Useful Dates for Students
Academic Year 2012-2013

(See the Academic Calendar on the EDS website for more information.)

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Section 1

Introduction and Definitions

_The Episcopal Divinity School Academic Handbook_ contains the official policies for all academic matters, and all other academic institutional documents must conform to it. Therefore, _The Academic Handbook_ serves as the authoritative document for reconciling inconsistencies and errors in the school's academic-related documents. Further, _The Academic Handbook_ provides the parameters for the implementation of academic policies and requirements. The academic requirements described in the version of _The Academic Handbook_ published during the academic year a student matriculates are those that govern the student’s course of study for its duration. The procedures for filling these requirements may change with each update of _The Academic Handbook._

**Definitions**

Academic Degree Programs, Certificates, and Related Study Opportunities at Episcopal Divinity School consist of the following:

_The Master of Divinity_ – the normative degree to prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings.

_The Master of Arts in Theological Studies_ – the degree that provides a basic understanding of theological disciplines for further graduate study or for general educational purposes.

_The Doctor of Ministry_ – the advanced degree to enhance the practice of ministry for persons who hold the MDiv or its equivalent degree and have engaged in ministerial leadership.

_Certificates_ – non-degree programs designed to expose students to new theological concepts or to deepen the experienced student's understanding of specific topics.

_Flexible study_ – reference to the variety of course offerings available at EDS: term-long, two-week intensive, weekend intensive, online and simulcast courses. As a result, EDS differentiates between two learning options for students in Master of Divinity and the Master of Arts in Theological Studies:

- the **Traditional Learning option (TL)** for students who are part of our degree programs as local/resident students and commuter students, and

- the **Distributive Learning option (DL)** used for students who come to campus throughout the year to meet "intensive residency" requirements.

**Online courses** – courses whose primary classroom format is internet-based and includes Live Sessions. Such courses are self-disciplined, not self-paced, and students are responsible for maintaining course accountabilities.
Simulcast courses – courses which employ video-conferencing technology to allow for DL students to join TL students in the classroom (in time and face-to-face).

Degree Requirements – Degree programs at Episcopal Divinity School, unlike those at many institutions of higher education, are not based solely on a credit-hour system. The requirements are as follows:

- Master of Divinity and Master of Arts in Theological Studies students must fulfill both specific competence and specific residence requirements;

- Doctor of Ministry students must complete a set number of courses plus a thesis/project;

- Certificate students must complete a minimum number of courses while matriculated at the School.

Cohort – the group of Distributive Learning option (DL) students that matriculates together each academic year in June, and remains together as an academic unit of students throughout the length of MDiv and/or MATS degree program(s).

Residence, or “in residence” – For Traditional Learning option (TL) students this refers to the number of terms during which a student must be registered full-time to be eligible for graduation. For example, “six terms of course work in residence” (the residence requirement for completion of the Master of Divinity degree) means that in order to obtain the MDiv degree, the student must successfully complete six full-time terms of course work or the equivalent in part-time or some combination of full- and part-time terms. In rare cases, a portion of the residence requirement may be waived by petitioning the Degrees Committee.

Residency or “Intensive Residence” – For Distributive Learning option students include:

- June Two-Week Intensive – (the first June when DL option students join their cohort);

- Seven (MATS) or nine (MDiv) day-long (8-hour) January/June Cohort Group meetings (full attendance required); and

- Eight Monthly, two-hour online sessions (September, October, November, December, February, March, April, and May) for the four or five years of program for the DL option. Note: online cohort conferences will occur once a month on Tuesday (the particular Tuesday and time to be negotiated with the cohort. Inability to be present could result in forfeiture of same year's residency).

Because of the residence requirements, therefore, and particularly for the master’s programs, fulfilling degree requirements is not a matter of accruing a specified number of courses. For instance, it would not be possible for a Traditional Learning MDiv student with no transfer credits (see Section 12) to take an increased course load to compress completion of the program in fewer than the six terms of full-time study specified by the residence requirement. Likewise, it would not be possible for someone in any degree program to take one course per term to achieve an overall total and expect to fulfill the residence requirements for that degree.
**Designated Student Degree Status** – term to describe full-time or part-time student status:

Student full-time or part-time status is determined by the number of credits attempted in a given term.

A term includes two registration sessions. Two consecutive terms equals an academic year. For example: Term I includes: Session 1 September – December, AND Session 2 Intensive January; Term II includes: Session 1 January – May, AND Session 2 Intensive June. Again, student status is determined by the number of credits attempted in a Term (Session 1 and/or Session 2).

- Full-time Student – minimum number of credits in an academic year is 24 for TL students and 15 credits for DL students (full descriptions can be found on the Satisfactory Academic Progress Charts).

- Part-time study Student – minimum number of credits in an academic year is 12 for TL students; there is no part-time minimum number of courses for DL students. Full-time and part-time enrollment is explained in more detail in Section 3.

**Full Credit Course** – Any EDS graduate-level course and/or a regular full-term course from a BTI school is considered a full credit course. EDS courses may range from 2-4 credit hours. Most EDS courses are equal to a three credit-hours calculation of Satisfactory Academic Progress (SAP) and for transfer credits. Students may elect to take most EDS courses for 2 instead of 3 credits. A few courses are offered only for 2 credits. See Section 9, for more detailed discussion of Satisfactory Academic Progress.

**2 credits for a 3credit course** – This option was formerly referred to as a Mini-course. The 2 credit option courses have participation requirements equal to approximately one-half of a full course. 2 credit course options are normally graded on a Pass/Fail basis.

**Audit** – This designation is limited only to cases where students are allowed to attend class but are not responsible for producing any work for class. A transcript notation for “audit” (AU) carries no credit.

**Incomplete** – If a student is unable to complete required work for a course by the end of the term, the student has the option to petition for an extension. **This is not, however, an option for 2 credit option courses.** The process for petitioning for extensions is noted under “Completion/Extension of Course Work.” After the student completes the work within the extension deadlines noted, the instructor will submit a grade to the Registrar, which will replace the temporary incomplete noted on the student’s transcript. If the student does not complete the work within the time frame specified, a transcript designation of “INC” is noted, indicating a permanent Incomplete. An instructor may replace the permanent Incomplete designation with a grade of C+ (for DMin, B-) or lower. This option is at the discretion of the instructor; when the instructor does not designate another notation, that of “INC” (permanent Incomplete) shall be noted on the student’s transcript.

Course extensions are not granted automatically, and should only be pursued when absolutely necessary. Beginning with the January 2010 term, students will be limited in the number of times they will be granted course extensions during the course of their study (remainder of their
study for students already enrolled). The total number of extensions possible per degree program will be: two (2) for the DMin program, four (4) for the MATS program, and six (6) for the MDiv program.

To apply for an extension, students first need to contact the Registrar, who will grant application for an extension as long as the number of allowed extensions has not been exceeded. For the extension actually to take effect, the student then needs to obtain the approval from the course instructor.

Further, a granted course extension may be extended **only one time** with petition to the Degrees Committee. If the work is not turned in at the end of the second extension period the course will receive an automatic grade of INC (Incomplete). See Section 11, for more information on course extensions.

Neither a permanent Incomplete nor any grade below a B- (or B, for DMin students) or a grade of Fail may count toward competence, and academic credit is not awarded towards satisfactory academic progress in a degree program. An incomplete designation of any kind (temporary or permanent) counts negatively in any faculty evaluation for probationary status.

*Extenuating circumstances* – As this phrase applies to petitions to the Office of the Academic Dean via the Degrees Committee and course extensions, extenuating circumstances are those relating to ill health (physical/emotional) or family emergency. The petition needs to be accompanied by a verification signed by a physician or other relevant third party.

**Anti-Racism Commitment**

All courses are expected to support Episcopal Divinity School’s anti-racist commitment in a number of areas, for example, in course content, pedagogy, syllabi, illustrations, classroom dynamics, and bibliography.

**Expectations for Integrity of Academic Work**

All students in EDS courses are expected to produce work for each course that does not significantly replicate work done for other courses in which they have been or are currently enrolled. If a student has questions about acceptable parameters of this expectation, it is the responsibility of the student to be in conversation with the course instructor about the nature of the work being contemplated before such work is submitted for grading or evaluation.

In all written course work, sources of information other than one’s own thoughts or ideas must be cited appropriately. **Failure to make such a citation is plagiarism,** theft of another’s intellectual property. Ideas from another source must be acknowledged, generally through the use of internal citations, footnotes, or endnotes. Direct quotations must be set apart within a text, either by use of quotation marks or block quotes. Please see the Appendix A.14, “EDS Policy on Plagiarism,” and Appendix A.14, “Properly Acknowledging Your Sources,” for more information. Students should consult with the Reference Librarian and/or the Director of the EDS WRITE Program for more information on the proper format for citations.
Students in EDS courses who do not adhere to the expectations noted above are subject to grade penalties and/or disciplinary actions by the Faculty. When a student is cross-registered into a course at a BTI or Harvard school, s/he should be aware of that school’s policies for academic integrity.
Section 2

Degree Program Requirements

Degree Requirements for the Master of Divinity Program

The Master of Divinity degree is conferred upon regularly matriculated students who possess the degree of Bachelor of Arts or its equivalent and who, in the judgment of the faculty, have fulfilled the following requirements:

1. Completion of Residence and Competence requirements:

   **Traditional Learning Option:**
   - Six semesters of full-time study in residence or its equivalent.

   **Distributive Learning Option:**
   - June Two-Week Intensive – (first June when DL Option students join their cohort);
   - Nine (M.Div.) day-long (8-hour) January/June Conferences (full attendance required);
   - Eight Monthly, two-hour online sessions (Sept., Oct., Nov., Dec., Feb., Mar., Apr., and May) for the four years of program;

2. A minimum of 75 credits satisfactorily completed and a minimum of 24 academic courses successfully completed

3. **Traditional Learning Option:**
   - Completion of the Curriculum Conference, the “Foundations for Theological Praxis” course, (Middle Conference while not in Field Ed Practicum), and Final-Year Conference;

   **Distributive Learning Option:**
   - Completion of Cohort I-IV(V) and the “Foundations for Theological Praxis” course.

4. Demonstration of significant academic work from global awareness requirement and/or U.S. racial/ethnic perspectives;

5. Completion of two units of Theological Field Education, which can include one unit of Theological Field Education and one unit of Clinical Pastoral Education; and satisfactory completion of the Field Education Practicum taken concurrently with the first unit of
Field Education;

6. An approved Statement of Goals and Program Worksheet;

7. Approved Competence Worksheet showing competence in the seven canonical fields of study after Curriculum and Field Ed Practicum (and/or Middle Conference) with annual evaluations attached to each; the Worksheet completed in Curriculum Conference is the Program Worksheet; the Worksheet completed at the end of Field Ed Practicum or Middle Conference is the Competence Worksheet.

8. An Integration Paper.

**Degree Requirements for the Master of Arts in Theological Studies Program**

The Master of Arts in Theological Studies degree is conferred upon regularly matriculated students who possess the degree of Bachelor of Arts or its equivalent and who, in the judgment of the faculty, have fulfilled the following requirements:

1. Completion of Residence and Competence requirements

    **Traditional Learning option:**

    • Four semesters of course work in residence, plus a minimum of 52 credits satisfactorily completed and a minimum of 16 academic courses successfully completed

    **Distributive Learning option:**

    • Seven (MATS) day-long (8-hour) January/June Conferences (full attendance required); and

    • Eight Monthly, two-hour online sessions (Sep., Oct., Nov., Dec., Feb., Mar., Apr., and May) for the five years of program.

2. Completion of the Curriculum Conference (Cohort I-II), the “Foundations for Theological Praxis” course and Final-Year Conference (Cohort III-IV); for TL Students, if attending part-time during enrollment in the program, Middle Conference is mandatory for the years not in Curriculum or Final Year Conferences.

3. Demonstration of academic work from the global awareness requirement and/or US racial/ethnic perspectives.


5. An approved Competence Worksheet showing competence in two fields of study, with satisfactory annual evaluation attached.
6. An Integration Paper.

7. In the MATS-FLT program, a thesis or praxis project (see below).

**MATS: Studies in Feminist Liberation Theologies Concentration**

This concentration is offered for individuals who wish to engage in theological education using the perspectives, methodologies, and advocacy commitments of Feminist Liberation Theologies (FLT). The concentration provides focused opportunities for exploring the intersections of racism, classism, sexism, heterosexism, and other forms of systemic oppression in a broadly Christian context. The general requirements of the MATS program apply to the concentration in FLT, with the addition of a required course in feminist theory and a thesis or praxis project written in the final year. For more on the MATS-FLT, please see Section 5, “General and Special Competence,” p. 28, and Section 7, “Master’s Level Thesis.”

**Degree Requirements for Certificate Programs**

Students may select one of the following areas of concentration:

**Christian Spiritualities for the Contemporary World** – This program of study enables students to develop their understanding of the relationship between issues in today’s world and Christian and other spiritualities.

**Justice, Reconciliation, and Mission** – This program of study is intended for those who want to explore, in depth, aspects and avenues of participation in God’s mission of justice, compassion, and reconciliation, locally and globally.

**Anglican Leadership** – This program of study is designed for those who want to learn more about the Episcopal Church and its partners in the wider Anglican Communion. It allows students to explore traditional, contemporary, and liberating strands of Anglican thought, leadership, and experience.

**Customized Program in Theological Study** – Students may choose to create a Certificate program of study around their own specific interests by selecting relevant courses from the EDS and BTI catalogues, in consultation with their Faculty Advisor.

There are two levels of certificates of theological study:

- **The Certificate of Theological Study** is awarded to students who complete a program of the equivalent of one or two terms of study and who do not possess a master’s level degree in theology or religion.

- **The Certificate of Advanced Theological Study** is awarded to students who complete a program of the equivalent of one or two terms of study and who do possess a master’s level degree in theology or religion.

**Length of Study, Academic Standards, and Tuition for Certificate Programs**
As noted above, any of these Certificate programs may be engaged in for the equivalent of one full-time term of study or for the equivalent of one full-time academic year of study. A total of at least 3 courses and no more than 4 courses must be successfully completed with a grade of B- or better in order for a student to receive a Certificate for one term’s study. **One-term certificates are available only in exceptional circumstances—consult the Academic Dean’s Office.** A total of at least 6 courses and no more than 8 courses must be successfully completed with a grade of B- or better in order for a student to receive a Certificate for one year’s study.

Certificate students are assigned to an advisor. If schedules permit, certificate students will meet occasionally as a group to facilitate peer learning.

Field Education assignments may be included in certificate programs as appropriate to the student’s program objectives. Students who wish to have a Field Education assignment should consult with the Director of Field Education.

Toward the conclusion of the student’s residence at EDS, the Degrees Committee will recommend to the Faculty the granting of the certificate.

**Degree Requirements for the Doctor of Ministry Program**

**Introduction**

This section is intended to be a guide for students in the Doctor of Ministry program and for those faculty members who are involved in the program. It gathers into one document information that will assist the student in her/his progress through the program.

The purpose of the educational program leading to the Doctor of Ministry degree is to provide the opportunity for persons engaged in active ministry to participate in a process, which combines advanced study in the classical disciplines of theological inquiry with active reflection on the experience of ministry.

The program is based on the understanding that persons engaged in the practice of ministry are required to be working theologians. They are called upon to engage in the task of reflecting critically upon the questions and issues posed by their ministry. Therefore, the program provides a setting in which ministers, lay and ordained, may improve their practice of ministry through focused theological reflection.

The EDS DMin degree is neither a “specialized” degree nor (in the common understanding of the word) a “generalized” degree. It is, rather, a professional ministry degree in which each student is given the opportunity to pursue a course of study specifically related to his or her interests in ministry. Just as no one person’s ministry is identical to another’s, so too no two courses of study will be the same.

The DMin program offers an excellent foundation for the development of a course of studies that is praxis-centered. As a doctoral program, it requires academically rigorous inquiry into theological issues. Essential, too, is sustained research into the practical dimensions of ministry. It is the goal of the program to prepare women and men for ministries that will contribute
significantly to church and society, and that will at the same time emphasize the important dimension of liberation.

