

LOYOLA UNIVERSITY CHICAGO

Graduate Programs in Theology

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GRADUATE PROGRAMS HANDBOOK

Doctoral Programs in Theology

This handbook is intended to supplement the information and regulations contained in the current edition of *The Graduate School Catalog*, The Graduate School's "Manual for Theses and Dissertations," and the information contained on the Loyola University Chicago website.

Please note that the Graduate Programs Committee reserves the right to make changes at any time to statements, requirements, and policies contained in this handbook that are deemed to be in the best interest of the students, faculty, and programs of the Department of Theology or Loyola University.

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GRADUATE THEOLOGY AT LOYOLA UNIVERSITY

Theology is the disciplined inquiry of Christian faith, which serves the church and the world. It serves the church by a critical fidelity to the Christian tradition that illumines and invigorates the Christian life. It serves the world by discovering and affirming all that harmonizes with the Gospel and by sustaining the Gospel's challenge and witness against all that breeds conflict and shatters hope.

Theology becomes service when it is developed in response to the urgent questions and pressing needs of the individual, the church, and society. It can nourish and inspire those who seek insight, wisdom, and vision. Such a theology is the goal of graduate level theological study and teaching at Loyola. Thus graduate level studies in theology at Loyola help to realize the University's mission and motto: "Preparing People to Lead Extraordinary Lives."

GOALS OF THE GRADUATE PROGRAMS

Graduate studies in theology at Loyola University aim to develop an informed appreciation of theology as faith's form of disciplined inquiry in service to individuals, the Church, and society. Thus, the goal of the graduate programs in theology is to enable its students to participate in a lively and responsible way in a tradition of theological inquiry that draws its inspiration from "faith-full" service to the Christian community. Through it students will come to appreciate theology as a rich form of intellectual inquiry, to read theology critically, to recognize and evaluate a theological position, and to develop responsible theological positions of their own whenever and however they are called upon to do so.

Supporting this goal is an understanding of theology as inquiry formed and motivated by faith, which "... mediates between a cultural matrix and the significance and role of a religion in the matrix" (Bernard Lonergan, *Method in Theology*, page xi). The mediation is dialectical and thus it probes, illuminates, and challenges both faith and culture. Theology responds to questions, which emerge in the Church and in culture. Thus it serves the needs of individuals, the Church, and the culture, insofar as these needs are expressed in the explicit and implicit questions that constitute theology's agenda.

Loyola's graduate programs aim to equip students with the resources necessary for contributing to theology as a discipline that is at once academically rigorous and creative. As such, upon completing the Master's program, graduates will be prepared to assume a variety of positions where a theological training and competence are in demand, such as teaching in a high school or working in a parish educational program. Upon completion of the doctoral program, graduates will typically assume academic appointments at a college or university, where teaching and research will be the focus of their service.

Program Mission and Goals

Interdisciplinary and Integrated Study Across Disciplines

The field of the study of religion has been called a “field-encompassing field” (Clifford Geertz) in that the understanding of religion involves many disciplines. The fields of Theology, Christian Ethics, and New Testament and Early Christianity draw on historical, linguistic, philosophical, sociological, and literary methods, in addition to the material on which the fields themselves rely (i.e., biblical texts for New Testament and Early Christianity theological doctrines for Theology and Ethics).

Excellence in Research, Knowledge Creation and Their Dissemination

Theological, ethical and biblical scholarship require the ability to seek out the best sources, to reflect with profundity and nuance, to participate in the community of learning through writing, adjudicating the research of others, through talks, seminars, conferences, and publications. In this way we push out the boundaries of knowledge into new fields of understanding.

Global Awareness of Diversity in Culture and Perspectives

The fields of theology, ethics, and biblical studies require an awareness of diversity. Students in the program develop an awareness of this diversity in their coursework and research by becoming familiar with the work of scholars from various geographical areas, and in understanding how the sociology of knowledge reveals how knowledge perception and the ordering of values is dependent on culture and language.

A Well Organized Program that Results in a Timely Completion of the Degree

M.A. and Ph.D. students should have a clear road map of program requirements, timetables and expectations of time to degree. To that end faculty evaluate the students each semester to ensure that doctoral students complete the program in a timely manner, which is to say approximately six years.

Student Learning Outcomes

Stated in terms that are measurable in a variety of ways over the course of the program students should be able to demonstrate the following:

Interdisciplinarity/Integrated Study Across Disciplines

Student papers and essays must demonstrate awareness of the findings of other disciplines, particularly in those areas that are most relevant to their own field of study

(e.g., knowledge of philosophy for theology and ethics). Students should be able to demonstrate facility with interdisciplinary discussions.

Excellence in Research and Knowledge Creation and Dissemination

Students should demonstrate research skills that result in well-researched, organized, and carefully thought-out papers. They should become involved in professional societies, propose papers for conferences, and submit papers for publication.

Global Awareness of Diversity in Culture and Perspectives

Students should demonstrate an awareness of diverse cultures in their presentations and in their papers. Students should be encouraged to be involved in seminars or if they can, trips to other locations where they will be in the minority, and experience for themselves the manner in which culture affects vision.

A Disciplined Program of Study that Results in a Timely Completion of the Degree

Students should show that they are progressing through the program at a steady rate. They should be able to demonstrate to their academic advisors that they are keeping to the timetable for courses, the comprehensive examination, the dissertation proposal, its defense, and graduation.

ADMINISTRATION OF THE GRADUATE PROGRAMS

The Dean of the Graduate School

Upon the recommendation of the Admissions and Awards Committee and/or the Graduate Programs Director, the Dean formally admits students to the graduate programs in the Department of Theology, awards assistantships and fellowships, appoints dissertation committees and approves dissertation proposals, grants leave of absences and extensions of time to complete work for the degree. The Dean also appoints the Graduate Programs Director (henceforth referred to as the GPD).

The Dean also conducts registration for courses, for language and degree examinations, and for graduation. The Dean's staff ensures that prospective graduates have met all the requirements for the degree. The students' official records are kept in the Dean's office.

The Dean fulfills an appellate role in graduate programs' grievance procedures.

The Chairperson of the Department

The Chairperson, in consultation with the GPD, appoints the members of the Graduate Programs Committee (hereafter GPC) and the Section Coordinators. The Chairperson fulfills an appellate role in grievance procedures.

The Graduate Programs Director

The GPD serves as chairperson of both the Graduate Programs Committee and the Admissions and Awards Committee, and is responsible for the overall planning and daily operation of the programs. In consultation with the Assistant Chairperson and the GPC, the GPD determines the graduate courses that will be taught each semester and assigns professors to teach them. Similarly, the GPD assigns graduate students who are recipients of assistantships to their various duties in the Department and, together with the Chair, provides the Department's evaluation of graduate students applying for University fellowships.

The GPD generally, monitors the academic progress of all M.A. and Ph.D. students in the programs. The GPD serves as liaison between the Theology Department and The Graduate School and, in that capacity, represents or appoints representatives for the Graduate Programs in Theology to serve on the various committees and councils of The Graduate School.

The GPD also represents the needs of the graduate faculty and the graduate students to the Department.

The Graduate Programs Committee

The members of the GPC are appointed by the Chairperson of the Department of Theology in consultation with the GPD. This committee consists of six members: the Graduate Programs Director (*ex officio member* and chairperson), the three Section Coordinators, one representative from the Graduate Faculty and one student representative. The three Section Coordinators serve terms of three years (in rotation so that one new Coordinator is appointed each year), while the representative from the Graduate Faculty and the student representative serve terms of one year. Each year the Chairperson appoints one student with doctoral standing (i.e., post-master's level) to the Graduate Program Committee. The student representative will have full voice and vote on all discussions and policies related to the curriculum and evaluation of the graduate programs in the Department, and will be eligible to serve on various subcommittees of the Committee. The student representative will not be present during the evaluation of particular students or of graduate faculty members.

The GPC evaluates and recommends policies governing graduate theological studies in the Department. It also recommends approval of new courses to The Graduate School and is responsible for the regular evaluation of the curriculum.

