_\_\_\_

Date of enrollment: \_\_\_\_\_

(You may take up to six years to complete STM Program)

Advisor: \_\_\_\_\_

Major: \_\_\_\_\_

Projected Courses:

Term:

**Major Field:**

- |           |       |
|-----------|-------|
| 1.) _____ | _____ |
| 2.) _____ | _____ |
| 3.) _____ | _____ |
| 4.) _____ | _____ |

**Electives:**

- |           |       |
|-----------|-------|
| 5.) _____ | _____ |
| 6.) _____ | _____ |
| 7.) _____ | _____ |
| 8.) _____ | _____ |

**Non-Thesis Track:** (At least one of these courses in your Major Field)

- |            |       |
|------------|-------|
| 9.) _____  | _____ |
| 10.) _____ | _____ |

**Oral Exam Registration:** \_\_\_\_\_

**Projected Oral Defense:** \_\_\_\_\_

**Thesis Track:**

**Proposed Thesis Title:**

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**Thesis Registration Form:** (may be registered at any time) \_\_\_\_\_

**Thesis Submission:** (by Feb. 1 at the latest) \_\_\_\_\_

**Final Submission to Registrar:** (by May 1) \_\_\_\_\_