Accordingly, the awarding of the DMin degree by EDS signifies an advanced understanding and integration of ministry in relation to the biblical, historical, theological, and pastoral disciplines. The adequacy of a student’s work to this end will be assessed on the basis of the following criteria:

1. Has the student’s program been undertaken with peers and faculty in the context of a shared commitment to justice-making?

2. Does the student give evidence of having studied, as theologically significant, the creative and imaginative expressions that come from the hearts, hands, and minds of those groups whose marginalization has rendered their contributions to the world largely invisible?

3. Does the student demonstrate awareness of his/her own social location, along with the realization that s/he is theologically accountable for both participation in anti-racism work and resistance to oppressive structures?

4. Does the student’s work reflect an understanding of how structures and experiences of oppression and marginalization inform the theory and practice of ministry?

5. Does the student include an ecumenical and multicultural perspective in his/her vision?

6. To what extent has the student developed (a) fresh, creative perspective(s) on the history, theology, liturgy, and pastoral practices of the church?

7. Has the student’s work been interdisciplinary and integrative?

8. Does the student relate to her/his peers cooperatively rather than competitively?

9. Has the student developed a capacity for ongoing learning in theology and ministry?

**Degree Requirements**

The DMin program is divided into two stages. The initial stage is the time when the student undertakes his/her course work including the sequence of DMin 1000, 2000, and 3000; the latter is when the Thesis/Project is written. The course of study (both stages) for the Doctor of Ministry degree program will not normally exceed three years.

Regardless of the number of courses taken in a term, DMin students are considered full-time for the first two (2) years of their program. If a third year is necessary, the student is considered part-time. Students must register for at least one course in each Fall/January or Spring/June term. Students must also register for DMin Thesis Supervision (DMin 5000/5001) each term they are working on the Thesis/Project and must pay any associated fees. Students would register for DMin 6000 DMin Thesis in the term they intend to complete and submit the project for approval.
In order to maintain Satisfactory Academic Progress, Doctor of Ministry students may have no more that one (1) permanent Incomplete in their programs. In extenuating circumstances, exception to this policy on Incompletes may be made by action of the Office of the Academic Dean or its designee.

**Course Work**

The requirements for this part of the program include the following:

1. Participation in all scheduled sessions of both the June and January term segments of the DMin 1000-3000 sequence.

2. Submission and acceptance of the student’s Program Proposal (see below).

3. Satisfactory completion of eight courses, including the DMin sequence, taken either at EDS or at member schools of the Boston Theological Institute. Of the total number of courses in a DMin candidate’s program, at least half must be taken at EDS in either the regular Fall and Spring terms or in the two-week January and June terms. Up to two courses may be taken for credit before matriculation and participation in the DMin Colloquium. All courses will be evaluated by letter grade (satisfactory completion requires a grade of B or better) and by written documentation of their accomplishment on the doctoral level. No more than two Directed Reading and Research courses may be taken to fulfill the degree.

4. Preparation and acceptance of a Thesis/Project Proposal (see below).

5. DMin students are permitted to take no more than one course per term as an Audit while doing course work, up to a total of three (3) courses as Audits during their program. No Audits are allowed while working on the thesis/project.

6. In order to move into the Thesis/Project writing stage of the program, all of the following requirements must be satisfied:
   a. All eight courses (except for those only offered on a Pass/Fail basis) must be satisfactorily completed with a grade of B or better;
   b. Written evaluations signed by the instructor of each of the eight courses must be in the student’s file in the Registrar’s Office; and
   c. The Program Proposal Approval form and the Thesis/Project Proposal Approval form (Appendices A.8 and A.9) must be in the student’s file in the Registrar’s Office.

It is expected that students will normally complete one half of the eight required courses in their first year. The requirements of this initial stage of the program may be completed in no less than two terms (of full-time work) and in no more than two academic years (of work).
**The DMin Sequence**

At the heart of the DMin program is the DMin Sequence. DMin 1000, “Ministerial Perspectives on the Doctor of Ministry,” generally consists of a small group of students with a faculty advisor. It is in the context of DMin 1000 (where peer and faculty evaluation, advice, and support take place) that the student develops and refines her/his Program Proposal. This dialectical, dialogical, cooperative approach to learning is characteristic of the EDS curriculum as a whole.

DMin 1000 will stress contextual analysis and praxis, and will work with the student to determine the appropriate process by which the student will be accountable to his/her ministerial context during the writing of the Thesis/Project. Race, class, and gender analysis will be basic to the program.

DMin 2000 “Approaches to Antiracist Ministry” is a four-day workshop during the first week of June term. It familiarizes the students with the school’s antiracism guidelines and nomenclature as well as methodology of changing racism on personal, interpersonal, and cultural levels. DMin 2000 meets together with FTP 1010-I “Foundations for Theological Praxis.”

DMin 3000 “Producing the Thesis Project” assists in producing the Thesis Project Proposal and develop skills in research, writing, and preparing the thesis.

**The Program Proposal**

The Program Proposal spells out the nature and direction of the work to be undertaken during the course work stage of the program, the courses the student would like to take, the resources (workshops, seminars, etc.) to be used, and the relation of the work to the student’s present or anticipated ministry. The Program Proposal is an expansion of what the student wrote in the application form, and will be further expanded and focused, with the assistance of the student’s peers and faculty advisor, in DMin 1000. Once the student members of DMin 1000 and its faculty advisor accept a candidate’s Program Proposal, the Program Proposal, along with a signed Program Proposal Approval form, is submitted to the Registrar. (Program Proposal Approval form is available from the Registrar. See also Appendix A.8).

Since a student’s DMin program is undertaken to inform his/her ministry, no one person’s program will be the same as another’s. Each student’s previous experience and ministry is unique. Accordingly, courses should be chosen that directly inform a student’s program, and the Program Proposal should indicate how the student’s choice of courses is appropriate to the goals of the Program Proposal.

**Evaluation**

With the exception of the DMin Sequence, there are no required DMin courses per se in the EDS curriculum. It is the responsibility of the DMin candidate to provide the reason for choosing each course to the course instructor. Each instructor, in turn, should permit and encourage the student to be flexible in using the course as a specific resource for the student’s program. It is expected that DMin candidates do high caliber work in every course.
The eight courses taken (except those offered on a pass/fail basis only) must be evaluated by a letter grade and a written evaluation (of approximately 75 words) indicating, that the work has been done on the doctoral level. Courses taken by a student, which are evaluated as not meeting the expectation of doctoral level work, will not count as part of the eight required courses and credit will not be awarded.

**DMin candidates are responsible for providing the instructor of each course taken with a DMin Course Evaluation Form at the time when final course work is submitted** (See Appendix A.6). Faculty will complete the evaluation form and turn it into the Registrar with the grade sheet and will return a copy of the evaluation to the student with its graded course work. Once completed, this form will be placed in the student’s file.

**Thesis/Project Writing**

**Introduction**

Inasmuch as any given Thesis/Project is uniquely relevant to each student’s DMin program, no set of guidelines can apply to all situations. This much, however, can be said. The Thesis/Project should be a substantial inquiry into the theological and practical dimensions growing out of the student’s earlier Program Proposal. It should represent a serious engagement with the student’s present and/or anticipated ministry. Furthermore, it should demonstrate his/her capacity to reflect theologically in respect to the issues pertinent to that ministry. The Thesis/Project should also be a distinctive contribution to the church and society at large—a work that is of original value and significance. It is anticipated that the Thesis/Project will be concise and accessible. It is a practical study and not an academic dissertation.

Work on the thesis project cannot commence until all course work has been completed.

**The Thesis/Project Proposal**

The student will work with the DMin colloquium coordinator to discern the EDS faculty person who might serve as his/her thesis supervisor. The Proposal will then be submitted to the student’s DMin Cohort, with the supervisor present (if possible), for discussion, criticism, and subsequent approval. (See Appendix A.9, “Doctor of Ministry Thesis/Project Proposal Approval.”) Typed copies of the Proposal should be made available to participants prior to the meeting of DMin 1000.

The Thesis/Project Proposal contains 7 required parts:

1. **Definition of the Problem-Thesis Statement**
2. **Methodology**
3. **Definitions**
4. **Limitations**
5. **Accountabilities: supervisor; ministerial context; how it participates in the school’s anti-racism/anti-oppression and multicultural commitments**
6. Outline in depth, usually to the 3rd degree

7. Resources/books

Work on the Thesis/Project

Once the proposal has been accepted by the DMin 1000 group, the Thesis/Project Proposal along with the signed Thesis/Project Approval Form (see Appendix A.9) will be placed in the student’s file, with copies to the Student, DMin 1000 Advisor and Thesis/Project Advisor. The student enters the Thesis/Project writing stage of the program after the requirements for the course work stage have been completed (see above). During the Thesis/Project writing stage, the student arranges for continuing consultation with the Thesis/Project Supervisor. (For registration purposes, this work is designated DMin 5000/5001: Thesis Supervision.) The student must register for DMin 5000 or DMin 5001 the term(s) while writing the Thesis/Project and pay any necessary administrative fees. The supervisor of the Thesis/Project may recommend or require that the final draft of the project be edited professionally, with the candidate assuming responsibility for the costs of the editing.

It is expected that the Thesis/Project will be completed in not more than one year after completing course work. For registration purposes, this work is designated DMin 6000: Thesis Project.

If coursework is completed during a Spring term, a full initial draft of the Thesis/Project is due to the Supervisor on March 1st of the following year. A completed revised draft of the Thesis/Project should be submitted by April 1 or the last day School is in session prior to that date, if April 1 falls on a weekend or during Spring Break of the year in which the Degree is anticipated.

If coursework is completed during a Fall term, a full initial draft of the Thesis/Project is due to the Supervisor on November 1st of the following year. A completed revised draft of the Thesis/Project should be submitted by December 1 or the last day School is in session prior to that date, if December 1 falls on a weekend. (Graduation is in May only.)

A draft of the Thesis/Project may not be distributed to other readers without the prior approval of the Thesis/Project supervisor.

No later than two months before the deadline for the first draft of the Thesis/Project, the student must either:

(a) demonstrate to the satisfaction of the supervisor that a draft of the Thesis/Project will be completed by the deadline indicated in the paragraph above; or

(b) petition the Degrees Committee to receive a Certificate of Advanced Theological Studies in lieu of the Doctor of Ministry degree, since the Thesis/Project cannot be completed within the allowed time frame.
Thesis/Project Guidelines

1. It is expected that the Thesis/Project be no shorter than 75 pages and no longer than 100 pages in length.

2. The Thesis/Project is to be typed, double-spaced, using 12-point font on one side only.

3. Paper should be 8 ½ x 11 inches. Twenty-pound paper with 25% rag content is suggested.

4. The left margin should be 1 ½ inches, the right margin 1 inch, the top margin 1 ½ inches, and the bottom margin 1 inch (see Appendix A.11).

5. Notes may be placed at the bottom of the pertinent page, at the conclusion of a chapter, or at the end of the work.

6. The Title Page, Copyright Page, and Readers’ Approval Page should conform to the standards shown in Appendix A.10 of this Handbook.

7. Preliminary matters (Table of Contents, Preface, etc.) should be numbered with lower case Roman numerals (i, ii, iii), while the body of the work should be numbered using Arabic numerals (1, 2, 3). Page numbers should be placed at the bottom of the page. Summary guidelines for pagination of the thesis are found in Appendix A.12 of this Handbook.

8. Prior to commencement, preferably by the last day of the Spring term, one copy of the approved Thesis/Project must be given by the student to the Registrar for submission to the Library for binding. This copy must be accompanied by the student’s check payable to Library to cover the binding costs. It is the student’s responsibility to contact the Library for current binding costs. One bound copy will be placed in the library’s general circulation collection; the other will be retained by the Library in case of damage or loss. A signed (unbound) copy of the thesis is to be retained by the student. Additional bound copies may be ordered by the student through arrangement with the Library.

NOTE: Questions of style, punctuation, etc. may be resolved by reference to:


Thesis/Project Evaluation

When the Thesis/Project is completed to the student’s and supervisor’s satisfaction, an evaluation conference will be scheduled. This conference will consist of the student, the Thesis/Project supervisor, one additional faculty member and a student peer as readers. An additional reader may be invited to participate at the discretion of the Thesis/Project Supervisor in consultation with the student. (The reader(s) may be EDS or BTI faculty persons or, in some cases, faculty persons of other institutions.) Copies of the Thesis/Project should be made available to the readers (and other participants in the evaluation conference) at least two weeks prior to the scheduled conference date.
The evaluation conference will focus on the Thesis/Project itself. Emendations, revisions, or corrections may be recommended which, once completed, will constitute acceptance of the Thesis/Project. The supervisor and readers will sign the Readers’ Approval page of the Thesis/Project (Appendix A.10). The supervisor will write up the evaluation of the Thesis/Project, and forward the evaluation along with copies of the title page and signature page of the thesis to the Registrar who will place it in the student’s file. The DMin committee will then recommend graduation to the full faculty.

**DMin Faculty**

All members of the EDS faculty, including adjuncts, are potentially involved in the DMin program. They offer courses in which DMin candidates may enroll. However, only full-time EDS faculty serve, where appropriate, as advisors to DMin 1000; they may be asked to be Thesis/Project supervisors or readers; they may undertake independent study courses or directed reading and research with DMin students. Adjunct faculty may be asked to serve as a second or third reader for a Thesis/Project, with permission of the Academic Dean.

DMin students shall take responsibility to be on a regular check-in schedule with their DMin 1000 advisor or thesis supervisor, preferably during the first week of each month, by e-mail or telephone. This will help keep EDS appraised of the status of all DMin students, and will help students maintain accountability for their work. In addition, all students are responsible for regularly checking their EDS e-mail account, which is the preferred method of communication for the school. Please note that with the extended school year, July and August are reserved as time for faculty research and vacation, and thus faculty advisors are not available.

**Tuition and Fees**

The fee for the DMin program is based on the tuition cost per credit per term. A minimum of 36 credits of required coursework must be successfully completed to fulfill the DMin degree program. Fees are payable at the beginning of each term, on or before the first day of classes. An administrative fee of $1980.00 will be charged if, after two years, the student still has coursework to finish.

**Finances and Housing for DMin Students**

Students should consult the EDS Student Handbook for general information on housing, meal plans, etc. What is given here relates specifically to DMin candidates.

**Housing**

D. Min. candidates are eligible for EDS/Lesley housing at student rates only for two years. Depending on availability, this housing eligibility may be extended for a third year at non-EDS student rates, which are significantly higher.
Stafford Loans

For those DMin students eligible for Stafford Loans (more information is available from the Office of Financial Aid), such loans are available for recipients up to 150% of the duration of the DMin program.

Extensions Beyond Residence Requirements

Students in any program who take longer to complete their programs than the residence requirements (by choice, or because the program is not satisfactorily completed) are required to pay additional tuition, at the current tuition rate, on a term-to-term basis per course, with an administrative fee.

Financial Aid is available only during the time of residence to degree seeking students enrolled at least part-time.

Certificate Opportunities Available Through the Boston Theological Institute

The Boston Theological Institute (BTI) offers certificate programs, which matriculated EDS students are permitted to pursue concurrently with their EDS program of study. Certificates are available in International Mission and Ecumenism, and in Religion and Conflict Transformation. Please contact the BTI directly for more information by calling (617) 527-4880 or visiting the website at www.bostontheological.org.
Full-Time and Part-Time Enrollment

Definitions

The EDS Faculty has approved the following definitions of full-time and part-time enrollment:

A minimum full-time course load is the equivalent of at least 12 credits per Fall and January terms, and 12 credits per Spring and June terms for a TL student for a total of 24 credits per year; and 15 credits per year for a DL student.

A maximum full-time course load is the equivalent of six courses per Fall and January terms and Spring and June terms for a TL student for a total of (11) courses per year; and seven (7) courses per year for a DL student.

A minimum part-time course load is the equivalent of at least 6 credits per Fall and January terms or Spring and June terms for a TL student. There is no part-time status for DL students.