The GPC also has the ultimate responsibility for overseeing the progress of graduate students toward completion of their degrees. When appropriate, the members may recommend that a student discontinue his/her studies in the Department.

The Section Coordinators

Each academic section within the Department of Theology (New Testament & Early Christianity, Ethics, and Theology) has a Section Coordinator who is selected by the Department Chairperson in consultation with the GPD.

The following are some of the duties of the Section Coordinators: (1) they serve as three of the six members of the Graduate Committee each year; (2) together with the GPD, they constitute the Admissions and Awards Committee, which makes recommendations regarding admissions and the graduate awards to The Graduate School; (3) they serve as advisors to all doctoral students in their respective areas, meet with them each semester to assist in determining their courses for the following semester, and counsel the students when they seek advice on matters related to the programs; and (4) they aid the GPD and graduate teaching faculty in the evaluation of all graduate students.

The Academic Advisor serves as the designated advisor for all M.A. students regardless of specialization.

The Admissions and Awards Committee

The Admissions and Awards Committee consists of the GPD and the three Section Coordinators. This committee recommends candidates for admission to The Graduate School. It makes recommendations regarding assistantships and fellowships as well. The GPD is the chairperson of this committee, and he/she is responsible for convening its members and for providing the committee with information relevant to its tasks.

The Graduate Programs Assistant

The Graduate Programs Assistant helps the GPD in the daily operation of the programs and is responsible for coordinating the paperwork and records of the graduate programs. He/she is responsible for the following areas: responding to inquiries, mailing information about the programs and application materials, tracking applications for admission to both the M.A. and Ph.D. programs, and providing students with assistance each semester in course registration. In addition, he/she is also responsible for the maintenance of graduate student records in the Department inclusive of coursework, research language requirements, comprehensive examinations, assistantships, fellowships, and in the case of the Ph.D. student, dissertation related activities. Finally, he/she serves as a point of contact between the graduate students and the GPD or the Staff of The Graduate School.

DOCTORAL PROGRAM

The doctoral program, with its specializations in the Integrative Studies in Ethics and Theology and New Testament and Early Christianity, is designed primarily for full-time students interested in pursuing a career in teaching and research or in applied fields utilized by business and health care organizations. The curriculum focuses on the distinctive resources of the Roman Catholic theological tradition and places them in a dialogue with the faith and theology of other major Christian and non-Christian traditions.

Areas of Specialization

Students can specialize in any one of two areas: Integrative Studies in Ethics and Theology and New Testament and Early Christianity.

Integrative Studies in Ethics and Theology

The PhD in Integrative Studies in Ethics and Theology (ISET, for short) represents an effort to rethink the riches of the Christian theological tradition to meet the intellectual, societal, and ethical challenges that confront humanity in the 21st century. The challenges people face today are complex and multi-faceted and encompass both theoretical concerns and practical choices on both the societal and personal levels. To meet these challenges the customary partition of disciplines must give way to new interdisciplinary dialogues, even as the typical divorce of theory from concrete practice must give way to more comprehensive solutions where theory and practice mutually inform each other. At its best, a Christian life is one of both intellectual and practical virtue, and the Roman Catholic tradition of this Christian life has been insistent that the intellectual and practical virtues are inseparable.

The program in Integrative Studies in Ethics and Theology seeks to respond to the challenge of these times by bringing together into one program the bodies of scholarship that have grown up around the central ethical and theological questions of the Christian experience of God. Indeed, the separation of systematic theology, ethics, and spirituality is a relatively recent development in the history of Christian thought, and while the separation has been advantageous to each area, it has also frequently meant the obscuring--and even loss--of the broader perspectives in which certain themes and problems must be situated today. Moreover, since the fields of theology and ethics share many common historical figures and texts (e.g., Augustine, Thomas Aquinas, Luther) as well as methodological concerns (the use of scripture, the relationship to reason and experience), integrating the two fields at the outset of doctoral students' careers makes eminent sense, enabling students to understand better the ways that the two fields both connect and diverge. To this end, all students in the program participate during their first year in a common two-semester course devoted to a close reading of a set of historic and modern texts that have been formative for Christian theological and moral reflection. In

the second-year seminar, students focus on a common theme. Common reading lists and comprehensive examinations provide further opportunities for integration and dialogue.

Integration cannot take place without concentration, and so all students in the program also focus their advanced study in one of two focal areas that provides them with the expertise they need for their future careers in the profession: systematic theology or ethics. Through course work in their chosen area of focus, comprehensive examinations, and finally the dissertation, students will demonstrate their ability to serve the needs of today's academic and professional communities.

New Testament & Early Christianity

The New Testament and Early Christianity specialization concentrates on the thought of the Christian Church in the period of its emergence approximately 200 B.C.E. to approximately 200 C.E., together with its roots in the Hebrew Scriptures, the Septuagint, Intertestamental Judaism, and contemporary Jewish and Greco-Roman history and culture. For degree requirements, see below.

Admission Requirements

Graduate School Admission Requirements

For general information regarding admissions, please see The Graduate School Catalog, <http://www.luc.edu/gradschool/applicationinfo.shtml>

Language Requirements

Integrative Studies in Ethics and Theology

Post-master's degree applicants who want to pursue the specialization in The Integrative Studies in Ethics and Theology must be able to demonstrate a reading knowledge of French, German, or Spanish before matriculation into the doctoral programs. Once admitted, they must then go on to demonstrate a reading competency in one of the other two modern languages (or, in the case of Theology, a language pertinent to the intended dissertation topic) before the beginning of their third year of doctoral study.

New Testament and Early Christianity

Post-master's degree applicants who want to pursue the Ph.D. in New Testament and Early Christianity must demonstrate a reading knowledge of classical (Attic) or Koine Greek and either French, German, Italian, or Spanish before matriculation into the doctoral programs. Once admitted, they must then go on to demonstrate a reading competency in either Biblical Hebrew or Latin and one of the other modern foreign languages listed here (provided that German is one of the two modern languages in which competence is acquired) before the beginning of the third year of doctoral study.

Demonstration of Language Proficiency

Before matriculation, students must verify their reading proficiency in accordance with the requirements of their particular area of specialization. (See above.) There are a variety of ways in which an applicant or a resident student can demonstrate his/her reading knowledge of the required languages.

For French, German, Spanish and Italian documentation must be provided showing that one has done ONE of the following: (1) taken for credit one semester of a reading course for graduate students at Loyola (such as Loyola's French course 369 or German 369) or at another university within five years prior to acceptance into the Ph.D. program and received a grade of at least a "B;" or (2) taken four semesters (or their equivalent under a quarter system) of the language at the undergraduate level within five (5) years prior to acceptance into the Ph.D. program and received a grade of "B" or better, each semester; or (3) passed a written exam administered by Loyola that involves a translation (with a dictionary) of a theological text. Prior to taking comprehensive exams, one must prove a reading proficiency in a second modern language through one of the three options listed in this paragraph. (NB: For Italian, option (1) is unavailable at Loyola.)

For classical Greek documentation must be provided showing that one has either: (1) taken four semesters of classical (Attic) or Koine Greek at Loyola or at another university within five (5) years prior to acceptance into the Ph.D. program and passed each semester with a grade of at least "B" or better; or (2) passed a written examination offered and graded by the Theology Department. Regardless of how students document their reading knowledge of Greek, the New Testament and Early Christianity section will administer to *all* incoming doctoral students (usually by mid- August) a diagnostic exam of their Koine and/or Attic Greek to be used for advising, not admissions purposes.

For Latin documentation must be submitted showing that one has either: (1) taken two semesters of Latin at Loyola (such as Loyola courses #131 and #132) within five years prior to acceptance into the Ph.D. program and passed both semesters with at least a "B" or better; (2) passed a written examination offered and graded by the Theology Department; or (3) taken two semesters (or their equivalent under a quarter system) of the language at the undergraduate level at another university within five years prior to acceptance into the Ph.D. program and received a grade of "B" or better each semester.