A maximum part-time course load is the maximum of two or three (2 or 3) courses per Fall and January or Spring and June term, totaling no more than five (5) courses per year.

Part-time Enrollment – TL Master of Divinity Candidates

Under normal circumstances, TL students completing the MDiv program on a part-time basis will be expected to complete the MDiv program in no more than six (6) academic years, exclusive of an Intern Year or a Leave of Absence.

For persons granted Transfer Credit, the number of courses and terms of required residency for completion of the degree will be adjusted accordingly.

After three full-time or six part-time years, students will be charged an administrative fee in addition to per-course tuition each term.

It is assumed that a student will be enrolled full-time unless explicit arrangements regarding part-time status were made at the time of admission, or unless the student has petitioned the Degrees Committee and has received approval for part-time status.

A student is considered to be a part-time degree candidate who is pursuing a program on the basis of registration for no more than the equivalent of five (5) courses in a given academic year, as long as the total number of courses in his or her program does not exceed thirty-three (33).

For the purpose of determining part-time registration (within the stated maximum of 5 courses in a given academic year), enrollment in a Curriculum Conference shall be counted as follows:

First year, MDiv 101 Curriculum Conference = 2 credits; MDiv 102 = 1 credit; Second year MDiv 201 = 2 credit; MDiv 202 = 1 credits; Third Year MDiv 301 = 1 credit; MDiv 302 = 0 credits. A unit of Theological Field Education taken during the academic year shall be counted as 3 credits per term.

Part-time students using Stafford Loans may have access to these loans for no more than 150% of the term time it takes to complete a degree on a full-time basis, i.e., a maximum of 9 terms for
the MDiv degree and a maximum of 6 terms for the MATS degree. Part-time students using Stafford Loans must register for the equivalent of at least two courses each term.

**Part-time Enrollment – TL Master of Arts in Theological Studies Candidates**

Under normal circumstances, students will be expected to complete the MATS program in not more than four (4) academic years exclusive of an Intern Year or a Leave of Absence.

For persons granted Transfer Credit, the number of courses and terms of required residency to complete the degree will be adjusted accordingly.

After two full-time years or four part-time years, students will be charged an administrative fee in addition to tuition per course each term.

It is assumed that a student will be enrolled full-time unless explicit arrangements were made regarding part-time status at the time of admission, or unless the student has petitioned the Degrees Committee and has received approval for part-time status.

A student is considered to be a part-time degree candidate who is pursuing a program on the basis of registration for no more than five (5) courses in a given academic year, as long as the total number of courses in his or her program does not exceed twenty-two (22). First year, MA 101 Curriculum Conference = 2 credits; MA 102 = 1 credit; if needed, MA 121 Middle Conference = 0 credit; MA Middle Conference = 0 credit; Final Year MDiv 301 = 1 credit; MDiv 302 = 0 credits. A unit of Theological Field Education taken during the academic year shall be counted as 3 credits per term.

Part-time students using Stafford Loans may have access to these loans for no more than 150% of the semester time it takes to complete a degree on a full-time basis, i.e., maximum of 9 semesters for the MDiv degree and a maximum of 6 semesters for the MATS Degree. Part-time students using Stafford Loans must register for the equivalent of at least two courses each term.

Tuition for an approved part-time student is approximately one half of the regular tuition. Audits are included in the calculation of part-time status at the rate of 0.25 course each, in terms of tuition payments.

A unit of Field Education taken concurrently with the academic year is the equivalent of one course each semester. MA 213 Master’s Thesis Tutorial counts as one 1 credit for one semester and a second session, MA 214 counts as 0 credit, as decided by the student in consultation with his/her advisor. These provisions may be adjusted on a semester-by-semester basis through petition to the faculty, but the total number of course equivalents may not fall below two per semester to maintain part-time degree status.

**Enrollment Consequences to Financial Aid Eligibility**

Financial Aid is available to degree seeking enrolled students on the basis of the number of credits they are enrolled to during the course of a term. (There are 2 terms in the academic year.) Traditional students need to be registered in at least 6 credits in a term to reach a part-time status in order to be eligible for financial aid (loans and grants).

Distributive learning students need to be registered to at least 4 credits in the term to be eligible for financial aid.
DMin students need to be registered to at least 4 credits in a term to be eligible for financial aid. Graduating students enrolled in their last term before graduation may receive loans and grants based on the number of remaining classes they need to take in order to graduate from their program of study.
The MDiv and MATS programs at EDS are built around certain key elements: the Foundations Course, the Conference System for Traditional Learning students, and, for Distributive Learning students, group cohesion within their Cohort. In addition, Supervised Theological Field Education is a requirement for the MDiv degree, and an option for the MATS degree. It is a basic assumption that the conference/cohort system is central to the EDS curriculum. It provides the peer context for academic advisement, dimensions of ministerial formation, and information.

**Foundations Course**

All entering MATS and MDiv students are **required** to take the “Foundations for Theological Praxis” course (FTP 1010) during their first program year, Fall term for TL students and June term for DL students. This is a team-taught course designed to introduce all incoming master’s degree students to the understandings and commitments underlying the school’s purpose statement “to form leaders of hope, courage, and vision” who “serve and advance God’s mission of justice, compassion, and reconciliation.” Reflecting on vocation both as personal and social call to transformation, participants in the course primarily focus on racism as one of the major manifestations of oppression facing U.S. society and the church today and its connections to other forms of injustice. In reflection and action students are encouraged to engage their own context(s), addressing the ways their own social location shapes their theological praxis in the struggle for justice in the church and beyond. Full-time Certificate students may also request to enroll in this course.

**The Curriculum Conference**

In addition to the Foundations course, during the first year of study entering MDiv and MATS students in the Traditional Learning option are assigned to a Curriculum Conference consisting of five to seven students who meet in required sessions (throughout the year) as specified in the Academic Calendar. Students in the Distributive Learning option constitute a Cohort, which engages in selfsame curriculum. Each Curriculum Conference/Cohort I has one faculty member and one final-year student who serve as advisors. Meetings may be plenary sessions or smaller groups, face-to-face (TL & DL) and online (DL). In the context of the Curriculum Conference/Cohort I, students produce Statements of Goals and Program, a first worksheet and complete year-end evaluations. The conference/cohort is based on a model of collaborative learning and community accountability rather than a therapeutic model. The purposes of the conference/cohort I/II are:

1. To articulate and clarify students’ present purposes and expectations in light of future goals.
2. To formulate an educational program that meets students’ vocational and professional goals as well as the requirements of the degree programs in a context of peer support and accountability.
3. To develop the skills and procedures needed to carry out programs of study, function within the curriculum, and evaluate work and personal growth.

4. To develop skills in collaborative learning, leadership, and community building.

**Table 4.1 | Expectations of The Curriculum Conference**

<table>
<thead>
<tr>
<th>CURRICULUM CONFERENCE</th>
<th>TL 1st Year</th>
<th>DL 1st Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reframes one's story in light of Foundations</td>
<td>Fall – bi-weekly</td>
<td>1st Jun term + Fall online (2-hr 1st Tues of Sep, Oct, Nov, Dec)</td>
</tr>
<tr>
<td>• Maps out desired theological education (courses, field ed., etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>STATEMENT OF GOALS &amp; PROGRAM†</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Includes plenary on Field Education and General Skills, introduced as &quot;tool kit&quot; for integration of program</td>
<td>Spring bi-weekly</td>
<td>1st Jan term Spring Online (2-hr 1st Tues of Feb, Mar, Apr, May)</td>
</tr>
<tr>
<td>➢ <strong>WORKSHEET †</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ <strong>YEAR END EVALUATION †</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➢ = Delineates Documents to Be Produced; § = Reviewed by Conference; † = reviewed by Conference and The Degrees Committee.

**Negotiating Curriculum Conference Difficulties**

The Curriculum Conference is the center of the educational program in the first year of the Master of Arts in Theological Studies and Master of Divinity programs. In working toward the production of a goals paper in which students propose the way in which degree requirements are to be met, Conferences inevitably involve discussion of students’ motivations and vocational visions and emotions. If, in these discussions, it appears that an individual student needs assistance beyond that which the Conference can provide, or if the student questions his or her relationship to a particular Conference, the student, the student’s advisor or other members of the Conference group should consult with the Academic Dean. On request, the Academic Dean will convene an ad hoc group to examine the problems indicated and to make recommendations to the Faculty for their resolution. Only in exceptional circumstances will changes in conference membership be made.

**The Middle Conference**

During times when neither participating in Field Ed Practicum and not yet in Final Year Conference, each TL MDiv and MATS student participates in a Middle Conference as scheduled in the Academic Calendar consisting of a small number of students and a faculty member who serves as coordinator of the conference as well as advisor to the individual students. This conference provides a setting for students to draw on the resources and support of others in developing their educational program. DL MDiv and MATS students continue with their Cohort groups.

By intentionally providing time for students to discuss critical issues, the Middle Conference provides an opportunity for integrative theological reflection. This conference is also the setting in which each student’s peers and faculty advisor evaluate her or his program at the end of the year.
The Final-Year Conference

During the final year of study, all TL MATS and MDiv students meet five times during the academic year (10 a.m.-12:00 p.m. on selected Tuesdays – see the Academic Calendar) and DL students meet once a month online in Sept, Oct, Nov, and Dec with faculty advisors in plenary conference sessions to address such issues as vocational clarity, deployment, and generating support networks. In the context of the plenaries, the students will work on their Integration Papers and present oral final-year evaluations.

Table 4.2 | Expectations of The Final Year Conference

<table>
<thead>
<tr>
<th>FINAL YEAR CONFERENCE</th>
<th>TL Final Year</th>
<th>DL Final Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plenaries focusing on vocational clarity, deployment, and support networks</td>
<td>Fall – 2 times</td>
<td>Fall term Online (TBD)</td>
</tr>
<tr>
<td>• 1 plenary on Anti-Racism follow-up and oral FY Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 small group meetings with faculty leaders to finalize &amp; present students' Integration Papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ INTEGRATION PAPER †</td>
<td>Spring – 3 times</td>
<td>Begin Integration. Paper in final Jan term &amp; Spring Online (TBD)</td>
</tr>
<tr>
<td>➢ FINAL YEAR EVALUATION §</td>
<td>Completed in Final Year Conference</td>
<td></td>
</tr>
</tbody>
</table>

➢ = Delineates Documents to Be Produced; § = Reviewed by Conference; † = reviewed by Conference and The Degrees Committee.

Conference Scheduling

Please note that no course scheduled to meet at the time of the student’s required Final-Year Conference may be counted toward General or Special Competence unless a petition to take such a course has been approved by the Degrees Committee prior to the beginning of the academic year during which the student will be taking Final-Year Conference.

For DL students, online cohort conferences will occur once a month. Inability to be present could result in forfeiture of the year's residency. Generally, the conferences will be scheduled as follows:

• First year cohort will meet the 1st Tuesday of the month;
• Second year cohort will meet the 2nd Tuesday of the month;
• Third year cohort will meet the 3rd Tuesday of the month;
• Fourth year cohort will meet the 4th Tuesday of the month; and
• Fifth year cohort – the day to be determined.

Master’s Thesis Tutorial

For those students who are approved to do a Master’s Thesis, each student will meet individually on a regular basis for both terms of their final program year with a faculty advisor who also serves as the thesis advisor. That student’s Master’s Thesis Tutorial will count as the equivalent
of either one course or 0.5 course per term, at the discretion of the student in consultation with his or her advisor. Grading for the Thesis Tutorial is on a pass/fail basis with an INC being issued for the first term, to be changed on the successful completion of both terms.
General and Special Competence

General and Special Competence in the canonical Fields of Study are normally achieved through taking courses and by presenting a Competence Worksheet to the Degrees Committee. Please label courses in the following manner: Global Awareness and Engagement requirement courses are underlined; second area applications are italicized; courses taken for Audit are in (parentheses); mini-courses are labeled with “m”.

Notation of courses for Competence Worksheet:

CS/CH 2600 The Church, Globalization, and the New United States Imperialism

HB 1110 The Book of Isaiah

(CH/PT 2502 History, Polity, and Canon Law of the Episcopal Church)

T/PT 2165 Revisioning the Church: Communities of Resistance, Solidarity, and Hope (m)

General Competence

General Competence is given by the Degrees Committee to MDiv students whose programs of study fulfill expectations in each of the seven major fields of theological study.

General Competence is given by the Degrees Committee to MATS students whose programs of study fulfill expectations in at least one Field of Study other than that of their area of Special Competence. (See below for further information on the expectations in the canonical fields of study.)

Special Competence

Special Competence is certified by the Degrees Committee for MATS and MDiv students who demonstrate particular knowledge and ability, representing work in some depth in a specific area. The Special Competence may be in one of the seven canonical Fields of Study, one of the theological perspectives (Anglican, Global, and Ecumenical Studies; Congregational Studies; Studies in Feminist Liberation Theologies), or a self-defined area of Special Competence. The chosen Special Competence must be related directly to the student’s educational, vocational, and professional goals, and the student must describe how the Special Competence is related to these goals. Demonstration of Special Competence may be based upon course work, project work
and/or special studies in the field. MDiv students may be certified for special competence in more than one field of study, although this is uncommon. All students must acquire at least one Special Competence. If a student is writing a thesis, it must be on a topic in the area of Special Competence.

**Criteria for the Evaluation of General and Special Competence**

Competence Worksheets in the canonical fields of study should be based upon the following information:

**Courses:** In the evaluation of courses for competence, the Degrees Committee will consider first those courses taken at EDS or elsewhere in the BTI. Courses completed at another accredited graduate school and included in the demonstration of competence will be considered, also, provided there is documentation and the student has petitioned the Degrees Committee to include them to fulfill competence.

A course may be listed in support of competence in more than one field, but it should be primary in one field only.

For General Competence, the Degrees Committee will normally look for two or three courses in each Field of Study (*four courses in Biblical Studies, two in each testament*) and will note the distribution of these courses in accord with the expectations in the canonical fields of study. Courses taken should **not** be restricted to one narrow part of a Field of Study. The Degrees Committee will also consider Theological Field Education evaluations, records of prior educational experience, and evaluations submitted to document such special competence developed outside the classroom. For Special Competence, the Degrees Committee will look for additional course and other applicable work. Generally, the Committee will look for at least two additional courses in the area of Special Competence.

**Incompletes:** Courses, which have not been completed, are not acceptable in demonstration of general or special competence, unless arrangements for their completion have been made.

**Audits:** Courses taken for “audit” do not support statements of general or special competence.

**General Skills for Competence**

The goal of all academic programs at EDS is both the acquisition of knowledge and also of practical wisdom. It includes a set of competencies for theological reflection and ministerial practice. For students in the MDiv and MATS programs, progress is monitored each year through conferences, in the annual evaluations, and in the Final Year Conference Integration Paper. These general skills or tools include:

- skills in interpreting texts and traditions;
- skills in historical, social, and cultural analysis, particularly in relation to race, gender, sexual identities, and class;
- ability to identify and constructively address pertinent issues for faith, worship, and community leadership;
- ability to articulate fresh, liberating formulations of faith, ethics, liturgy, and pastoral practice;
• ability to discern connections between social locations, ideas and actions, and to understand and engage the dynamics of power in personal relationships, groups, and institutions;
• co-operative skills in working with people;
• ability to work transformatively within institutional structures; and
• skills in developing a life-process of spiritual formation in communities of faith.

**The Seven Canonical Fields of Study**

General competence for each canonical area is described as follows:

**Bible**: Competence in biblical studies involves knowledge of the content of the Bible across both testaments; thus, it is a double area for evaluating competence. It encompasses an ability to employ methods of biblical interpretation; an aptitude to relate biblical material to various aspects of ministerial practices; interpretive skills utilizing analysis of race, class, and gender in the biblical world and in contemporary contexts. The designation “Hebrew Bible” (HB) is used rather than the Christian term “Old Testament” (OT), to emphasize that in its original historical context the group of texts was the sacred scriptures of Judaism; and also to emphasize that in the modern world it is still read and revered by Jews, Christians, and Muslims. Knowledge of Koine Greek is required for Special Competence in Biblical Studies.