For biblical Hebrew, reading competency may be proven by submitting documentation showing that one has either: (1) taken the equivalent of two semesters of biblical Hebrew at Loyola (such as Loyola's courses #308/406 and #309/407)

within five years prior to acceptance into the Ph.D. program and received a grade of "B" or better for each semester; or (2) passed a written examination offered and graded by the Theology Department.

Modern Language Exams:

If an incoming student has a reading proficiency in one of the required modern languages, and wishes to document that proficiency via testing, (s)he may do so in one of three ways. (1) (S)he may sit for the Graduate School sponsored exam administered by Loyola's Modern Languages Department in the semester prior to his/her matriculation. Please see the Graduate School calendar in the university's Schedule of Classes for scheduling information about these exams. Generally, the Modern Languages Department of Loyola University Chicago offers French, German, Italian and Spanish reading exams in the fall (November) and spring (March) semesters but not in the summer sessions. (2) (S)he may ask the graduate program office of the Theology Department to make arrangements for an exam in one of the required modern languages. This exam would be given by the Theology Department in early August. A fee of \$50.00 will have to be paid by the student prior to sitting for this exam to the department for this testing service. (3) (S)he may petition the GPD for permission to enroll, begin coursework and then sit for the appropriate modern language exam as scheduled by Loyola's Modern Languages Department during his/her first semester. Please see the Graduate School calendar in the university's Schedule of Classes for scheduling information about these exams. Should the student fail to pass that exam, the student may not be allowed to register for further course work until his/her proficiency in at least one of the required modern languages has been properly documented. Updated 8/2011

Advanced Standing

As part of a completed master's program, The Graduate School permits up to thirty hours of credit toward the doctoral degree to be taken at schools other than Loyola University. For students in New Testament and Early Christianity, up to thirty-three hours of credit are allowed. In every case at least one half of the total number of graduate hours required for the Ph.D. must be done at Loyola University. Determination of credits and courses are made usually in the first semester of the matriculation year. The courses accepted are chosen on the basis of their equivalence to courses in Loyola University Chicago's MA program and its distribution requirements.

Requirements for the Completion of the Doctoral Degree

Course Requirements

Students seeking the Ph.D. degree must successfully complete the course work as specified for their area of specialization (thirty to thirty-six credit hours beyond the M.A.). This is in addition to any research tool requirement, such as the language requirement specified for each area. There are no specific courses required for the Ph.D., though each specialization demands a specific distribution of courses.

Graduate courses are designated either as 400-level courses or 500-level courses, the difference in the numbering bearing no direct relationship to the actual rigor of the course. Instead, 400-level courses are open to all graduate students, and generally, though not always, lack prerequisites. The purpose of these courses is to provide the tools and information on a given topic necessary for graduate research work, as demonstrated in the production of a research paper.

500-level courses are open to all graduate students who can fulfill the prerequisites for the courses established by the instructors. Such prerequisites indicate the academic resources necessary for the successful completion of the courses, e.g., language proficiency, cognate background, previous course background, etc. Such courses normally carry the highest expectations of the graduate program's offerings for background as well as for research. They are normally seminars in format and may offer variable credit options.

Integrative Studies in Ethics and Theology

Normally, ten courses (thirty semester hours) beyond the master's degree are required by the specialization Integrative Studies in Ethics and Theology, with at least twenty-four hours in the area of specialization or in an approved cognate field. (Course work in a cognate field requires the approval of the section coordinator and the GPD.) Twelve hours (or four courses) must be 500-level seminars. In addition, one of the ten courses taken for the doctorate must be designated as a biblical interdisciplinary seminar.

New Testament and Early Christianity

A total of thirty-six hours are required beyond the master's degree for students in New Testament and Early Christianity, with at least thirty hours in this field or an approved cognate. (Course work in a cognate field requires the approval of the section coordinator and the GPD.) Fifteen hours in the field are to be taken at the 500-level. In addition, two courses for the doctorate are to be designated interdisciplinary seminars (one being specifically designated as such each semester among the graduate offerings of the Department). (In place of the interdisciplinary courses, Ph.D. Students in New Testament/Early Christianity may take two graduate courses in theology or Christian ethics, with the preference being for 500-level seminars if the student meets the prerequisites for these courses.)

Paper Requirement Governing ISET Coursework

(The following motion was passed unanimously by the Graduate Programs Committee, and the Theology Department October 15, 2008.)

One paper may be submitted to meet the course requirement of two ISET courses with the provisos that:

1. both professors are consulted in the early weeks of the course and both are in agreement;
2. that the paper be longer than that submitted for one course only and fulfills the requirements for both courses, e.g. sources, method, questions, etc.;
3. that it demonstrate a sufficiently convincing integration of the two courses so as to be a better response to the requirements than one paper for each course
4. that it is graded separately by each professor.

COURSE REGISTRATION

Procedures

Approximately one month before the beginning of each academic term, each student will receive an e-mail indicating that the course descriptions and current Schedule of Classes are available on SAKAI and posted to the Theology website. Students may register for themselves via LOCUS after consultation with their Section Coordinator or Academic Advisor.

Students in the Ph.D. program should meet with the Section Coordinator in their area of specialization to discuss their course selections. Normally, the student can register using the LOCUS system twenty-four hours a day, seven days a week. All graduate students are urged to register within one day of the opening of their registration time. It is the Department's recommendation that no student register for courses without having consulted his or her designated advisor.

Registration for Courses outside the Theology Department

If students wish to take "cognate" courses outside the Theology Department for credit toward the M.A. or Ph.D. degree, they need prior written approval from their advisor, the GPD and the instructor of the desired course. The student should use the Theology Department Course Approval form and secure the signature of the instructor and their advisor prior to seeking the GPD approval. This form should be submitted to the Graduate Programs Secretary of the cognate field who will then facilitate the actual registration.

Teaching Pedagogy Program

Theological Pedagogy I & II

Since teaching is frequently a significant part of the professional goals of our graduates, doctoral students who have nearly completed their coursework are given an opportunity

to take two non-credit courses in Theological Pedagogy. Upon completing Theological Pedagogy I doctoral students may serve either as teaching assistants if needed, or as a part-time teacher. Introducing participants to both a theoretical and practical experience of the art of teaching, Pedagogy I is offered each spring and provides mentoring, self-videotaping, assistance in the development of syllabi, and opportunities for students to reflect on their philosophy of teaching. Participants create a professional file to parallel their academic CV. Early participation in the teaching pedagogy program is strongly recommended for all doctoral students. Participation is required for those seeking to renew their assistantship for a third year and for those who seek to serve as a part-time teacher of record, along with Theological Pedagogy II, which is designed for students after they have had some experience in the classroom as a Teacher of Record.

Comprehensive Examinations

General Description

All students pursuing a Ph.D. degree must successfully pass a comprehensive examination that will test the student's theological knowledge and ability in the area of specialization. To be eligible to take the comprehensive examinations, students in all areas must have successfully completed all required PhD coursework. A student can have no more than one outstanding incomplete in degree-fulfilling coursework and must have fulfilled all foreign language requirements. The examination will be offered only twice each academic year (October and February/March).

The comprehensive examinations consist of two parts: a written examination and an oral examination; both parts must be taken in the same examination session.

The written examinations are constructed and administered according to a format determined by the faculty in the area of the student's specialization. For students in Integrative Studies in Ethics and Theology, the written examination is nine hours long and based upon reading lists that students in part developed themselves. In the area of New Testament and Early Christianity, the written examination is also nine hours in length and consists of an examination on select canonical and non-canonical primary texts (see below) and a reading list based on the student's chosen related field (see below).

For those portions of the examination specific to each student, students develop a list of texts in consultation with their proposed comprehensive examination board chair and according to the policies specific to each specialization. All board members must approve this list of texts at least by the end of the semester before the comprehensive examination.

The oral examination generally takes one or two hours and is normally scheduled approximately seven to ten days after the completion of the written examinations by the chair of the student's examination board, in consultation with all the members of the board and with notification to the GPD.