**Church History**: Competence in church history includes general knowledge of early, reformation, and modern periods and topics that directly pertain to a student’s educational goals. It entails the ability to reflect constructively on Christianity as an historical phenomenon. It includes understanding and critical appropriation of received traditions as well as continued discovery of neglected, overlooked, or undervalued resources. Disciplined historical interpretation also involves assessing various historical presentations of gender, race/ethnicity, status, and power. Putting ancient voices in dialogue with contemporary ones deepens skills in textual analysis and in critical social and cultural interpretation.

**Liturgy**: Within the wide range of human religious practice, the study of liturgy focuses on those corporate events in which Christians worship God, enact community, and do theology. In the Anglican Communion, as in many other religious bodies, these acts are becoming ever more diverse and multicultural. EDS seeks to train liturgical leadership through courses in liturgical history, theology, and practice, and through experiences of actual liturgical worship in the Chapel and in students’ field education opportunities. Competence in liturgy and worship involves knowledge of liturgical theology and history and the ability to design and enable transforming liturgical worship for people of different races, genders, classes, and sexual identities. While all students need some knowledge of liturgical theory and history, their other needs will depend on the students’ denomination and intended vocation. Courses in related fields that have liturgical implications both at EDS and at the other BTI schools are appropriate to this study.

**Theology**: Competence in theological studies involves: general knowledge of symbols and doctrines of the Christian faith; cultivated skills for interpreting theological texts; an understanding of the social and historical contexts and consequences of theological developments; an ability to identify theological issues in contemporary contexts of oppression and liberation; and an ability to critically and creatively construct theology for the promotion of
socially transformative ministries. Usually, competence in theology should include a solid
grounding in at least one Introductory/Survey/Methodological course and substantial
acquaintance with two of the additional course groupings listed in the EDS Catalogue.

**Ethics**: Ethics is the study of moral theory, decision-making, and action in regard to individuals,
church, and society. Competence in ethics entails familiarity with the significant traditions and
themes of Christian ethical discourse and moral theology; the ability to identify and analyze
ethical theories and to evaluate ethical arguments; and the ability to use ethics in decision-
making and action in church and society. Oppressions due to race, gender, class, sexual identity,
or social constructs are understood as fundamental issues addressed by Christian ethics.

**Theory & Practice of Ministry**: The Theory and Practice of Ministry, also called Pastoral
Theology, is an interdisciplinary field concerned with how theological reflection can inform and
be informed by action. It is a transformative activity for making an appropriate, effective
Christian response in the world. As a matter of both process and outcome, the goal of pastoral
theology is to make a difference to people both within communities of faith and in the wider
community. It has traditionally been associated with the ministry of the church. At EDS,
pastoral theology is a socially engaged discipline informed by theologies that challenge students
to examine the dynamics of power and oppression and how they connect with pastoral practice.
Competence in pastoral theology entails skills in social analysis and multicultural work in order
to make an appropriate pastoral response in a wide variety of personal, interpersonal,
institutional, and cultural contexts. It includes work from several of the course groupings listed
in the EDS Catalog.

**Studies in Contemporary Society**: Studies in contemporary society for ministry involve the
interface of theological resources and social/critical analysis in the world today. Competence in
this area includes the following: an understanding of the multiple dimensions of the
contemporary worlds through the use of critical theories; an understanding of contextual and
causal factors in the development of different social movements and how they influence or are
influenced by religion in general; skills to interpret the complex issues involved in one or more
contemporary socio-political, economic, or cultural realities such as racism, sexism, poverty, or
globalization; and an understanding of the contemporary nature of the church’s transforming
mission in the world and of the dynamics of ecumenical and interreligious relationships.

**Areas of Curricular Emphasis**

In addition to the seven canonical areas, EDS emphasizes throughout the curriculum three
particular perspectives: Anglican, Global, & Ecumenical Studies (AGE); Congregational Studies
(CSt); and Feminist Liberation Theologies (FLT). Together they promote an integrated
theological education that is rooted in local communities of faith, committed to liberatory praxis,
and critically engaged with global and ecumenical issues.

**Anglican, Global, & Ecumenical Studies (AGE)**

Anglican, Global, & Ecumenical Studies (AGE) promotes awareness of and engagement with the
realities of contemporary global Christianity, reshaping Christian witness and theologies of
mission in light of contextualization, post-colonialism, ecumenism, and inter-religious dialogue.
AGE is committed to celebrate the diversity of today’s Anglican Communion and churches
worldwide. Numerous opportunities for international and cross-cultural study are facilitated
through AGE, including: international placements in cooperation with the Field Education
Program; travel seminars led by EDS or the Boston Theological Institute (BTI) during January or June terms; and the Certificate in International Mission and Ecumenism Program of the BTI. The Seminary Consultation on Mission (SCOM), a collaboration by the accredited seminaries of the Episcopal Church to strengthen educational resources for international mission, offers students the possibility to apply for grant support for study/field education in settings abroad.

**Congregational Studies (CST)**

Congregational Studies (CSt) gives students the opportunity to engage in interdisciplinary study to gain greater insight into the dynamics of communities of faith and religious leadership. The overall goal is to equip students for lay and ordained leadership roles within communal contexts engaged in the struggle for justice, compassion, and reconciliation. Throughout the curriculum, students are challenged to grow in their knowledge of organizational development, cultural competence, anti-oppression methodologies, transformational leadership, and ministries with persons throughout the life cycle, as well as in their ability to think critically about the needs of congregations in a variety of contexts.

**Feminist Liberation Theologies (FLT)**

Feminist Liberation Theologies (FLT) furnishes students with critical tools to examine and confront interlocking forms of oppression, such as sexism, racism, classism, and heterosexism, in today's world. FLT begins its theological endeavors with the experiences of marginalized peoples and their struggles for liberation, especially women and their communities. In every aspect of the students' educational and ministerial formation, FLT invites them to reflect theologically on these struggles, analyze the systemic and cultural sources of conflict that give rise to them, and create new opportunities for social transformation and change. FLT integrates rigorous academic work, praxis, thoughtful reflection, and collaboration between students and faculty to provide students with the leadership necessary to pursue their work in today's society and church.

**Expectations for Global Awareness and Engagement Requirement**

EDS equips and empowers leaders who will be agents of justice and reconciliation in the world and their nation, as well as in local communities. For this reason, EDS requires that coursework for the MDiv and MATS degree include perspectives from the global two-thirds world and from a variety of racial/ethnic perspectives within the U.S. These requirements are partially fulfilled through the Foundations of Theological Praxis course, which includes material both from theologians and activists from the two-thirds world and from a variety of racial/ethnic perspectives with the U.S. Although the requirements for further study are not structured rigidly around the number of courses taken to fulfill them, normally students will, in addition to Foundations of Theological Praxis, take at least two courses (for MDiv students) or one course (for MATS students) of further study in one or both of these areas.

**Statement of Goals and Program**

During the first year, each student is responsible for preparing a statement that describes his or her vocational and professional goals and an educational program for pursuing those goals. The Statement of Goals and Program will be written in consultation with the advisors and students in the Curriculum Conference and in accordance with the Guidelines for Statements of Goals and Program (below). Statements for MDiv and MATS students should be presented to his or her Curriculum Conference advisor for review and approval. The respective due dates for TL and
DL students are listed in the Academic Calendar. The student must hold onto the Statement of Goals and Program until the time when it will be submitted to the Degrees Committee along with his or her Program Worksheet (see the Academic Calendar). At that time, an electronic copy as well as a hard copy should be submitted to the Registrar.

The Statement of Goals and Program will be read by members of the Degrees Committee. After the Committee has reviewed all submitted statements and worksheets, statements and worksheets will be returned simultaneously to students with appropriate comments, indicating whether or not each student’s statement has been accepted or some revision is necessary. When revisions are necessary, the revised statement must be resubmitted to the Committee for approval.

**Guidelines for Statements of Goals and Program**

An approved Statement of Goals and Program indicates that the faculty and the student have agreed upon a particular curricular program that is best suited to the student’s needs, is workable, and meets the requirements of the School. The Degrees Committee has emphasized that the Statement should not be simply an autobiography and a list of courses but should describe the student’s program goals and an educational plan for achieving them. Most importantly, the relationship between the autobiographical information, the student’s professional goals, and the goals for the EDS curriculum must be stated explicitly. Therefore, the statement consists of two parts: (1) a 2-4 page single-spaced autobiographical statement; and (2) a short Special Competence statement. Together, the two parts should communicate:

1. A reflected-upon autobiographical statement through the lens of one’s call to ministry and educational program goals. This statement describes one’s social location and how one came to embark on a theological education;

2. A description of professional and vocational goals, that includes discussion of general church and diocesan expectations while participating in the ordination process (if applicable) and discussion of vocational choices in parish (lay or ordained), community, chaplaincy, or other ministry contexts; and

3. How the study of topics in the Special Competence area will meet the needs described in the student’s professional and vocational goals.

The statement should include names and numbers of possible courses or sorts of courses which might be taken at EDS, other BTI schools, Lesley University, Harvard University, Brandeis or the Hebrew College, to fulfill the Special Competence. The Special Competence area may be one of the seven canonical study areas described in the catalogue, one of the theological perspectives (AGE, FLT, CST) or the student may define another area for special competence, providing a brief rationale for it (see Special Competence for further details).

The statement should also include a brief description of how the proposed course of study will enable the student to fulfill the expectations for academic work from the global awareness requirement and/or U.S. racial/ethnic perspectives.

**Procedures for the Approval of Statements of Goals and Program**

1. MATS and MDiv students will submit the Statements signed by the student and the student’s advisor to the Registrar who will then submit to the Degrees Committee for approval in the Spring term. See the Academic Calendar for the due date for respective
degree program learning option. (Please keep in mind that this is done after your conference advisor has approved your Statement of Goals in the specified term.)

2. Statements will be given to two members of the Degrees Committee for reading and written comment. The comments will be reviewed by the full Degrees Committee. After all the statements are evaluated, they will be returned simultaneously to students. The readers will indicate whether each statement is (a) accepted, (b) accepted contingent upon minor—or major—revision, or (c) not accepted.

   a. When a Statement of Goals and Program is accepted, a copy with readers’ comments will be returned to the student, and a copy will be filed in the Registrar’s Office. Copies of accepted statements and the readers’ comments will be sent to the student’s advisor.

   b. Statements accepted contingent upon revision or not accepted will be returned to the student for revision. The cover letter that requests the revisions will indicate the due date. The original statement, readers’ comments and copies of the revised statement signed by the student and the student’s advisor should be given to the Registrar, who will resubmit the statement to the Chair of the Degrees Committee. If approved, a copy of the revised statement and readers’ comments will be returned to the student, and also filed in the Registrar’s Office.

   c. As necessary, the Academic Dean will review and interpret Statements of Goals and Program.

3. Revisions to the Statement of Goals and Program that reflect substantive changes in the student’s goals or program as the student’s course of study evolves should be signed by the student and advisor and be resubmitted to the Academic Dean at the time the changes are made.

4. Students may not advance to a second program year without a completed and approved Statement of Goals and Program.

**Annual Program Evaluations**

The purpose of annual evaluations is for the student to assess his/her progress in the context of peer and faculty advisor’s support. The annual evaluation is also the place where the student reflects on development of the General Skills.

The evaluation will include, but is not restricted to, the following:

1. An assessment of progress in the student’s academic program;
2. An indication of the student’s progress toward meeting the General Skills for Competence; and
3. Reference to areas of the student’s program or preparation that may require particular attention in the following year.

The evaluation consists of a brief report **written by the student, and then discussed in the peer group conference setting**. After this discussion, the report may be revised and then **signed by the student and the advisor**. In the first program year for all master’s degree students, the annual evaluation takes place in the context of the Curriculum Conference. For MDiv students enrolled in Middle Conference, the annual evaluation takes place in the context of that peer
group. This annual evaluation is to be signed by both the student and the advisor. **Students who do not have annual evaluations from required Curriculum and/or Middle Conferences and/or Field Ed Practicum on file will not be permitted to register for the succeeding term.**

Annual evaluations (except those done in the context of Final-Year Conference) shall be attached to Program Worksheets and submitted to the Registrar to be reviewed by the Degrees Committee. Evaluations not signed by the student and the advisor will not be accepted.

In the final program year of the MATS and MDiv programs, the evaluation will take place in the context of a Final-Year Conference which will include the student, the advisor, and other students in their final year. This final program evaluation will pay attention to overall achievements and to transition issues. It is normally oral in nature. The report filed is a brief note by the faculty advisor indicating successful completion of the evaluation. A copy of this note for the student’s file should be submitted to the Registrar by the advisor. **Completion of this final annual evaluation is a requirement for graduation.**

**Special and General Competence Worksheets**

As part of Field Ed Practicum, if taken during a TL MDiv student’s second full-time year of study, or as part of Middle Conference, if a Middle Conference immediately precedes a TL MDiv student’s final year of study, the student will prepare a Special and General Competence Worksheet indicating how competence is being achieved in the area(s) of General Competence and in the area of Special Competence. For TL and DL MDiv and MATS students, the preparation of a Special and General Competence Worksheet is part of their Cohort III or IV work, coinciding with the term prior to their final year of study.

**Integration Paper**

In their final term, in the context of the Final Year Conference, students are required to write a paper of approximately five (5) pages integrating their academic competence, spiritual formation, and ministerial praxis. After approval by the Final Year Conference group and faculty advisor, shown on the paper by including the signature of each person, the Integration Paper is submitted to the Registrar to be included in the student’s file. The Integration Paper must be on file in the Registrar’s office for the student to be eligible to graduate.
Section 6

Course Credits

This section describes how course credits are calculated, both for courses taken at EDS and for courses taken elsewhere in the Boston Theological Institute (BTI). It also addresses EDS guidelines for online, intensive, directed reading, and research courses. Careful understanding of how course credits are counted is necessary for the accurate calculation of enrollment status (full-time or part-time) and for determining the fulfillment of residence requirements.

Course Credits

Table 6.1 | Course Credits

<table>
<thead>
<tr>
<th></th>
<th>1 to 4 credits (varies by course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>See table below</td>
</tr>
<tr>
<td>Master’s Thesis Tutorial – (MA 203-4 or MDiv 303-4)</td>
<td>.5 or 1 course per term (at the discretion of the student in consultation with advisor).</td>
</tr>
<tr>
<td>A unit of Field Education taken concurrently in the academic year is the equivalent of CPE when taken concurrently in an academic year</td>
<td>1 unit is equal to 3 credits (*see note below)</td>
</tr>
<tr>
<td>Audits and Incompletes</td>
<td>0 credits</td>
</tr>
<tr>
<td>Recorded grades of C+ (B- for D. Min.) or below</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

*A unit of Field Education (FE) or Clinical Pastoral Education (CPE) must be taken concurrently with the student’s tenure at EDS and must be included in the course count upon which part-time or full-time status is calculated and is counted as one course per term.

If an MDiv student chooses to take a third FE unit after completing the units required for the MDiv degree, the student may petition the Degrees Committee to have the third unit be recorded in the “notes” section of the transcript (e.g., not included in term course counts).

Conference Credits

Table 6.2 | Conferences – Distributive Learning Students

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Which Students</th>
<th>Term</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDiv or MA 101 DL - MA or MDiv 102 DL</td>
<td>Cohort 1 Conference</td>
<td>Year 1</td>
<td>June &amp; Fall</td>
<td>1 credit for June 1 credit for Fall</td>
</tr>
<tr>
<td>MDiv or MA 103-DL – MA or MDiv 104</td>
<td>Cohort 1 Conference</td>
<td>Year 1</td>
<td>Jan &amp; Spring</td>
<td>0 credit for Jan 1 credit for Spring</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Name</td>
<td>Which Students</td>
<td>Term</td>
<td>Credits</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>MDiv or MA 101</td>
<td>Curriculum Conference</td>
<td>Year 1 MDiv or MATS</td>
<td>Fall</td>
<td>2.0</td>
</tr>
<tr>
<td>MDiv or MA 102</td>
<td>Curriculum Conference</td>
<td>Year 1 MDiv or MATS</td>
<td>Spring</td>
<td>1.0</td>
</tr>
<tr>
<td>MDiv 201</td>
<td>Program Conference</td>
<td>Year 2 MDiv</td>
<td>Fall</td>
<td>2.0</td>
</tr>
<tr>
<td>MDiv 202</td>
<td>Program Conference</td>
<td>Year 2 MDiv</td>
<td>Spring</td>
<td>1.0</td>
</tr>
<tr>
<td>MA 201</td>
<td>Final Year Conference</td>
<td>Year 2 MATS</td>
<td>Fall</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**Considerations:**
- Students register for conferences both terms, both sessions per year.
- Credit is awarded as listed in the above table, Table 6.2
- If a student withdraws from EDS before completing the Spring term, no credit will be awarded for the other 3 terms.

Table 6.3 | Conferences – Traditional Learning Students
Additional Information on transcript **not** included in term course counts:

- Completed units of CPE or Field Education taken during the summer shall be *noted* on the student transcript but not *counted* as courses in determining residency, financial aid, or billing.
- Students who are granted transfer credit by the Degrees Committee for courses taken elsewhere, may, if requested, have such course credits weighed in meeting their residency requirement.
- Exceptions to these counts and policies shall be made in accordance with the definition of extenuating circumstances by written approval of the Degrees Committee with such notation of an approved petition entered in each student’s file. An exception report shall be filed at the end of each academic year.

**Online Courses, Simulcast Courses, Intensive Courses, and Directed Reading and Research Courses**

**Online Courses**

Online courses will include Live Sessions scheduled on Wednesdays as negotiated with faculty. Generally, at present, DL students will receive priority in registering for online courses.

**Simulcast Courses**

Simulcast courses are offered throughout the year. A number of students will attend ‘in seat’ for the class and a limited number of students will attend via videoconference. Generally, videoconference attendance is limited to 16 DL students. TL students may apply for videoconference participation for medical reasons only.

**Intensive Courses**

Students are expected to be present for the *full length* of intensive courses (weekends and two-week courses) in order to receive course credit.

**Directed Reading and Research Courses**

Directed Reading and Research (DRR) courses are exceptional in nature, and students must consult with the instructor before registering for a course of this nature. Proposals are submitted to the Academic Dean and reviewed by the faculty as a whole. **A student may not take the equivalent of a regularly offered course as a DRR course whether or not the course is being offered in the current academic year.** The instructor and student should determine the title of the course. Early each term the Faculty will approve the list of directed reading courses to be given in that term. Thus it is possible an independent study course for which a student registers may not actually be approved. DRR courses are exclusively available to matriculated EDS students (i.e., not to continuing education [CE] or Boston Theological Institute [BTI] students). DMin students may not take more than two (2) DRR courses towards the completion of their program. For all other programs, please consult the Academic Dean’s Office.
Section 7

Master’s Level Thesis

With the approval of the Degrees Committee, a thesis may be written as part of a student’s work in the MATS or MDiv programs. The thesis needs to be parting the area of a student’s Special Competence. Approval of a thesis is based upon the quality of the thesis proposal, a determination of the student’s ability to undertake the proposed research, and the extent to which the proposed thesis may be an original contribution to theological scholarship.

For those students who are approved to do a master’s thesis, each student will meet individually on a regular basis for both terms of their final program year with a faculty tutor who also serves as the thesis advisor. That student’s Master’s Thesis Tutorial, MA 212/214 or MDiv 313/314 will count as the equivalent to 1.0 course per term, at the discretion of the student in consultation with the thesis advisor. The Thesis Tutorial will be graded on a pass/fail basis only.

Thesis Guidelines

On initiating a thesis, the student should consult first with the faculty member(s) with whom he or she wishes to work. Thesis supervision is typically accomplished through the student’s Master’s Thesis Tutorial.

MDiv or MATS students choosing to write a thesis should submit a proposal to the Degrees Committee no later than the Monday (or first school day, if Monday is a holiday) of the fourth week of the fall term classes in the student’s final year. The proposal should specify the proposed contribution that the thesis will make to the student’s field of concentration, its relationship to the student’s goals and educational program, the availability of research resources, the student’s capability for carrying out the research and writing, and a preliminary timetable for completion.

If the thesis proposal is approved by the Degrees Committee, the student with his or her advisor should (a) refine the proposal as may be necessary, and (b) put together an evaluation committee that includes at least one other member of the faculty and one other student, for consultation, if needed, and final evaluation of the thesis.

The thesis is limited in length to a maximum of fifty (50) pages of text, not inclusive of appendices.

The form and style of the completed thesis shall conform to the specifications for a thesis as described by Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations (latest edition). Further guidelines concerning format, margins, and pagination are found in Appendices A.10, A.11, and A.12 of this Handbook.

The student will register for MDiv 320 or MA 220 Master’s Thesis in the term session he/she intends to complete the project. MDiv 320 or MA 220 is awarded 3 credits upon successful completion. The student must submit a full initial draft of the thesis to his/her advisor by March 1 or the next business day. It is the responsibility of the student to initiate appointments to meet with the faculty advisor; it is the responsibility of the faculty advisor to meet with the student regularly, and to return the full initial draft to the student within two weeks of receiving it. The
thesis may not be sent to the second (or other) reader(s) until the faculty advisor has approved its being sent. The revisions should be completed and a full final draft of the thesis submitted to the advisor no later than April 1 or the last day school is in session prior to that date. The student and his or her advisor will then call together the evaluation committee to evaluate the thesis with the student. The evaluation committee (including two or more faculty members and one other student) should pay particular attention to the contribution of the thesis to the student’s area of special competence.

It is customary not to assign a letter grade for the successful completion of a thesis for the MDiv or MATS. The acceptance of a Master’s thesis indicates that a student has completed this requirement at the graduate grading level (B- or above).

The faculty thesis advisor shall notify the Registrar that a student’s thesis has been accepted by the review committee, and notice shall be placed (including the name of the thesis) on the student’s transcript.

In the case of a thesis of truly exceptional and outstanding quality, the faculty members of a review committee, meeting in private session, may vote a notation of HONORS for a given thesis. This information should be forwarded to the Registrar by the faculty thesis advisor and also be noted on the student’s official transcript.

Please use the Master’s Thesis Evaluation form (See Appendix A.7) to ensure that all relevant information pertaining to the thesis is included on the student’s transcript.

**MATS FLT Students’ Theses and Praxis Projects**

MATS FLT students are required to do either a thesis or a praxis project. Normally if the student is preparing to go on to further academic work, the student may wish to do a thesis. If the student is more focused on an activist career or professional ministry, the student may find a praxis project better suited to her/his goals.

The student will develop a thesis or praxis project proposal in the spring of their first year in the context of Curriculum Conference. The thesis or praxis proposal must include the rationale for choosing a thesis or a praxis project, as well as the general requirement for proposals listed above. It must be submitted to the Degrees Committee. See the Academic Calendar for the due date.

**Thesis:** MATS FLT theses follow the general procedures for theses described in the previous section.

**Praxis Project:** A praxis project may take a variety of forms, for example, an artistic project, a field education project, or some other project approved by the Degrees Committee. In the second term of the final year, students who choose a praxis project will write a fifteen- to twenty-page summative analytic paper, briefly describing their praxis project, and integrating it with their other academic work at EDS and their intended vocational goals. The paper will be evaluated in the same manner as the MATS thesis and has the same deadlines.

**Policy on Digitizing DMin, MATS, and MDiv Theses**

It is the right of Episcopal Divinity School to retain Library copies of all theses written by its students when a thesis is part of an earned degree. Prior to the week before commencement,
preferably by the last day of the Spring Session, the student will do the following regarding his/her thesis:

- provide a thumb drive (labeled with the student’s name) containing one electronic .pdf copy of his/her thesis/project, including the signed supervisor and reader signature page of the approved Thesis/Project, to the EDS Registrar for submission to the Library for cataloguing;
- submit at the same time a check, payable to “Lesley University,” and earmarked, “EDS Thesis,” to the EDS Registrar to cover processing costs for his/her thesis;
- to sign and submit to the EDS Registrar, the “EDS Sherrill Library Electronic Thesis Permission Form” (Appendix A.13) regarding release or not by EDS, along with a thesis abstract; and lastly
- submit an original title page and a signed thesis supervision and reader page to the Registrar for the student’s permanent file.

It is the student’s responsibility to contact the Library for current processing costs. A digitized copy will be placed in the general circulation collection, and another retained by the Library for appropriate electronic access and archival storage.

If the student wishes to have one or more bound copies for personal use, the student may make arrangements directly with the Library for binding at a cost paid directly to the Library. Please go to [www.EDS.org/thesis.html](http://www.EDS.org/thesis.html) for more information about thesis binding through the Library.
Supervised Theological Field Education & Practicum

Supervised Theological Field Education provides the student with opportunities to develop a professional understanding of and competence in ministry. This program offers a framework in which theological issues are raised and faced, a comprehensive and realistic view of the church and its ministry, and growth in self-knowledge and self-understanding.

All students doing Theological Field Education in a congregation or an agency for the first time (not counting CPE) must participate in a Field Education Practicum. The practicum will meet approximately once per month to integrate their field education, academic studies, and ongoing formation for ministry using a case study methodology. Participants will look at ministerial identity, skills for ministry, an understanding of systems, and the ability to reflect upon all of these theologically. Students will participate in this practicum from September through May while concurrently doing field education.

Those who do their first field education in the summer will participate in a practicum in the following academic year to reflect theologically on their summer experience. The practicum is a required part of FE 1010 (first term, first field education unit) and FE 1020 (second term, second field education unit). DL students will participate in an on-line field education practicum.

MDiv Students: EDS requires the completion of two units of supervised Field Education experiences, which have been approved by the Theological Field Education Committee. A field education unit may take place over the academic year or during the summer. A unit of field education taken over the academic year is counted as one course per term, with both terms together fulfilling the one field education unit. Also, Clinical Pastoral Education (CPE), which is a clinical field education program administered by the Association of Clinical Pastoral Education, may be used to meet a field education requirement.

MATS Students: Students seeking the Master of Arts in Theological Studies degree may participate in an approved, supervised Field Education program, if they wish.

Students who have completed a supervised Theological Field Education program prior to their matriculation at Episcopal Divinity School may petition the Field Education Committee for a waiver of these requirements. Only one unit of Theological Field Education can be waived since at least one unit has to be done concurrently while attending EDS. The Theological Field Education Committee will evaluate this petition according to the following criteria:

1. The Theological Field Education program shall have been supervised and evaluated, and the evaluation shall be available to the School;

2. The focus of the Theological Field Education program shall have been preparation for ministry, exclusive of parish or diocesan programs which are primarily for the purpose of screening applicants, and exclusive of programs whose primary purpose was employment;
3. The Theological Field Education program normally shall have been completed within three (3) years prior to matriculation at Episcopal Divinity School;

4. The Theological Field Education program shall have met an equivalent time commitment; and

5. The Theological Field Education program shall have addressed the student’s academic and vocational goals.

Students should submit such a petition no later than the end of course meetings during the Spring term of their first full year of matriculation at this School.
Satisfactory Academic Progress in a Degree Program

Satisfactory academic progress in a program means that a student has completed all contracted work for a given academic year (including a minimum number of courses, conferences, and tutorial and, if required, field education), has performed at a B- (for DMin, B) or better level in course work, and that an annual evaluation has been completed and placed in the Registrar’s file.

Satisfactory Academic Progress and Federal Financial Aid

In order for the School to be eligible to offer federal financial aid, however, the U.S. Department of Education mandates that all students achieve Satisfactory Academic Progress (SAP) each academic year. See the definitions and charts outlining qualitative and quantitative criteria for assessment of SAP for the various degree and certificate programs for full-time and part-time students in this Handbook. It is the student’s responsibility to see that these expectations are met. Exceptions to the Satisfactory Academic Progress standard will be made through the Office of the Academic Dean or its designee.

Incompletes and Satisfactory Academic Progress

In order to maintain Satisfactory Academic Progress, a student may have no more than one permanent Incomplete in any given term. At the end of the first extension period (i.e., one month following the last day of the due date), students with two or more permanent incompletes in any given term will, by action of the Faculty Degrees Committee, be put on probation (see Academic Probation policy). Academic Probation may carry adverse financial aid implications. In order to maintain Satisfactory Academic Progress, Master of Divinity students may have no more than a total of four permanent Incompletes in their programs, and Master of Arts in Theological Studies students may have no more than a total of two permanent Incompletes in their programs. In extenuating circumstances, exceptions to this policy on Incompletes may be made by action of the Office of the Academic Dean or its designee.

Table 10.1 Satisfactory Academic Progress—Traditional Learning Option: Master of Arts in Theological Studies

<table>
<thead>
<tr>
<th>Student</th>
<th>Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>MATS 1</td>
<td>* courses completed with grades of B- or above and/or Pass</td>
<td>* minimum number of courses by end of first year = 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* completion of first-year annual Evaluation</td>
<td>(2 terms of Curriculum Conference and 1 term of Foundations Course = 2 courses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* completion of Statement of Goals and Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* completion of Curriculum Conference and Foundations Course with a Pass</td>
<td></td>
</tr>
</tbody>
</table>
MATS 2 courses completed with grades of B- or above and/or Pass
* completion of Final Year Conference
* completion of Final Evaluation
* approved Competence Grid in two areas of Theological study
* completion of Integration Paper
* Faculty review/approval for Graduation
* minimum number of courses by end of the second year = 16 (2 terms of Final-Year Conference = 0.5 course)
* maximum number of courses before additional tuition is charged = 22.

<table>
<thead>
<tr>
<th>Part-Time</th>
<th>Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATS DL 1</td>
<td>MATS DL 1</td>
</tr>
</tbody>
</table>

* 4 courses completed with grades of B- or above or Pass
* for each additional part-time term, a minimum of two courses and other annual requirements as noted above met by the end of each year

* minimum number of courses by the end of the first year = 4 (2 terms of Curriculum Conference and 1 term Foundations Course = 2 courses)
* For maximum half time loads see Section 3 of this Handbook.

* MATS Special Students must petition for full-degree candidacy by the end of MATS 1.

* Upon petition, Competence may be achieved by means other than course work at EDS, for example, through petition for Transfer Credit. This would reduce the overall number of required courses for graduation.

* Exceptions to the Satisfactory Academic Progress standard will be made through the Office of the Academic Dean; this same office will also consider extenuating circumstances.

Table 10.2 Satisfactory Academic Progress—Distributive Learning Option: Master of Arts in Theological Studies

<table>
<thead>
<tr>
<th>Student</th>
<th>Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
</table>
| Full-Time | MATS DL 1 | * courses completed with grades of B- or above and/or Pass
* completion of first-year annual Evaluation
* completion of Statement of Goals and Program
* completion of Foundations Course (June Intensive) with a Pass
* completion of Jan 8 hr Cohort Group
* January and June session Residencies
* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May) | * minimum number of courses by end of first year = 5 (includes June Intensive + Fall and Spring online Curriculum Conference and Foundations Course = 2 courses) |
| MATS DL 2 | * courses completed with grades of B- or above **and/or** Pass  
* completion of second-year annual Evaluation  
* approved Competence Grid in two areas of Theological study  
* completion of June and January Cohort Groups 8-hr  
* January and June Residencies  
* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May) | * minimum number of courses by end of the second year = **9** |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| MATS DL 3 | * courses completed with grades of B- or above **and/or** Pass  
* completion of third-year annual Evaluation  
* completion of June and January 8-hr Cohort Group  
* January and June Residencies  
* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May) | * minimum number of courses by end of the second year = **13** |
| MATS DL 4 | * courses completed with grades of B- or above **and/or** Pass  
* completion of January 8-hr Cohort Group  
* January Residency  
* completion of online Program Conference (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May)  
* completion of Final Evaluation  
* completion of Integration Paper  
* Faculty review/approval for Graduation | * minimum number of courses by end of the second year = **16**  
* maximum number of courses before additional tuition is charged = **22**.  
(2 terms of Final-Year Conference = **0.5** course) |

* MATS Special Students must petition for full-degree candidacy by the end of MATS 1.