The Graduate School requires that students stay in continuous registration. Therefore, it is necessary for those doctoral students who have completed their coursework and who are preparing to take comprehensive exams to register for Theology 610: Doctoral Study.

Doctoral students are expected to sit for their comprehensive exams within one academic year of their final course. Normally, students may register for no more than two successive semesters of Theology 610. If a student foresees that he/she will not be able to meet this expectation, the student should submit a petition to the GPD explaining why additional time is needed. This petition should include a plan for completing their preparation for comprehensive exams in a timely fashion.

The process of preparing for the comprehensive examination begins with the student requesting an appointment with his/her Section Coordinator no later than the start of the academic year *prior* to the semester in which (s)he wishes to sit for the examination (see further below). In this meeting, among other things, the prospective examinee can discuss with the Coordinator the names of those graduate faculty members whom (s)he would wish to be appointed to their exam board by the GPD as well as who might serve as the chair of their board.

Examining Boards

The Comprehensive Examination board is formally appointed by the GPD in consultation with the student's Section Coordinator. The ordinary number of examiners on a board is three; additional board members may be appointed at the request of the section. The same board serves both for the written and the oral portions of the exam.

No later than the end of the semester before the exam, Section Coordinators should send to the GPD their recommendations for the composition of the examination board. Among the factors to be considered are the student's preferences (especially the probable focus of the dissertation), what combination of faculty best represents the field, and an equitable distribution of work.

Prior to appointing the board, the GPD will consult with the individual faculty members who have been proposed about their willingness and availability to serve. Once the list of examiners is finalized, the GPD officially appoints the board and notifies student and faculty alike of the board's formation.

Registration for the PhD Comprehensive Exams: the Petition

To sit for the comprehensive exams in a given year, the doctoral student submits a written petition to the GPD at the beginning of the academic year **PRIOR** to the semester in which (s)he anticipates taking the examination. The petition should be made only after consulting with the Section Coordinator or Academic Advisor

The following format is to be used in the written petition that goes to the GPD making the request to sit for the comprehensive examination. The petition itself should be emailed directly to the GPD, with copies going at the same time to the Section Coordinator and the Graduate Program Assistant.

Sample Petition

Dear Dr. GPD,

This is my formal request to be allowed to sit for the written comprehensive exams that will be held in _____ (fall or spring with year noted). My degree program is _____ and my specialization is _____.

I will have fulfilled all of my coursework prior to the exams.

I have fulfilled all research tools as required by my specialization.

I have submitted all necessary paperwork for advanced standing.

(Please note that if the items mentioned here have not been completed, the petition is to be amended accordingly.)

The following is a list of all the courses that I have completed at Loyola University Chicago, or as part of my doctoral program, along with the names of the professors who taught these courses:

(The course, the instructor, the year, and the semester in which the course was taken should be indicated.)

Also attached is a list of the primary texts I have chosen to be examined on and/or the bibliography I have prepared in consultation with my board in accordance with the policies governing my area of specialization.

It is my further request that _____ be invited to chair my comprehensive examination board. I am also requesting that _____, _____, and _____ be invited to serve as board members.

Thank you,

Name and contact information

Reading Lists

For students in Integrative Studies in Ethics and Theology, the faculty of each sub-specialization (Ethics or Theology) has prepared a reading list to be used by doctoral students in their preparation for the comprehensive examinations. Knowledge of the

materials on that list is presumed in the examinations. Students also prepare a detailed bibliography for that portion of the exam focused on a topic or subject of their choosing. This bibliography, made in consultation with the chair of the board, must be submitted to the examination board well before the date of the examination itself, but certainly no later than one month prior to the exam date.

Students in New Testament and Early Christianity make a selection of primary texts (both canonical and non-canonical) on which they will be tested. These texts are to be selected in consultation with the chair of the individual's examining board. A form is available on Sakai. There is no general reading list of secondary literature for the examination in NT & EC. Instead the student is expected to demonstrate knowledge of the critical scholarly literature appropriate to the primary texts (s)he has selected in consultation with the chair of the examining board. Toward that end the doctoral student will submit to their examining board a detailed bibliography well before the examination date, but certainly no later than one month prior to the exam date. This bibliography is in addition to the reading list the doctoral student prepares for that part of the exam devoted to a related or cognate field of the student's choosing.

Supplemental Information

In addition to these general guidelines, the faculty in the individual areas of specialization has prepared more specific materials for the comprehensive examination as it is conducted by each area. These reading lists are posted on Sakai.

Grading of the Examination

Each section of the written portion of the examination will offer the student a choice of questions. Upon completion of the written phase of the exam, the examining board determines whether the student should proceed to the oral phase of the examination. Normally it is the responsibility of the chair of the examination board to notify both the student and the GPD that he/she may proceed to the oral phase. Only one grade is assigned to the student for the entire comprehensive examination (including the oral portion).

Comprehensive examinations will be graded "pass with distinction," "pass," or "fail." In the case of three-member boards, two of the three examiners must pass the examination; in the case of five-member boards, four members. Normally, it is the responsibility of the chair of the examining board to report the outcome of the examination to the student and the GPD. (See Appendix 1 for the criteria in ISET governing the grading of the comprehensive examinations.)

Retaking an Examination

Upon the recommendation of the examining board and the approval of the GPD, a student who has failed the comprehensive examination student may be offered one additional opportunity to take an examination in any part(s) of the examination the

student has failed. Such "retakes" are permitted only in the next scheduled examination session.

The Dissertation

General Guidelines

While the student has primary control over the writing and submission of a dissertation, The Graduate School oversees all matters related to the dissertation process. As such, upon the successful completion of the comprehensive examination, students should consult The Graduate School website to obtain the most recent and up to date information concerning the dissertation process.

This website includes important information regarding the process of preparing and submitting a dissertation as well as various forms required by The Graduate School. As stipulated by the website, for example, the student completes both the Thesis/Dissertation Committee Recommendation form and the Thesis/Dissertation Proposal form by entering his/her information directly into the GSPS system.

Doctoral students are expected to have their dissertation proposal approved within one academic year of the successful completion of their comprehensive exams. If a student foresees that s/he will not be able to meet this expectation, the student should submit a petition to the GPD explaining why additional time is needed. This petition should include a plan for completing the proposal in a timely fashion.

All doctoral students who have passed their comprehensive exams must maintain continuous registration every semester until graduation. Normally, once the dissertation proposal has been accepted by The Graduate School, the student will register for Theology 600 (Dissertation Supervision).

Selection of the Dissertation Director and Committee

The student initiates the process of forming a dissertation committee by first petitioning a faculty member to serve as the director of the proposed dissertation. The choice of director should be directly related to the area of the student's interest for the dissertation. After discussion with the proposed director and agreement regarding the general area of the dissertation, the student will then approach two other faculty members to be "readers" of the dissertation and members of the dissertation committee. The choice of readers will be done in consultation with the director. One of these committee members, who must belong to the area of the student's specialization, will be designated "first reader." Depending on the special nature of the topic and upon the approval of the GPD, the "second reader" may be a graduate faculty member from another department within the University, e.g., Philosophy or Classical Studies, or in extraordinary circumstances from another university. At least two of the faculty members on the prospective committee, including the director, must be tenured at the time of their selection. (NB: The University

does not provide reimbursement for travel or housing expenses incurred by any faculty member on these committees.)

Dissertation committees have official standing only upon appointment by The Graduate School. (For the Graduate School's requirements concerning membership on a dissertation committee, see The Graduate School website.) To this end, the student must complete the Thesis/Dissertation Committee Recommendation form, request the signature of the Department Chair on the form, and submit the form to The Graduate School (with a copy to the GPD) for approval. Once the Dean of The Graduate School formally appoints the director and the two readers and notifies the student of this fact, the official dissertation committee is established.