* Upon petition, Competence may be achieved by means other than course work at EDS, for example, through petition for Transfer Credit. This would reduce the overall number of required courses for graduation.

* Exceptions to the Satisfactory Academic Progress standard will be made through the Office of the Academic Dean; this same office will also consider extenuating circumstances.
<table>
<thead>
<tr>
<th>Student</th>
<th>Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
</table>
| Full-Time | MDiv 1    | * courses completed with grades of B- or above **and/or** Pass  
* completion of first-year Annual Evaluation  
* completion of Statement of Goals and Program  
* completion of Curriculum Conference and Foundations Course with a Pass | * minimum number of courses by end of first year = **8**  
(2 terms of Curriculum Conference and 1 term of Foundations Course = **2** courses) |
| MDiv 2    |           | * courses completed with grades of B- or above **and/or** Pass  
* completion of Competence Grid  
* completion of second-year Annual Evaluation  
* completion of one unit of Field Education, if appropriate (1 unit Of Field Ed. = 2 courses)  
* completion of Field Ed Practicum | * minimum number of courses by end of the second year = **16** (2 terms of Program Conference = **1** course) |
| MDiv 3    |           | * courses completed with grades of B- or above **and/or** Pass  
* completion of Final Year Conference  
* completion of Final Evaluation  
* completion of Integration Paper  
* completion of a minimum of 2 Field Education units  
* Faculty review/approval for Graduation | * minimum number of courses by the end of the third year = **24** (2 terms of Final-Year Conference = **0.5** course)  
* maximum number of courses before additional tuition is charged = **33** |
| Part-Time | first year| * courses completed with grades of B- or above **or** Pass  
* for each additional part-time term, a minimum of two courses and other annual requirements as noted above met by the end of each year | * minimum number of courses by the end of the first year = **4**  
(2 terms of Curriculum Conference and 1 term Foundations Course = **2** courses)  
* For maximum half time loads see Section 3 of this Handbook. |

* MDiv Special Students must petition for full-degree candidacy by the end of MDiv 1.
* Upon petition, Competence may be achieved by means other than course work at EDS, for example, through petition for Transfer Credit. This would reduce the overall number of required courses for graduation.

* Exceptions to the Satisfactory Academic Progress standard will be made through the Office of the Academic Dean; this same office will also consider extenuating circumstances.

**Table 10.4** | **Satisfactory Academic Progress—Distributive Learning Option: Master of Divinity**

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td>* courses completed with grades of B- or above <strong>and/or</strong> Pass</td>
<td>* minimum number of courses by end of first year = 5 (includes June Intensive + Fall and Spring online Curriculum Conference and Foundations Course = 2 courses)</td>
</tr>
<tr>
<td>MDiv DLO 1</td>
<td>* completion of Statement of Goals and Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of first-year Annual Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of Foundations Course (June Intensive) with a Pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of January 8-hr Cohort Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* January and June Session Residencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May)</td>
<td></td>
</tr>
<tr>
<td>MDiv DLO2</td>
<td>* courses completed with grades of B- or above <strong>and/or</strong> Pass</td>
<td>* minimum number of courses by end of the second year = 10</td>
</tr>
<tr>
<td></td>
<td>* completion of second-year Annual Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of June and January 8-hr Cohort Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* January and June Residencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May)</td>
<td></td>
</tr>
<tr>
<td>MDiv DLO3</td>
<td>* courses completed with grades of B- or above <strong>and/or</strong> Pass</td>
<td>* minimum number of courses by the end of the third year = 15</td>
</tr>
<tr>
<td></td>
<td>* completion of Competence Grid</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of third-year Annual Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of one unit of Field Education, if appropriate (1 unit Of Field Ed. = 1 courses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of Field Ed Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of June and January 8-hr Cohort Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* January and June Residencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May)</td>
<td></td>
</tr>
</tbody>
</table>
MDiv DLO4
* courses completed with grades of B- or above or Pass
* completion of fourth-year Annual Evaluation
* completion of June and January 8-hr Cohort Group
* January and June Residencies
* completion of Cohort Group (2 hr monthly sessions – Sep, Oct, Nov, Dec, Feb, Mar, Apr, May)

MDiv DLO5
* courses completed with grades of B- or above or Pass
* completion of June and January 8-hr Cohort Group
* completion of January Residency
* completion of simulcast Final Year Conference
* completion of Integration Paper
* completion of Final Evaluation
* completion of a minimum of 2 Field Education units

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
</table>
| One Year Cert. | * courses completed with grades of B- or above and/or Pass
* Faculty review/approval for Graduation | * at least 6 courses and no more than 8 courses successfully completed in no more than two years |

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Qualitative</th>
<th>Quantitative</th>
</tr>
</thead>
</table>
| Full-Time Course work | * completion of 8 courses (including Colloquium) for a letter grade of B or better
* evaluation of 8 completed courses
* Program Proposal approval
* Thesis/Project Proposal approval | * at least 6 courses (including Colloquium) for the year
* Stafford Loans are available for eligible recipients for up to 2 years. |
| Thesis/Project writing | * completed and approved Thesis/Project | * not eligible for additional loans, eligible for in-school deferment of up to 2 years |
| Part-Time Course work | Same as full-time | * at least 4 courses (including Colloquium) for the year
* Stafford Loans are available for eligible recipients for up to 2 years. |
Thesis/ Project Writing | Same as full-time | Same as full-time

* Exceptions to the Satisfactory Academic Progress standard will be made through the Office of the Academic Dean; this same office will also consider extenuating circumstances.

**Academic Probation**

A full-time or part-time matriculated student will, at a minimum, be placed on academic probation if that student has NOT satisfactorily completed one-half or more of a semester’s course and curricular work, or has, after the first extension period, two or more Incompletes for that semester (Fall/January or Spring/June for TL students; June/Fall or January/Spring for DL students).

“Satisfactory completion” refers to courses completed at the level of B- (for DMin B) or above, a grade of “Pass,” “Marginal Pass,” and/or satisfactory completion of other curricular requirements. For the purposes of this counting: meeting the requirements of Curriculum Conference and Program Conference shall each count as one-half course per semester. Final-Year Conference shall count as one-half course per year, and Master’s Thesis Tutorial shall each count as listed. The Degrees Committee determines this count and makes a recommendation for academic probation to the full Faculty.

After any two semesters of a student’s being on probation, the Faculty will take action on termination of that student’s tenure (see Termination of Student Tenure). A student on probation who successfully completes all work in the subsequent semester will be removed from probation.

When a student is on academic probation, that student, in accord with Federal regulations, he or she are not eligible to receive Federal student aid or loans. Furthermore, that student is ineligible for increases in EDS-funded financial aid.

**Termination of Student Tenure in Episcopal Divinity School**

For purposes of this policy the term “student” refers to a person who is registered and has completed financial arrangements for the current term. The protections offered below do not apply to non-matriculated students or to those who have not completed registration requirements.

1. The following statement of specific policy has been formulated in order to protect the rights of students, as well as to protect the rights of the School and its various constituencies.

2. Just as the EDS faculty has authority for the admission of students to the School, so the faculty has the authority to terminate student tenure in the School.

3. One or more of the following may constitute grounds for the termination of a student’s tenure:

   **FACULTY-ONLY PROCESS:**

   a. performance in academic work and/or field education experiences, as observed over a period of at least one term, indicating that the student cannot in the judgment of the faculty reasonably be expected to fulfill degree or program requirements;
b. evidence leading the faculty to conclude with reasonable certainty that it will be unable to render a positive judgment on a student’s personal qualifications for the vocational future envisaged in the student’s stated goals.

FACULTY-STUDENT PROCESS:

c. manifest incompatibility in intention and action on the part of a student with the purposes and goals of the School as stated in its official publications to such an extent that the continuation of the student’s tenure would cease to be productive for the student and/or community;

d. personal instability and/or irresponsibility of such dimensions as to jeopardize the functioning of the student and fellow students and/or the School as a whole;

e. failure of the student to meet financial obligations to the School as indicated in current policy statements, housing contracts, and/or other pertinent documents;

f. non-compliance with any published policy of the School related to such serious matters as Violence in the Home, the Drug and Alcohol Policy, etc., as included in official publications (see in particular the Student Handbook).

4. Once the question of possible student termination, for one or more of the reasons stated above, is raised by an official of the School, the following procedure shall pertain:

a. The student shall be notified of the issues and concerns in question by either the Academic Dean or Dean of Students.

b. If, after notification to the student, the said Dean believes additional action should be explored, that Dean shall name a Review Committee. For grounds 3a and 3b (see above), the Review Committee shall be comprised of the Faculty Executive Committee meeting without the President and Dean. For grounds 3c through 3f (see above), the Review Committee shall be comprised of two students and three faculty (one of whom shall be a member of the Student Executive Committee and another from the Faculty Executive Committee). The student has the right to appear once before this Committee and may bring to the Committee meeting another student whom s/he has selected as her/his advocate. The Review Committee shall consider the issues and concerns and forward their report and recommendation to the President and Dean.

c. The President and Dean may carry this report to the Faculty who, meeting in Executive Session, may take action on continuation or termination of that student’s tenure.

d. If a decision to terminate the student’s tenure is made, the President and Dean, or in his or her absence the Academic Dean, will convey that decision to the student. Should that student decide to make an individual appeal, he or she may do so to the President and Dean.

e. In the case of a possible action for termination occurring during the summer when the School is not in session, the President and Dean shall follow the procedures as stated above with the exception that a vote on the Review Committee’s recommendation shall be acted upon by convening and/or polling by phone members of the Faculty Executive Committee.
How to Register

New and continuing students complete registration during the time periods indicated on the academic calendar. All matriculated students register for courses through the EDS Self Service online system, https://selfserv.eds.ddu/ss.

Once admitted, the IT Department will assign a login user name and password. When your Self Service account is validated, as part of your first time login protocol, you will then be able to register for each Term during the announced dates on the academic calendar. A full academic year includes two Terms, and each Term has two Sessions. Term I includes course offerings for Session: (Fall) September to December; and Session: Intensive January. Term II includes course offerings for Session: (Spring) January – May, and Session: June. Your Term registration will include registration for courses in one or both sessions. DL students will register for both Sessions, and TL students have the option to register for Session: Intensive January in Term I; and Session: June in Term II.

Upon selection of your courses in Self Service, your course choices will indicate the status of HOLD. Your course choices must be approved by your faculty advisor. Faculty advisors also login to Self Service and they will be notified via system email to review and approve your course registration each term. Advisor approval will change your course choices from a HOLD status to an ADD status. Add/Drop time frames and deadlines are indicated on the academic calendar. Any changes to your registration must, again be approved by your faculty advisor.

Registration is completed at the beginning of each term during the registration periods designated in the Academic Calendar found in the yearly EDS catalogue. Registration for January and June term intensive courses may be done during the Fall and Spring registration periods, respectively, or by the separate deadlines for those terms listed on the academic calendar.

In summary, Registration is a multi-step process, consisting of the following:

1. Students are admitted and receive instruction and notification of their user name and password to access registration through online EDS Self Service, https://selfserv.eds.ddu/ss.
2. Students obtain the approval of their faculty advisor who approves course choices made through Self Service.
3. Students make the necessary financial arrangements with the Business Office. The Business Office signs the registration petition.
4. Students show proof of immunizations to the Director of Human Resources who signs the registration petition.
5. Students submit the registration petition to the Registrar who enrolls students in the classes. Students will not be registered until all signatures have been obtained.
Any student who is unclear as to who his or her faculty advisor is should consult the Academic Dean’s Office. Registration choices are made which then will generate your payment account and must be endorsed by the school’s Business Office to indicate the status of the student’s financial arrangements with the school at the time of Registration and to verify the student has all necessary immunizations. Note: Students who do not have the proper immunizations will not be allowed to attend classes.

**Tuition, Fees, and Extended Residence**

**Tuition rates as of May 2012 for academic year 2012-13**

**MDiv**

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2013 Tuition*</th>
<th>Annual Credits</th>
<th>Cost Per Credit</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$13,780</td>
<td>24.00</td>
<td>$574</td>
<td>72.00</td>
</tr>
<tr>
<td>Half-Time</td>
<td>$6,890</td>
<td>12.00</td>
<td>$574</td>
<td>72.00</td>
</tr>
<tr>
<td>DL</td>
<td>$11,250</td>
<td>15.00</td>
<td>$750</td>
<td>72.00</td>
</tr>
</tbody>
</table>

**MATS**

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2013 Tuition</th>
<th>Annual Credits</th>
<th>Cost Per Credit</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$13,780</td>
<td>24.00</td>
<td>$574</td>
<td>52.00</td>
</tr>
<tr>
<td>Half-Time</td>
<td>$6,890</td>
<td>12.00</td>
<td>$574</td>
<td>52.00</td>
</tr>
<tr>
<td>DL</td>
<td>$9,750</td>
<td>13.00</td>
<td>$750</td>
<td>52.00</td>
</tr>
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</table>

**DMin**

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2013 Tuition</th>
<th>Annual Credits</th>
<th>Cost Per Credit</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$9,234</td>
<td>18.00</td>
<td>$513</td>
<td>36.00</td>
</tr>
</tbody>
</table>

**Certificate**

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2013 Tuition</th>
<th>Annual Credits</th>
<th>Cost Per Credit</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>$8,946</td>
<td>18.00</td>
<td>$497</td>
<td>18-24</td>
</tr>
<tr>
<td>Half-Time</td>
<td>$4,473</td>
<td>9.00</td>
<td>$497</td>
<td>18-24</td>
</tr>
<tr>
<td>DL</td>
<td>$4,473</td>
<td>9.00</td>
<td>$497</td>
<td>18-24</td>
</tr>
</tbody>
</table>

* Full year tuition rates do vary slightly in PowerCampus from the calculation of the number of credits per year times the tuition rate per credit.

**TL and DL Tuition Payment Rates**

<table>
<thead>
<tr>
<th>December 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

All Matriculated students: MDiv, MATS, DMin and Certificates
<table>
<thead>
<tr>
<th>Traditional Learners</th>
<th>1 to 5 credit hours</th>
<th>pays per credit hour</th>
<th>unlimited free audits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6, 7, 8 credit hours</td>
<td>pays flat part-time fee</td>
<td>unlimited free audits</td>
</tr>
<tr>
<td></td>
<td>9, 10, 11 credit hours</td>
<td>pays flat part-time fee + per credit hour above 8</td>
<td>unlimited free audits</td>
</tr>
<tr>
<td></td>
<td>12, 13, 14, 15, 16 credit hours</td>
<td>pays flat full-time fee</td>
<td>unlimited free audits</td>
</tr>
<tr>
<td></td>
<td>17 and over</td>
<td>pays flat full-time fee + per credit hour above 16</td>
<td>unlimited free audits</td>
</tr>
<tr>
<td>DL Program</td>
<td>pays per credit hour</td>
<td>unlimited free audits</td>
<td></td>
</tr>
<tr>
<td>DMin</td>
<td>pays per credit hour</td>
<td>unlimited free audits</td>
<td></td>
</tr>
</tbody>
</table>

**Late Registration Fee**

There is a late fee for any student failing to register by the deadline indicated in the academic calendar. Please consult the fee schedule, available from the Business Office.

**Financial Arrangements**

If a student has not completed financial arrangements by the last day of registration, the student will not be permitted to attend classes or continue in the Curriculum Conference, Field Ed Practicum or Middle Conference, Final-Year Conference, or the respective Cohort groups.

**Students in Intern Year**

This program normally falls during an academic or twelve-month year with students living away from the School and placed in full-time ministry settings that are approved by the EDS Field Education Committee. Further details are available through the Field Education Office.

Students on an approved Intern Year are required to pay a registration fee.

Payment of the registration fee permits a student who is on an approved Intern Year to take the equivalent of two courses each term.

**Immunization Records**

The following policy governs students' certification of immunization before completion of registration and attendance of classes:

The Massachusetts Department of Public Health requires immunization certification for postsecondary students and schools that provide or license housing (105 Commonwealth of Massachusetts Regulation 220.000) before students can attend school. For the purposes of EDS, this regulation includes:

- full-time graduate students, and residential students
- those studying on a student or other visa.