Preparation of the Dissertation Proposal

A dissertation proposal may be submitted only after the comprehensive examination has been passed and a dissertation committee has been constituted. Students are encouraged to submit their proposal before the end of the semester following the completion of their comprehensive exams. Prompt approval of the proposal is important for a variety of reasons, not the least being eligibility for doctoral candidacy and the various fellowships for which only a doctoral candidate can qualify. A proposal ought to be officially approved before substantial portions of the dissertation are completed.

After receiving confirmation of approval by The Graduate School of the dissertation committee, the student composes the dissertation proposal in consultation with the dissertation director and readers. Its precise form and format is strictly dictated by the Graduate School. Details for the format of all portions of the proposal are found on The Graduate School's website, which students ought to use at all stages of the dissertation process. When the proposal is completed, it must then be officially approved by the dissertation committee, which formally meets with the student for this purpose. It is at this meeting that the student will be called upon to defend his/her proposal. Only after a proposal has been successfully defended and/or revised in accord with outcome of this meeting, ought the student submit the abstract of the proposal in its final form to The Graduate School on the GSPS system. At the same time, a copy of the entire proposal and abstract should be submitted electronically to the GPD. Once entered into the GSPS system, the members of the student's dissertation committee receive electronic requests to formally approve it. .

All projects involving human and/or animal subjects must be approved by the Institutional Review Board for the Protection of Human Subjects (IRB) and/or the Institutional Animal Care and Use Committee (IACUC). A student undertaking such a project must receive IRB and/or IACUC approval before submitting the thesis/dissertation proposal to The Graduate School. When submitting the thesis/dissertation proposal to The Graduate School, the student must attach to the Proposal form a copy of the IRB and/or IACUC written notification of approval of the research. The Graduate School will not register final approval of a thesis/dissertation proposal, and the student should not begin research, until he or she has received written

approval from the IRB and/or AICUC. **Note:** The IRB and the IACUC require a copy of the signed proposal ballot; therefore students must obtain the approval of their committee before submitting their proposals for IRB and/or AICUC approval.

At this time the GPD should be informed that the proposal has been formally presented to the Dean of The Graduate School. Once the student has entered the information into the GSPS system and the director and readers have electronically signed off on it, the GPD will be electronically prompted by GSPS to approve the proposal.

Semi-Annual Dissertation Progress Report

Twice a year students review their progress on the dissertation using the “Semi-Annual Dissertation Progress Report” form. After it is completed and signed by the student's dissertation director, the student then submits this form to the GPD.

Doctoral Candidacy

Doctoral Candidacy is granted to a student when all the following conditions have been successfully met: (1) completion of all required course work; (2) all language requirements have been fulfilled; (3) all parts of the comprehensive exam have been passed; and (4) the dissertation proposal has been approved by The Graduate School. A letter from the Dean of The Graduate School formally confers candidacy. Only at this time does the doctoral candidate appropriately assume the title "PhD Candidate.” By contrast, PhD students without an official proposal who meet the first three conditions are simply “ABD" (All But Dissertation).

Writing the Dissertation

The dissertation is to be written by the student in consultation with the dissertation director and the readers. The “Manual for Theses and Dissertations,” which is obtained from The Graduate School website, must be strictly adhered to in the writing of the dissertation. Academic Computing Services at Loyola University has published a booklet with helpful information on proper format using common word processing software. The Graduate School has adopted the policy statement on dissertations published by the Council of Graduate Schools entitled *The Role and Nature of the Doctoral Dissertation* (Washington, D.C.: Council of Graduate Schools, 1991).

Preparation for the Oral Defense of the Dissertation

Ideally, readers will be given several opportunities to provide the candidate with feedback on his or her dissertation as it develops. If the candidate and his or her director anticipate a December or May graduation, all readers must be given no less than thirty days and ideally more to review the finished dissertation and to decide if it is appropriate to schedule an oral defense. If the candidate and his or her director anticipate an August graduation, all readers must be given no less than thirty days and may take up to sixty days, if not more, to review the finished dissertation and to decide if it is appropriate to

schedule an oral defense. If all the members of the candidate's dissertation committee agree that the text of the dissertation is substantially in its final state, with no major revisions necessary, they indicate their approval on the Theology Department form entitled "Notification of Status: The Text of a Thesis/Dissertation." Normally, the oral defense can be scheduled no sooner than one month after this form has been completed form received by the GPD. This means that if the candidate plans to graduate in December or May, copies of the finished dissertation must be in the hands of all committee members sixty days before the date set by the Graduate School as the last day for the submission of the final, approved dissertation (typically around November 1st & March 1st). This also means that if the student plans to graduate in August, copies of the finished dissertation must be in the hands of all the committee members at least ninety days before the date set by the Graduate School as the last day for the submission of the final, approved dissertation (typically, around June 1st). Any and all exceptions to these procedures must be approved by the chair of the department.

It is to protect the interests of the student at this phase of the dissertation process that The Graduate School requires the dissertation committee to indicate its approval of the text of the dissertation before the date of the public defense is set. Only when this approval form is submitted to the GPD can the oral defense be officially scheduled and an announcement of the defense made. The student is responsible for making copies of the announcement of the public defense of his/her dissertation available for posting by the Graduate Programs Assistant (see sample in packet "Directions for Student-Managed Submission of Theses and Dissertations").

Oral Defense of the Dissertation

Under normal circumstances the entire committee is present for the oral defense of the dissertation. The Graduate School, however, does not require the physical presence of every reader at the oral defense. As long as the director is present, an oral examination may be conducted via a video or phone conference. The Ballot for the Approval of the Text and Oral Defense of a Thesis/Dissertation is brought to the defense by the Director of the Dissertation candidate. After the candidate's defense, the committee members register their votes by means of this ballot with The Graduate School. A unanimous decision of the committee is required for passing the defense.

At the conclusion of the oral defense, the candidate is informed of the recommendation of the committee to the Dean of The Graduate School. If a student fails the oral defense, upon the recommendations of the committee, the GPD, and the Dean of The Graduate School, that student may be given one additional opportunity to defend his/her dissertation.

Final Copy of the Dissertation

After the candidate passes the oral defense, he/she must prepare the final copy of the dissertation, have the approval sheets signed by the dissertation director, and then submit the final copy of the dissertation to The Graduate School. It is the responsibility of the

dissertation director to verify that the student has included all corrections required by the dissertation committee in the final copy. Directions for submitting the final copy of the dissertation are on The Graduate School website. Acceptance of the dissertation by one of the administrators of the Graduate School (normally, the Assistant Dean) is required. All doctoral candidates must publish their dissertations, and ordinarily this is done by microfilming the dissertation through University Microfilms of Ann Arbor, Michigan.

Time Limit

According to the regulations of The Graduate School, students entering the doctoral program after the baccalaureate degree must complete all requirements for the Ph.D. degree within eight years of beginning their first course at Loyola leading to the degree. For students entering the program with a relevant master's degree, all requirements for the Ph.D. degree must be completed within six years of the student registering for his/her first course leading to the degree. The Dean, normally in consultation with the GPD, may grant up to two one-year time extensions.

Graduation

Students must apply for graduation via the LOCUS program.

EVALUATION PROCEDURES

Evaluation of Graduate Faculty and Graduate Courses

Toward the end of every semester, the graduate students will evaluate the graduate courses in which they are registered. The results of these evaluations are confidential. Professors receive a summary of the students' comments approximately one month after the completion of the course.

Graduate Student Advising and Evaluation Process

The department operates under The Graduate School's regulations on course grades and academic standing. These regulations are available on The Graduate School website.

A grade of "C" in a course indicates a professor's serious reservations about a student's work. Thus, a grade of "C" will prompt the Graduate Programs Committee to evaluate the student's standing and progress in the program. Graduate students are expected to maintain an average of not less than "B" (3.0 G.P.A.). Those failing to meet this standard may be dismissed from the program.

At the end of each semester, the faculty who have been teaching graduate courses submit a confidential evaluation of each student to the GPD, who in turn forwards a copy to the student's academic advisor.