Further, each student must present a certification of immunization that the student has received
the following immunizations in required doses (see EDS Immunization Form Appendix A.3). Required immunizations include:

- Measles and Rubella (MMR) vaccine(s), or if administered separately;
- Measles (Rubella), German Measels (Rubella) + Mumps vaccine(s);
- A Booster Tetanus and Diphtheria dose; and
- Doses of hepatitis B vaccine
- Meningoccal vaccine.

The Commonwealth's requirements do not apply if:

- the student provides written documentation that s/he meets the standards for medical or religious exemptions (as set forth in Massachusetts General Law);
- the student provides appropriate documentation, including a copy of a school immunization record, indicating receipt of required immunization; or
- in the case of measles, mumps, rubella and hepatitis B, the student presents laboratory evidence of immunity.

Please see Student Services for further information. In all cases it is the responsibility of the student to fulfill these requirements in order to register.

**Cross-Registration into Other Schools**

A matriculated student may register for courses in other schools of the Boston Theological Institute, Lesley University, Harvard University (except the Kennedy School of Government), and Brandeis University. Students are encouraged to explore the richness of academic offerings in the Boston area. However, to maintain the integrity of the EDS degree:

- At least one-half of the courses a student takes in a given academic year, including mini-courses, must be taken at EDS. (A course offered jointly by EDS and another school or schools is counted as an EDS course.)
- At least one course in each area of general competence must be an EDS course, and at least one-half the courses in a MDiv or a MATS special competence or a MATS general competence must be EDS courses.

To cross-register, the student must file the usual EDS registration petition with the EDS Registrar and must complete the appropriate cross-registration petitions for the course(s) involved. Catalogues of the Boston Theological Institute, Lesley University, Harvard University, and the other schools will contain dates of their cross-registration periods, initial class meetings, and examination periods. (Note: The course starting and ending dates and school breaks/holidays of other institutions often differ from those at EDS. It is the student’s responsibility to learn these dates and attend course sessions as necessary.)

Courses taken at other schools follow the procedures for courses stated at that school. However, for policies on grade deadlines, EDS rules apply.
Changing Course Registration

Dropping or Adding Courses

Students can submit a petition to add or drop courses up until the deadline listed in the Academic Calendar. The Change of Registration Petition must be signed by the student’s faculty advisor and by the student before it is submitted to the Registrar. Dropped courses will not appear on the student’s transcript.

Withdrawing from Courses After the Drop/Add Deadline

Students can withdraw from courses at any time up to and including the last day the class regularly meets by submitting a Change of Registration Petition. Courses dropped after the Drop/Add deadline will appear on the student’s transcript as “W” (withdrawn). If a student submits a Change of Registration petition after the last day the class regularly meets, the grade for the course will be recorded as a permanent Incomplete.

Changing Course Credit After the Drop/Add Deadline

A student may petition to change from 3 credit to 2 course credit or audit up until the last day the class meets. However, a student may only change from 2 course credit or audit to full course credit after the Drop/Add deadline with the permission of the instructor. Submit the Change of Registration Petition to the Registrar in order to make the change.

Students with Learning Disabilities

EDS endeavors to provide reasonable and appropriate accommodations so that students with learning disabilities may have meaningful access to learning. The student must initiate the process of working toward the School’s provision of such accommodations by self-identifying as an individual with a disability and providing acceptable documentation of the disability to the Registrar.

The School recommends that the student contact the Registrar before the registration period in order that reasonable and appropriate accommodations may be determined. This determination will be made in a consultative manner. Approved accommodations are recorded on an “Academic Accommodations” form to be kept in the student’s file, which is not automatically sent to faculty but is available to faculty upon the student’s request. It is the student’s responsibility to inform the Registrar of any approved accommodations desired for courses in which the student enrolls. The Registrar will then notify the faculty member that the student wishes to make accommodations and agreed-upon appropriate accommodations for the course will be noted in the student’s file.
Courses may be taken by MDiv, MATS, and Certificate students either for a letter grade or on a Pass/Fail basis (DMin students must take courses for a letter grade). Satisfactory work in courses shall be indicated by a grade of B- or better (B for DMin students) or a Pass or a Marginal Pass. If a course is taken Pass/Fail and the work completed by a student is borderline, the instructor shall enter a grade of Marginal Pass (MP). Only satisfactory work may be counted towards competence. 2-credit courses are evaluated on a Pass/Fail basis. In interpreting grades, the following policy pertains:

<table>
<thead>
<tr>
<th>Table 11.1</th>
<th>Interpreting Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Pass/Fail</strong></td>
</tr>
<tr>
<td>A = Excellent</td>
<td>Pass = work of B or better</td>
</tr>
<tr>
<td>B = Good</td>
<td>Marginal Pass = work at B- level</td>
</tr>
<tr>
<td>B- = Barely satisfactory (not satisfactory for DMin; no credit awarded)</td>
<td>Fail = work below the B-level</td>
</tr>
<tr>
<td>C = Basic information and skills attained, but not at the graduate level (no credit awarded)</td>
<td></td>
</tr>
<tr>
<td>D = Poor work, basic information and skills not attained (no credit awarded)</td>
<td></td>
</tr>
<tr>
<td>F = Fail, unacceptable work or no work at all (no credit awarded)</td>
<td></td>
</tr>
<tr>
<td>INC = Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

If a student wishes to appeal a grade that would not count toward a degree or certificate (e.g., below B- for Masters and Certificate students and below B for DMin students; or a Fail grade if a Pass/Fail grading option has been chosen; a Marginal Pass grade may not be appealed), the student should follow the procedures below. **Note: Any grade appeal must be made within one academic year after the date the course was completed.**

1. The student should discuss the matter with the professor involved.
2. If the student feels that the matter has not been satisfactorily resolved, the student should consult the Academic Dean, who will see if the matter can be adjudicated informally to the satisfaction of the student and the professor.
3. If a resolution is still not achieved, an ad hoc committee will be formed consisting of the Academic Dean, a faculty member appointed by the Academic Dean, and a faculty member selected by the student. If needed: The student appealing shall provide copies of all material relevant to the appeal to the ad hoc committee and to the professor involved. The professor will respond in writing. The committee will read the materials, meet with the parties involved if they so desire, and report its decision in writing to the parties involved within two months.
The decision of the ad hoc committee is final. If the Academic Dean is the professor involved, the Faculty Executive Committee will appoint one of their members to replace the Academic Dean in the process.

**Letter Grade or Pass/Fail Notification**

Students must indicate their preference for a letter grade or Pass/Fail for courses they take for credit directly to instructors (not to the Registrar) not later than the time of submission of the final work for the course or at the time requested by the instructor of the course. **Courses for the fulfillment of DMin requirements must be taken for a letter grade** and evaluated on a DMin Course Evaluation Form (See Appendix A.6). Mini-courses may not be taken for a letter grade.

**Audits**

If allowed by the instructor, a student may choose to audit a course. However, no credit will be given for any course registered with a designation of audit, nor will these courses count toward General or Special Competence for the MDiv or MATS degrees.

DMin students may take no more than one (1) course per term as an audit and no more than three (3) audits during their program. DMin students are not permitted to audit courses while writing their Thesis/Project.

**Faculty Requirements for Submitting Grades and Evaluations**

It is important for student learning within the total EDS curriculum that evaluation of student work take place in as timely a fashion as possible. Therefore:

1. During the term student work should normally be evaluated and returned within 30 days of the date on which it is due.

2. At the end of each term, work is to be returned to the students and grades to the Registrar by the due date printed in the Catalogue. The grade sheet will include a statement to be signed and dated by the professor to the effect that all work has been returned to the students. Furthermore, grades for DMin students must be accompanied by the DMin course evaluation form (which the students are responsible for providing to the instructor). The grades will not be accepted by the Registrar until the work has been returned to the students and DMin course evaluations completed.

3. Work handed in late by the student may receive a temporary incomplete and is not subject to the above rules. It should be returned as promptly as possible, and no later than the due date for the following term.

**Course Extensions**

Course extensions are not granted automatically, and should only be pursued when absolutely necessary. Beginning with the January 2010 term, students have been limited in the number of times they will be granted course extensions during the course of their study (remainder of their study for students already enrolled). The total number of extensions possible per degree program will be: two (2) for the DMin program, four (4) for the MATS program, and six (6) for the MDiv program. The petition form for a course extension is found in Appendix A.5.
To apply for an extension, students first need to contact the Registrar, who will grant application for an extension as long as the number of allowed extensions has not been exceeded. For the extension actually to take effect, the student then needs to obtain the approval from the course instructor.

Further, a granted course extension may be extended only one time with petition to the Degrees Committee. If the work is not turned in at the end of the second extension period the course will receive an automatic grade of INC (Incomplete).

All overdue work must be submitted to the Registrar in hard copy (NOT e-mail) by the deadline listed on the extension. The Registrar will forward it to the instructor for grading. Students may not submit course work by e-mail unless they have made arrangements with the instructor to do so.

Students may not be granted more than one six-week extensions for any intensive course (January/June). Unless the second request is occasioned by extenuating circumstances and the Degrees Committee gives permission for the second extension.

Ordinarily extensions for completion of course work will not be granted when an instructor is scheduled to be on leave the following term.

If any of the above deadlines and provisions is not met, the course grade becomes a permanent Incomplete (INC) on the student’s record. For the time period while the student is completing the course work, a notation of “EXT” will appear on the grade report and transcript to signify the student has an approved extension for the course. The “EXT” notation is equivalent to a temporary incomplete.

Students petitioning for course extensions at other schools need to follow the policies in place where the course is taught, but must notify the EDS Registrar in writing that the extension has been requested and approved.

Please note: Extension coursework is not subject to the same grading deadlines as work completed on time. Instructors should review and grade the work as promptly as possible and have until the due date of the following term to review, grade, and return late work to students. Chronically late work will typically be downgraded by faculty, meaning that faculty can assign a lower grade for late work, and that late work is a lower priority on faculty “to-do” lists.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Total Number of Incompletes Allowed During the Course of a Student’s Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATS</td>
<td>4</td>
</tr>
<tr>
<td>MDiv</td>
<td>6</td>
</tr>
<tr>
<td>DMin</td>
<td>2</td>
</tr>
</tbody>
</table>
Section 12
Petitioning for Academic Matters:
The Degrees Committee

The Degrees Committee is a Faculty committee that is responsible for overseeing students’ completion of curriculum requirements. Degrees Committee tasks include:

1. Reviewing and approving all Statements of Goals and Program and Competence Worksheets completed by Masters students,
2. Reviewing requests for transfer credit,
3. Reviewing requests for change of status (switching between part-time and full-time), and
4. Reviewing requests to go on Leave of Absence.

Any changes a student wishes to make to his or her degree program must be approved by the Degrees Committee.

Petitions submitted by students to the Degrees Committee (through the Registrar) will take the form of a note written by the student and including the signatures of the student, academic advisor, and course instructor (if necessary) and the date of submittal. As part of the petition, the student must state the nature of the petition, the reasons, and list any relevant extenuating circumstances.

The DMin Subcommittee

The DMin Subcommittee is responsible for the development and implementation of policy, administrative procedures, petitions, etc. for the DMin program. The Chair of this Subcommittee is appointed yearly by the Academic Dean.

Guidelines for TL Transfer Credit

Students in the Master of Divinity or Master of Arts in Theological Studies programs may petition the Degrees Committee for Transfer Credit and waiver of one or two semesters of residency. Up to one full year of academic work from graduate institutions previously attended may be accepted in demonstration of competence toward either of these degrees. Transfer Credit and/or Waiver of Residence are normally granted at the end of the first full year of residence. See instructions to submit a petition to the Degrees Committee.

1. If the student holds a prior graduate degree in theological studies, the student should consult the Chair of the Degrees Committee or the Academic Dean, and file a petition for a waiver of one or two semesters of residency, (with official transcripts attached), signed by his or her advisor and by the Chair of Degrees or the Academic Dean.
2. If the student has taken graduate courses in theological studies, which have not been applied toward a completed degree, the student may petition to transfer specific courses, with four term-length courses equivalent to one term of residence. The student should file a petition, with official transcripts attached, signed by his or her advisor, to the Degrees Committee.

3. If the student holds a prior graduate degree that is not in theological studies, but in an area related to current course work, the student may file a petition for a waiver of residence. A waiver of one-half of a semester of residency may be awarded if the graduate degree is relevant to one canonical area and a waiver of one term of residence may be awarded if it is relevant to two canonical areas. The student should file a petition, with official transcripts attached, signed by his or her advisor, to the Degrees Committee.

In all cases, students must demonstrate that work presented for Transfer Credit fulfills particular program expectations as stated in their Statement of Goals and Program. At EDS, students may not transfer credits here immediately upon matriculation. Instead, application for transfer of credit occurs according to the following process.

**How to Petition for Transfer Credit**

To petition for Transfer Credit and waiver of one or two semesters of residence, students in the Master of Divinity program should submit a petition to the Degrees Committee by the end of classes (normally late April for TL and late June for DL students) of the first year of study at EDS. This petition should be supported by official transcripts from institutions previously attended and any additional documentation that may be appropriate. Note: If a full year of Transfer Credit is granted, the student will take Final Year Conference during his or her second (and final) program year.

**Full-time TL students in the Master of Arts in Theological Studies** program seeking a full year of Transfer Credit toward this two-year degree will need to follow an accelerated program.

They should submit the Statement of Goals and Program Worksheet by **November 1 (or the Friday following, if Nov. 1 is not a Friday) of their first term** in the program. The Statement should include a rationale and a procedure for completing the degree work in one year. At the same time, such students should submit to the Degrees Committee a petition for Transfer Credit, attaching official transcripts from institutions previously attended and any additional documentation that may be appropriate. Students for whom such Transfer Credit is approved by the Degrees Committee (and this approval will be contingent upon the achievement of Satisfactory Academic Progress at the end of the student’s first term of work at EDS) will be given a deadline for submission of their Competence Worksheet. These students will continue to participate in Curriculum Conference for the entire year and will begin Final-Year Conference in the second term of study. If Transfer Credit is not granted, such students should drop the Final-Year Conference and prepare an addendum modifying the Statement of Goals and Program as necessary.

**Part-time TL students in the Master of Arts in Theological Studies** program seeking a full year of Transfer Credit toward this two-year degree should first submit the Statement of Goals
and Program **at the appropriate deadline** during of their first term of study. The Statement should include a rationale and a procedure for completing the degree work in the equivalent of one full program year. **No later than March 8 (or the next business day, if the school is closed) of their first year of study**, such students should submit to the Degrees Committee a petition for Transfer Credit, attaching official transcripts from institutions previously attended and any additional information that may be appropriate. Students for whom such Transfer Credit is approved by the Degrees Committee will be given a deadline for submission of their Competence Worksheet. These students will begin Final-Year Conference the following Fall term. If Transfer Credit is not granted, such students should not enroll in Final-Year Conference the following Fall (an Advisor will be assigned) and prepare an addendum modifying the Statement of Goals and Program as necessary.

A **MATS student seeking to transfer one semester of residence**, should consult with the registrar for timetable, as it will depend on which semesters the student intends full-time and which part-time residency.

In all cases of proposed waiver of residence or transfer credit, the student should describe his/her plans in the Statement of Goals and Program even though the transfer will not occur until later.

**Special Student Status**

Special students are applicants for admission to EDS who do not meet all minimum requirements for admission (typically students who do not hold a baccalaureate degree) but, who, in the opinion of the Admissions Committee, are qualified to do graduate study in theology in the context of the EDS curriculum. This status is granted on a case-by-case basis, with only a very limited number of non-baccalaureate students admitted each year. Special students may pursue the degree program to which they have been admitted, including taking part in Curriculum Conferences. However, special students seeking the Master of Divinity and Master of Arts in Theological Studies degree must request degree candidacy after they have satisfactorily completed eight courses of study within the EDS curriculum. Degree candidacy may be granted to eligible special students based upon the work they completed during their studies at EDS. The Degrees Committee will communicate any such additional requirements to the student.