Over the Christmas holiday, all graduate students should complete and submit to the GPD confidential self-evaluations, a copy of which is forwarded to the student's academic advisor. Doctoral Candidates should complete the Semi-Annual Dissertation Progress Report and submit a copy to the GPD, who will forward a copy to the candidate's dissertation director. The appropriate forms can be found on SAKAI. During the summer, academic advisors and dissertation directors fill out a confidential evaluation for each of their advisees, which is then submitted to the GPD.

GRIEVANCE PROCEDURES

Students may appeal a grade they have received in a course or may challenge a grade which is assigned for academic dishonesty. They may also appeal for redress in the event they think that departmental procedures were violated in their case. In general, students should thoroughly familiarize themselves with the policies and statements on academic honesty contained in The Graduate School *Catalog* at http://www.luc.edu/gradschool/academics_policies.shtml.

Any appeal must be initiated in writing to the GPD within twenty business days of the publishing of the grade. In the event of an alleged violation of departmental procedures, appeal must be initiated in writing to the GPD within twenty class days of its alleged occurrence. If the GPD assigned the grade being appealed or challenged, the student appeals to the Chairperson of the Department.

The appeal for the change of a grade shall be based upon evidence that the professor assigned the grade in an arbitrary, capricious, or discriminatory way. In particular, the professor may not depart from the ground rules established at the outset of the course. When a professor assigns a grade for academic dishonesty, he or she must be prepared to supply evidence to substantiate the charge.

The appeal for redress of an alleged violation of departmental procedures shall also be based upon an appropriate investigation of the alleged violation and its consequences.

In any appeal, the burden of proof rests with the student. The evidence must be presented in writing and the student must furnish copies of all written materials (for example, papers, examinations, books, and articles), which are relevant to the case. The written appeal and the evidence are to be submitted to the GPD (or to the Department Chair, if appeal is being made against an action of the Director) who will give them to the professor for his/her comment and response.

In the appeal of a failing grade for alleged academic dishonesty, the student will initiate the appeal in writing. The professor will then provide a written statement of the basis for

his/her judgment. The student will respond to this statement in writing and will furnish copies of all materials that the concerned parties designate as relevant.

If mediation fails to reach a solution, a hearing board of three to five disinterested professors will be established by the GPD (or by the Department Chair, in the event that an action of the Director is being appealed). A chair of the hearing board is also appointed by the GPD (or Department Chair). The chair of the hearing board will contact all the parties involved and will conduct a hearing following the model of procedures established for the College of Arts and Sciences.

A written notice of every appeal for change of grade and of every dispute of a charge of academic dishonesty and of each appeal for redress of an alleged violation of departmental procedure, along with a record of the disposition of each case, will be sent to the Dean of The Graduate School.

Students who request a hearing of their case in The Graduate School must make this request within thirty days after the beginning of the term following the event leading to the grievance (excluding summer sessions).

FELLOWSHIPS, SCHOLARSHIPS, AND ASSISTANTSHIPS

Fellowships and Scholarships

Please consult The Graduate School *website*, for detailed description of the various Fellowships and Scholarships that are available through The Graduate School.

Graduate Assistantships

Description

Graduate Assistantships are awarded to full time doctoral students in the Theology Department each academic year. These are merit awards intended to provide a student with a basic stipend in exchange for service to the Department in the form of teaching, administrative help, or assistance in research. Generally, full assistantships are also accompanied by tuition scholarships, sufficient to cover normal tuition expenses for all courses directly related to a student's degree program as well as a student health benefit. The term of the award is typically one year, with the number of years it can be renewed specified at the time of the award is initially made, which is generally upon admission to the program. In the case of multi-year awards, renewal can be assumed as long as the recipient remains in good standing and maintains steady progress toward the degree. The evaluation is made by the GPD in consultation with the Section Coordinators according to the criteria described below.

Application Procedures

The renewal process for a multi-year assistantship is normally handled by the GPD and it is the GPD who will process the renewal. Students failing to make steady progress may be in jeopardy of losing their assistantship.

Criteria

Applicants should be full time students. All applicants should demonstrate strong promise of academic excellence and a willingness to cooperate with others, both professors and students, on assigned tasks.

Renewal is contingent upon the student's academic performance and the student's diligence in carrying out assigned duties as an assistant. Poor evaluations from their faculty supervisor, incomplete course work, or a grade of "C" are all grounds for the non-renewal of a multi-year award).

Duties

In the Theology Department graduate assistants are assigned to tasks that complement and advance their education. Typically, this means that an assistant is initially assigned to one or more professors to help them in their research; usually this part of the award is for the first two years. The nature and scope of the research assistant's help depends on the capability and willingness that the student demonstrates to the professor(s) for whom they work. Every effort is made to match an assistant's interests with those of the professor(s) whom they will serve. At this point they are referred to as Research Assistants. In the third year of a five year renewable assistantship, the student will be placed as a Teaching Assistant assigned to one or more professors to help them in their teaching. At this point they are referred to as Teaching Assistants.

During the final two years of a renewable assistantship, when typically the student is writing their dissertation, (s)he can be assigned as a Teacher of Record if (s)he has completed Theological Pedagogy I.

It is recommended that all doctoral students participate in the Theology Department's Theological Pedagogy Program during the spring semester of their first year. Graduate Assistants are required to complete Theological Pedagogy I by their fourth semester at Loyola University Chicago. No graduate student may serve as Teacher of Record at Loyola University Chicago in the Department of Theology without completing this course. (N.B. Applications for Pre-Doctoral Teaching Scholar Awards are stronger if accompanied by a teaching portfolio and positive teaching evaluations.) Graduate Assistants complete their required pedagogical training, then, by taking Theological Pedagogy II once they have taught for the Department.

Periodically, graduate assistants may be asked to perform other kinds of service for the Department (for example, to answer phones, proctor examinations, help at departmental functions, etc.). Typically, a student with a full assistantship is expected to work a minimum of fifteen hours a week at the tasks assigned but no more than twenty hours, in

accord with Graduate School policy. It is expected that those students who have accepted a full assistantship will refrain from work outside the Department during the academic year. Only under extraordinary circumstances and with the recommendation of the student's academic advisor and GPD will the Graduate School approve of someone who holds a full assistantship assuming another position.

Graduate assistants may occasionally assist in teaching a class. Teaching Assistants are, moreover, required by the Graduate School to participate in the Graduate School's Teaching Effectiveness Seminar.

A Graduate Assistantship (also referred to as a Duty Assistantship) in Theology involves fifteen to twenty hours each week of the semester of work as directed by the faculty member(s) to whom the assistant has been assigned. If an assistant is assigned to two faculty members, the average number of hours of research work each week will be specified by the Graduate Program Director (e.g., 7.5 for faculty member A and 7.5 hours per week for faculty member B, 10 and 5 hours per week or 3 and 12 hours per week).

Research and Teaching Assistants are expected to make the initial contact with the faculty member(s) to whom they have been assigned no later than the first week of the semester in order to arrange a work schedule for the semester. Thereafter, assistants are expected to initiate contact at least once each week with the faculty members) to whom they have been assigned.

Faculty members will evaluate the performance of their Graduate Assistants at the end of each semester. These evaluations will be taken into consideration when the decision is made to renew an assistantship for the following year.

Checks are issued on the 15th of each month of the academic year, beginning with September 15th. Direct deposit forms are available on the Human Resources website. In the event that the assistant does not get a check, they should contact the Graduate School.

The University requires that each student holding an assistantship file a FASFA (Free Application Federal Student Aid) form by March 15th.

In addition to departmental assistantships provided by the Graduate School, the University awards assistantships to students in specific research units such as Catholic Studies, Child/Family Research, the center for Ethics and Social Justice, CURL and the Women's Studies Program.

PRE-DOCTORAL TEACHING SCHOLARS and Dissertation Fellowships

Information about these two competitions is available on The Graduate Schools website.

GRADUATE STUDENT CAUCUS

A student caucus open to all full- and part-time Theology graduate students convenes regularly throughout the school year. Its purpose is to provide a forum for the discussion of the full range of issues pertinent to students; the caucus also contributes to the social life of the Department's graduate students. A President, Vice-President Administration/Pres-Elect and Vice President Social are elected annually. Elected caucus leaders bring the concerns of the caucus to the GPD. A caucus member with doctoral standing is appointed by the Department Chair to serve on the Department's Graduate Program Committee. This appointment is made by the Chair in consultation with the GPD. In addition, a doctoral student is elected to serve a one-year term as Liaison to the American Academy of Religion's (AAR's) Graduate Student Liaison Committee. Another student is elected by the members to represent the caucus for a two-year term on The Graduate School Advisory Committee.

POSTING OF ANNOUNCEMENTS

Announcements pertaining to various aspects of graduate student life are regularly posted in the Theology Department in the Crown Center for the Humanities, third Floor. All graduate students are required to have ready access to LUC e-mailbox for the normal conduct of business with the Department and the University.

EMPLOYMENT OPPORTUNITIES AND GRANTS

Notices of job openings and grants for which M.A. and Ph.D. graduates are eligible are posted via e-mail to current graduate students.

Students are urged to contact the Career Center for other financial opportunities such as grants, internships and teaching opportunities. The Career Center is located on the second floor of The Sullivan Center for Student Services at Lake Shore Campus.

FACULTY OF THE GRADUATE SCHOOL

Biblical and Early Christian Studies

Wendy Cotter, C.S.J. (Ph.D., University of St. Michael's College)
Robert A. Di Vito (Ph.D., Harvard University)
Edmondo Lupieri (Doctor of Letters, University of Pisa)
Thomas H. Tobin, S.J. (Ph.D., Harvard University)
Urban C. von Wahlde (Ph.D., Marquette University)

Christian Ethics

William C. French (Ph.D., The University Chicago)
Hille Haker (Ph.D., Tübingen University)
Tisha Rajendra (Ph.D., Boston College)
Susan A. Ross (Ph.D., The University of Chicago)
Michael J. Schuck (Ph.D., The University of Chicago)
Sandra Sullivan-Dunbar (PhD candidate, The University of Chicago)
Aana Marie Vigen (Ph.D., Union Theological Seminary)

Theology

Peter Bernardi, S.J. (Ph.D. Catholic University of America)
Mark Bosco, S.J. (Ph.D. Graduate Theological Union)
Miguel Diaz (Ph.D. University of Notre Dame)
Colby Dickinson (PhD. Katholieke Universiteit Leuven)
Marcia Hermansen (Ph.D., The University of Chicago)
John P. McCarthy (Ph.D., The University of Chicago)
Mark McIntosh (Ph.D., The University of Chicago)
Dennis D. Martin (Ph.D., University of Waterloo)
Hugh Nicholson (PhD, Boston College)
Tracy Pintchman (Ph.D., University of California)
Susan A. Ross (Ph.D., The University of Chicago)
Devorah Schoenfeld (Ph.D., Graduate Theological Union)

Appendix 1

Loyola University

Theology Department Comprehensive Exam Rubric for Ph.D. in Theology

Below Expectations

Addressing Questions:

- Essays show poor understanding of the terms of the questions.
- Essays fail to address all points raised.
- Essays stray from topic and introduce irrelevant material.
- The lengths of the essays are disproportionate, demonstrating poor time management.

Mastery of Content:

- When referring to works from the bibliographies pertinent to the topic, essays state positions incorrectly or vaguely.
- Essays fail to give details or specific examples.
- Essays show only minimal or mistaken understanding of the central point of the authors' arguments. The context of the author's argument is not in evidence.
- Contains errors of fact or misconstrues what authors have said.

Clarity:

- Material on the essays is presented in haphazard order with little logical flow.
- There are notable problems in spelling and grammar.
- Introductions and conclusions are lacking
- The essays lack coherence.

Critical Thinking:

- Essays treat data or authors in isolation with little attempt to place them in conversations, compare them, or juxtapose them to develop insights.
- Essays do not go beyond reporting the position of authors.
- Essays fail to evaluate authors' arguments **in their own terms** or give only the most basic understanding.
- Essays commit notable errors in logic.

Meets Expectations

Addresses the Questions:

- Essays show that the student has understood the terms of the questions and addressed all the points raised.
- Essays address the questions with some awareness of the larger contexts or theoretical issues.
- The lengths of the essays are proportionate.
- Essays show promise of student's future growth as a scholar.

Mastery of the Content:

- Essays demonstrate accurate grasp of the content of the works on the pertinent bibliographies associated with the topics.
- When citing a work, essay shows good understanding of the author's overall argument and illustrates point with specific examples.
- Demonstrates knowledge that goes beyond the basic understanding of the issues.

Clarity:

- The writing is clear with correct spelling and grammar.
- The points are made in logical order.
- The essays provide a generally understandable treatment of the topic.

Critical Thinking:

- Essays compare and juxtapose data or authors in conversations to develop insights.
- Essays adequately contextualize the positions of authors.
- Essays adequately evaluate and/or contextualize authors' arguments.
- Essays develop their thought logically.

Exceeds Expectations

Addresses the Questions:

- Essays show that the student understands all the terms of the question, and addresses each point raised.
- Essays place the question in a larger context, relating the terms of the questions to the relevant theoretical and historical issues.
- Essays show an understanding of the importance of the questions to theological issues, especially theological methodology

- Essays give the impression of having been written by one familiar with the style of professional theological writing.
- Essays are proportionate in length, demonstrating good time management.

Mastery of the Content:

- Essays show uniformly accurate grasp of content of materials on the pertinent bibliographies.
- When citing a particular author's work, essays demonstrate mastery of the author's overall arguments and illustrate points with specific details; in addition the essays demonstrate the student's understanding of the overall conceptual and historical framework of the material and its place in the wider scholarly field.
- Essays demonstrate awareness of sources beyond the relevant bibliographies, and relevant to the subject under discussion.

Clarity:

- The writing is clear with correct spelling and grammar
- The points are made in logical order
- The essay is outstanding in its clarity of presentation.

Critical Thinking:

- Essays compare and juxtapose data or authors in conversations to develop insights.
- Essays demonstrate clear and accurate knowledge of the conceptual and/or historical contexts of the authors.
- Essays demonstrate the ability to carefully and accurately evaluate the authors' arguments.
- Essays develop their thought logically.

The Oral Examination of the Candidates Who Meet or Exceed Expectations On the Written Comprehensive Exams

The oral examination an integral part of the comprehensive examination structure. The oral examination is based on the written examinations. The candidate who meets or exceeds expectations on the written comprehensives exams is expected to answer questions concerning their essays with the following characteristics:

- 1) focused discussion on the precise issues;
- 2) demonstration of comprehension and integration of knowledge expressed in the essays;
- 3) lucidity in clarifying the arguments and positions about which they have written in their essays.

Students who fulfill these expectations have succeeded in passing their comprehensive examinations and have met expectations.

The Criteria for a “Pass with Distinction”

The candidate must have written comprehensive exams that belong to the “exceeds expectations” category. The oral exam should demonstrate:

- 1) an ability to discuss the written comprehensive essays with sureness and with clear contextualization;
- 2) the ability to enter into the arguments presented in the written essays and more fully discuss them;
- 3) recognition of the challenges that regularly oppose any position taken in the written exams and readiness to argue for these positions.

All of this show the outstanding appropriation of the knowledge demonstrated in the comprehensive exams and in addition merit a “pass with distinction.”

Metrics for assigning quantitative evaluation of the above criteria:

- 1) A performance of “below expectations” earns a value of 1 in each of the four subcategories (Addressing Questions; Mastery of Content; Clarity; Critical thinking); A performance of “meets expectations” earns a value of 2 in each of the four subcategories; a performance of “exceeds expectations” earns a value of 3 in each of the four categories.
- 2) At all levels of evaluation (below, meets, exceeds expectations) the subcategory of Mastery of Content and Critical Thinking will have a multiplier of 2 because at all levels these are considered to be the most important aspects of the student’s performance to be evaluated.
- 3) To earn a “pass meeting expectations” the student must have a point value of 12 or above and met the corresponding criteria of the oral exam; to earn a “pass with distinction” the student must have a point value of 16 or above and met the corresponding criteria for the oral exam.
- 4) To Illustrate:

- a. If a student had a written exam performance of “exceeds expectations” in all four subcategories, the student would have a total point value of 18; if the student performed at the level corresponding to the characteristics associated with “exceeds expectation” in the oral exam, the student would merit a “pass with distinction.”
 - b. If a student had a written exam performance of “exceeds expectations” in the subcategories of Mastery of Content and Critical Thinking (thus earning a total of 12 points) and a “meets expectation” in Addressing Questions and Clarity (thus earning 4 points) the student would have a total point value of 16. In addition if the student performed at the level corresponding to the characteristics associated with “exceeds expectation” in the oral exam, the student would merit a “pass with distinction.”
 - c. If a student had a written exam performance of “meets expectations” in all four subcategories, the student would have a total point value of 12; if the student performed at the level corresponding to the characteristics associated with “exceeds expectation” or “meets expectation” in the oral exam, the student would merit a “pass.”
 - d. If a student had a written exam performance of “meets expectations” in the subcategories of Addressing Questions and Clarity (thus earning 4 points) and a “below expectations” in Mastery of Content and Critical Thinking (thus earning a total of 4 points) the student would have a total point value of 8 and would not be invited to the oral exam.
- 5) The examining board must communicate their evaluations of each day’s performance to the other members of the committee in order to determine whether the committee agrees that the student should be invited to the oral exam. The criteria outlined above should be used by each evaluator in determining their judgment. It is recognized that not all evaluators will be as familiar with a particular period or topic as others in the examining board, so the decision to invite the candidate should be based on the best knowledge of the board as a whole in evaluating the performance over the three days of the written exams.
 - 6) After the oral exam, the exam committee will determine a point value for the performance of the candidate based on the written and oral exams. The point value will be used to quantify the examiner’s decision, but the point value will not be communicated to the student, and will be considered as confidential. The point value will be submitted to the Graduate Program Director to be contained in the student’s record in case of dispute, but it will have no further bearing on student evaluations or recommendations.

Implementation of the Above Criteria:

- 1) These criteria will be put in place for those taking comprehensive exams in the ISET program beginning in Fall, 2013.
- 2) It is recognized that the quantification associated with the evaluation should be consistent with overall evaluation of the candidate's performance; the quantification should not displace the best professional judgment of the examiners. This is meant to recognize those situations where there may be numerical evaluations which are very close to critical distinctions (e.g. point value of 11 or point value of 15), and where the best professional judgment of the examiners becomes a final determining value. In those situations, the examiners should write why they have made the decisions they have made, and this should be entered with the confidential numerical evaluation.
- 3) This process should be evaluated by the ISET faculty regularly, and, at minimum, within two year intervals.

October 22, 2012

Appendix 2

A SAMPLE SCHEDULE FOR DOCTORAL STUDIES PRIOR TO MATRICULATION

Document the fulfillment of one of the modern research language requirements.

FIRST YEAR

Complete at least eighteen semester hours of required coursework.

Polish your research and writing skills.

Develop skills at critical text analysis.

Join the Graduate Student Caucus. Participate in and/or form study and writing groups. Develop peer relationships.

Become a (student) member of at least one professional organization, such as CBA, CTSA, SCE, CTS, AAR or SBL. Attend an annual meeting of this society, at the national or regional level (or another major professional conference.) (Please see Appendix 14 for information regarding Professional Societies)

Students in NT/EC should begin thinking about their “minor” field.

Participate in the Theological Pedagogy Program.

Document your fulfillment of the second modern research language requirement (normally completed in the summer following your first academic year.)

SECOND YEAR

Complete whatever coursework is required.

Polish your skills at synthetic analysis and creative, constructive argumentation.

Volunteer to coordinate a caucus-sponsored event or serve on a caucus subcommittee.

Submit a paper or panel proposal to a regional or national conference.

Serve the Teaching Assistant. (Please see pages 18 ff.)

Develop a study plan (and study group) in preparation for them.

THIRD YEAR

Pass your Comprehensive Exams.

Petition to be invited to be a Teacher of Record). Become a (student) member of at least one professional organization, such as CBA, CTSA, SCE, CTS, AAR or SBL. Attend an annual meeting of this society, at the national or regional level (or another major professional conference.)

Publish an article in a scholarly journal.

Choose a dissertation director and together form a dissertation committee.

Acquire Graduate School approval of your dissertation committee.

Acquire committee (and then Graduate School) approval of your dissertation proposal.

Develop a timeline for and begin drafting the dissertation.

FOURTH/FIFTH YEAR

Write your dissertation.

Defend your dissertation.

Attend and if possible make a presentation at a professional meeting.

Continue to get some teaching experience.

Prepare your CV and a teaching portfolio for a job search.

OTHER IMPORTANT GRADUATE STUDENT MATTERS

1) Continuous Registration

All students (including those who have completed all coursework) are required to register every semester during the regular academic year (not including summer sessions) until all degree requirements are met, unless they have received a Leave of Absence.

Students who have completed all course work and are preparing for comprehensive examinations and/or preparing dissertation proposals are to register for either Doctoral Study (registration is limited to two semesters) or Dissertation Supervision.

2) Ph.D. Time Limit

Post-baccalaureate students must complete all Ph.D. degree requirements, including the dissertation, within *eight years* of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. Students who completed a relevant master's degree at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within *six years* of beginning the first course at Loyola University Chicago applicable toward the doctoral degree.

4) Availability/Requirement of Benefits during Leave of Absence.

During any time a student spends on a Leave of Absence, they are not able to defer loan payments. Students on LOA do not meet the requirement of being a full-time student.

While on LOA, there is no requirement that a student remain on the university health plan. Furthermore, in general, if the student begins her or his Leave of Absence at the beginning of the academic year, she or he would not be eligible to enroll in the student health program. If, however, the Leave of Absence is begun after the fall semester has begun, and that student has already paid for the health insurance, it would be continued for the duration of the academic year. Additionally, during a LOA, the student loses her/his library privileges, and may not work, (e.g. on dissertation related matters) with members of the faculty.

Appendix 3

PROCEDURE FOR REQUESTING REINSTATEMENT TO ACTIVE STATUS IN A GRADUATE PROGRAM

To request reinstatement to active status in a Ph.D. or M.A. program, the inactive student should discuss the matter with the GPD and send the GPD a written request for reinstatement.

The written request (a letter or an e-mail) must include the following information:

1. The academic semester/term for which the student is requesting reinstatement;
2. Information as to why the student discontinued her/his studies and information on the nature of any academic or professional work undertaken since the discontinuation of her/his studies;
3. A proposed time-line for completion of outstanding degree requirements; and
4. For students at the dissertation stage, a list of three individuals who agree to serve henceforth as members of a dissertation committee (at least two of the three must be members of the Faculty of The Graduate School, including the proposed director of the committee, who must be a full member of the faculty).

The GPD may require additional information as it reviews her/his request and prepares a recommendation to The Graduate School. In addition, the GPD may recommend completion of additional requirements (e.g., coursework) as a condition of reinstatement because of the time that has elapsed since discontinuation of studies at Loyola.

Please note that if a Ph. D. student who has been inactive (i.e., not registered) for more than two years applies for reinstatement in a program, The Graduate School will require the student to re-take and complete successfully the program's doctoral comprehensive examination requirement if more than five years have elapsed since the student initially completed the requirement. (The program may recommend to The Graduate School an alternative to the comprehensive examination as a means of satisfying the requirement that the student demonstrate currency in the field.)

The GPD should forward to The Graduate School (please send to Dr. Patricia Mooney-Melvin) the student's written request for reinstatement and the program's recommendation regarding the request. The Graduate School will notify the student and the program of its decision regarding reinstatement.