To petition for degree candidacy, special students should submit a petition to the Degrees Committee, including an official transcript of work at EDS and any additional supporting materials that may be appropriate. It is the responsibility of the student to request degree candidacy at the appropriate time.

All special students are granted the full privileges of degree-seeking students (with the exception of non-eligibility for Stafford loans as noted in the paragraph above), including cross-registration privileges.

**Degree Candidacy**

Degree candidacy is normally granted at the time of admission to applicants who meet all admission requirements and whose applications, including all supporting materials, demonstrate that they are qualified to pursue graduate study in theology in the context of the EDS curriculum.
Changing Degree Programs

After matriculation, should a student decide s/he would like to switch to a different program, the following procedures must be followed.

Changing from Certificate to MATS or MDiv

The student must submit the following materials to the Admissions Office:

1. Four (4) letters of recommendation—two of the four letters may be written by two of the recommenders used to apply for the Certificate program; however, new letters must be written to address the student’s capability of pursuing a master’s level degree.

2. A letter of recommendation from the student’s Certificate advisor addressing the student’s ability to pursue a master’s level degree. Also, any faculty member who had the student in class will send a brief e-mail to the Director of Admissions addressing the student’s ability to pursue a master’s level degree.

3. A written statement of no less than 250 words about the student’s wish to switch to a master’s level program and the relation of the switch to the student’s personal and vocational goals.

Students wishing to transfer credits from the Certificate to a master’s program must follow the correct timeline and submit a petition to the Degrees Committee using the correct procedure. No additional fees are required.

Changing between MDiv and MATS

The student will submit a petition to the Degrees Committee stating his or her wish to switch to the other master’s program and the relation of the switch to the student’s personal and vocational goals. The petition must be signed by the student and the student’s advisor. The student will need to complete a new Goals Statement and revised Worksheet to reflect the program change. Please note that all conference requirements will still need to be met for the student to graduate. See the section on conferences and colloquia for more information.

Leave of Absence

A student may petition the Degrees Committee, for a Leave of Absence stating the reason(s) for the request. See the beginning of this section for instructions to submit a petition to the Degrees Committee. The form for this petition is found in Appendix A.2. Leaves of Absence are granted for a maximum of one academic year at a time. An additional Leave of Absence beyond the first year may be requested in the same manner as was the first Leave of Absence. If a student’s program is not resumed after two years of leave, the school will assume that the student has withdrawn; the student must then reapply for admission to the school. Leaves of Absence will not normally be granted prior to the completion of one full-time semester of work.
Students who withdraw before the completion of one semester may be required to reapply for admission.

**A Leave of Absence may have financial aid consequences. Students contemplating such leave are advised to consult the Office of Financial Aid.** TL students on a non-medical Leave of Absence will receive a tuition refund according to the following schedule: during the first two weeks of a Fall or Spring term, 100 percent; during the third and fourth weeks, 50 percent. No refund will be given for a Leave of Absence taken after the fourth week of the term. For students on an approved medical leave of absence (because of a documented medical need), tuition will be refunded on a pro rata basis according to the number of weeks of classes remaining in the term. DL students should contact the Financial Aid Office regarding leave of absence tuition refund schedules. Before a student enters the next academic year or receives a degree, all bills to the school must be paid (at least a week before graduation).

Students on approved Leaves of Absence are required to pay a registration fee. These students, if they wish to take courses, may take no more than the equivalent of one course per term. Tuition for these courses will be assessed at the current tuition rates for Continuing Education students; the registration fee will not be waived under these circumstances. If the student wishes to count the CE course towards residence, a transfer fee must be paid.

**Remote Study for Student Final Degree Year**

EDS Traditional Learning Students who need to complete their final degree program year off campus due to denominational internship requirements or care-giving in a medical situation of an immediate family member, may petition the Degrees Committee for permission to study remotely. Such students should first consult with their academic advisor and then submit their petition with the following information, material, and advisor’s signature:

- His or her proposed final course worksheet along with their approved Goals and Program Statement;
- If a student plans on taking courses at another accredited seminary or divinity school, course descriptions must be included in the proposal (the cost of tuition at such an institution is the responsibility of the student unless there is a cross-registration agreement with EDS);
- A clear statement of how remaining course work for Special and General Competencies will be completed, including Final Year Conference; and
- If the Field Education requirement has not been satisfied previously, a statement of how that requirement will be met, signed by the Director of Field Education.

It is the responsibility of the student to have an official transcript of completed course(s) sent to the EDS Registrar and to the Degrees Committee for transfer of credit for all courses taken at another seminary or divinity school in order to be considered for graduation.

**Student Study Abroad**

EDS students in degree programs who desire to study abroad for a Fall or Spring Term should petition the Degrees Committee for approval to study abroad by writing a proposal indicating the
program of study to be undertaken. The proposal should include the following:

- The name of accredited international seminary, divinity school, or graduate department of religion, and the length of the term or semester of the international institution;
- Courses to be taken, and a statement of how each course relates to the student’s special and general competency;
- If Field Education placement is involved, a statement about the placement and written approval from the EDS Director of Field Education; and
- If study abroad is to take place in the MDiv III or MATS II program year, students must submit their final course worksheet early in the term prior to their last program year.

When students have a conference requirement to meet during the term in which they study abroad, they will satisfy that requirement by producing a written 5-page, self-critical reflection paper on the nature of their academic and ministerial formation as a result of their study abroad. The criteria for the paper will be in two parts in relation to the following: a) their goals and objectives as stated in their approved Goals Statement, and b) the particular skills as stated in the “skills for general competence.”

This self-critical reflection paper shall be submitted to the Degrees Committee with the student's and advisor's signatures no later than 30 days after the beginning of the term in which the student resumes his or her studies at EDS. The Degrees Committee will assign a committee member to read and comment on the paper, and a copy of each shall be sent to the student and one placed in his or her academic file.

When a student is not able to participate in his/her conference remotely, they will be required to take an additional two credits for missing his or her conference, and students can fulfill that in any manner.

Note: Students studying abroad are eligible to apply for student loans that can be applied to tuition and expenses while abroad, but are ineligible to receive financial aid from EDS for study abroad. Further, students should consult the Office of Financial Aid to determine the impact such study abroad on one’s current student loans.

Further, students must notify the EDS Housing Office of their intent to be abroad for a term of study, and comply with any EDS housing policy.

**Withdrawing from the School**

If a student wishes to withdraw from the school prior to graduation, s/he must notify the Registrar in writing using the procedures for submitting a petition to the Degrees Committee.
Ordination Processes

General Practices

1. A file copy of any document/letter etc. written by any member of the faculty or administration and sent to a bishop or other judicatory shall be kept in the student’s file in the Registrar’s Office.

2. Any document/letter etc. being sent to a bishop or other judicatory shall be seen by the student before it is sent. If the document is not signed by the student (as the Candidacy Evaluation is, for example), the Assistant to the President and Dean will notify the student to come by the office and read the document. If the student wishes, he/she may discuss it with the President and Dean before the letter is sent; however, the final decision rests with the President and Dean in consultation with the faculty.

3. No evaluation or reconsideration of an evaluation will take place after the student’s graduation or official withdrawal from the school.

Evaluation for Students Whose Calling Is to Holy Orders in the Episcopal Church

Candidacy Evaluation

See the latest edition of the Constitution and Canons of The Episcopal Church for the most up-to-date requirements.

Timing

If the student enters seminary as a Postulant, the evaluation will normally take place in the middle of the student’s middler year. The student must have satisfactorily completed at least one full year of academic work and one term of field education prior to the time of evaluation. It is the responsibility of the student to see that the Field Education evaluation is on file in time for the evaluation process.

Students should be encouraged to complete the candidacy evaluation process before their final year. No faculty evaluations will be completed for candidates who are not EDS students, or who have graduated. EDS students in denominations other than the Episcopal Church may also request participation in the evaluation process.

Content

The evaluation will be based on evidence for the presence or absence of the following:

1. Assessment of the student’s knowledge and understanding of the Christian tradition.

2. Faith in God as revealed in Jesus Christ, nourished and expressed by participation in the seminary’s liturgical life and in an intentional pattern of personal spiritual discipline and a commitment to promote peace and justice among all people.

3. Potential to develop skills for the ordained ministry: including capabilities such as the capacity to integrate intellectual reflection with experience, the ability to communicate
the faith of the Church both orally and in writing with insight and imagination, and the capacity to lead a congregation in worship, mission, and community service.

4. Personal readiness for ordained ministry: including such characteristics as evidence of personal maturity and emotional stability required to work and minister effectively, the capability to accept appropriate authority, the capacity to laugh with others and at oneself, and the ability to manage time and to meet deadlines.

5. Strengths of the seminarian.

6. Areas needing improvement.

Appeal

1. If the advisor and the student cannot agree on a candidacy statement prior to faculty consideration, the advisor will forward the statement for faculty evaluation at a regular meeting and return to the student with or without changes to the document. At that time the student may (1) sign the document, (2) request that it be forwarded to the bishop with or without his/her signature, or (3) if the student wishes to appeal a faculty vote, the student should notify his/her advisor and the Academic Dean that he/she wishes to be present to make his/her case and hear the faculty response and discussion. The Academic Dean will schedule this for an executive session of the faculty. In either case, the faculty then acts upon the evaluation at this meeting.

2. If the student under evaluation considers that the procedures were not followed properly, he/she may appeal to the President & Dean.

Certification of a Candidate for Ordination

While the canon itself is general, this evaluation is intended to be simply an update to the major candidacy evaluation covering the time since that evaluation except

1. when there have been serious negative developments since the candidacy evaluation, or
2. when the candidacy evaluations indicated the need for substantive update.

In these instances a substantive evaluation is required.

For students who complete their candidacy evaluation in their final year, that evaluation will serve as the only evaluation and is forwarded accordingly. The faculty at that time should recommend both for Candidacy and for the Certification for Ordination.

Evaluation for Students Whose Calling is to Ordained Ministry in Other Denominations

Evaluation for these students should take place before the final year, and after students have completed at least one unit of field education. The content, process, and appeal procedures are identical to those outlined for the Candidacy Evaluation.

The General Ordination Examinations

The General Ordination Examinations are given at Episcopal Divinity School early in January. Master of Divinity students who seek ordination should keep the expectations of these examinations and preparation for taking them in mind as they plan their academic program. An assessment of each student’s progress in preparing for GOEs should be included in annual evaluations. In the fall of each academic year, a GOE preparation workshop (non-credit) will be
offered. Contact the Dean of Students’ office for more information about this workshop.

Copies of earlier examinations and advice to the readers of the examinations are kept on reserve in the Library. Bibliographies and workshops are also available through the Library. Advisors are familiar with the general expectations of the Board of Examining Chaplains regarding the examinations.

Students with certified learning disabilities should make arrangements for accommodations with the GOE monitor prior to the exams. Episcopal students from other schools who are taking the GOEs at EDS need to communicate with the Academic Dean and/or Dean of Students at their own institution to make arrangements for any necessary accommodations. Official communication of these accommodations then needs to be made to the EDS Academic Dean, who then can make arrangements with the GOEs monitor so that the non-EDS student’s learning disabilities can be taken into consideration during the administration of the exams.
Graduation Requirements

Students intending to graduate must file an “Intent to Graduate” form and also must be cleared with the Registrar before they can be approved by the Degrees Committee. Master’s degree students must have the following items in their file:

**MDiv Students**

- MDiv Approved Goal Statement
- MDiv Approved Program Worksheet
- MDiv Signed Second Year Evaluation
- MDiv Approved General & Special Competency Worksheet
- MDiv Field Education
  - Approved Unit I Evaluation Cover Sheet
  - Approved Unit II Evaluation Cover Sheet

**MATS Students**

- MATS Approved Goal Statement
- MATS Approved Program Worksheet
- MATS Approved General & Special Competency Worksheet

**Both MDiv and MATS Students**

- MATS or MDiv Signed Curriculum Conference Evaluation (1st Year)
- MATS or MDiv Middle Conference Evaluation (for Part Time Years)
- MATS or MDiv Signed Final Year Conference Integration Paper

DMin students must have an approved/signed program proposal and eight DMin course evaluations.

**Graduation and Money Owed the School**

All monies owed the school, including any outstanding fees at the Sherrill Library, must be paid prior to graduation. Also, all library books must be returned and/or any replacement fees paid, if necessary, prior to graduation. Fees must be paid and books must be returned to any BTI or Harvard libraries as well. If a student has completed all requirements for a degree or a certificate but still owes the school money or has books to return to the Library, the student may participate in Graduation; however, s/he will receive an empty diploma folder.
Permanent Student Records and Transcripts

Transcripts

The Registrar prepares and maintains the permanent student record for each student in the school. Transcripts, when required after graduation or withdrawal from the school, are produced from this record. Transcripts will only be released to students by signed request.

While a student is enrolled in a program and upon the completion of a student’s program, the Registrar updates the permanent student record. A student may request an unofficial transcript while enrolled and taking courses. This unofficial transcript is for student use, and the student should advise the Registrar if there appear to be any errors in the student’s record.

An official transcript differs from the unofficial transcript in that the official transcript carries the signature of the school’s officer issuing it, the date it is issued, an explanation of the grading system of the school and the program of the student, and is embossed with the school’s seal.

While a student is in a program in the school, official transcripts are furnished to the student or to other agencies, schools, ecclesiastical authorities, etc., upon the student’s written request to the Registrar, at no charge to the student.

After a student has left the school either by graduation or withdrawal, official transcripts are furnished to the student or others on the written request of the student, at the charge of $10 per official transcript. Payment for transcripts must accompany the request.

Please allow at least 7-10 business days from the time the Registrar receives the written request for a transcript to be produced. Transcripts will not be produced without a written request and will not be produced instantaneously upon request. Please plan accordingly.

It is school policy that official transcripts are not supplied upon the request of former students who have outstanding financial obligations to the school and are not fulfilling a plan for payment of such obligations.

Name Change

If you change your name during your time at EDS, please provide the Registrar with official evidence of the name change. Your student record will not be changed until such time that official documentation has been provided to the Registrar.

Access to Education Records

The following policy governs student access to their education records:

Annual Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day
the School receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   a. If the School decides not to amend the record as requested by the student, the School will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the School has contracted (such as an attorney, auditor, the National Student Loan Clearinghouse, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary, grievance, or admissions committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Ave., SW
   Washington, DC 20202-5920
   (202) 260-3887 phone
   (202) 260-9001 fax
   ferpa@ed.gov
**Directory Information**

The following information contained in the EDS student file is Public or Directory Information:

- Name, Address, Telephone Number, EDS Email Address, State or Country of Birth
- Prior Academic Degrees
- Degree or Certificate Program or Student Status
- Year in Program
- Names of Spouse/Partner and children (if the student wishes to include this information)

Denomination, Diocese, Canonical Status are not included in directory information, and the release of this information is protected and restricted by FERPA. Students may complete a Student Authorization for Disclosure of this information, for the purposes of evaluation to discuss academic standing with the Faculty, for the ordination process (where applicable), and for the completion of the degree program. (See Appendix A.16)

The names of spouse/partner and children will be included in the student file only if the student provides the information on the Personal Data Form distributed by the Registrar at the time of registration for classes. **Except for the student’s name, the student may request any of the other public information to be withheld by requesting nondisclosure in writing to the Registrar. The request must be made at the initiation of the student each year in the Registrar’s office.**

Additional policies on student education records and their retention are available from the Registrar.
Appendices

A.1 Registration Petition
A.2 Petition for a Leave of Absence
A.3 Immunizations
A.4 Transcript Request Form
A.5 Petition for Course Extension
A.6 DMin Course Evaluation Form
A.7 Master’s Thesis Evaluation Form
A.8 Doctor of Ministry Program Proposal Approval
A.9 Doctor of Ministry Thesis/Project Proposal Approval
A.10 Format for Thesis (DMin, MDiv, MATS) Title Page, Copyright Page, and Reader Approval Page
A.11 Thesis Margins
A.12 Format and Pagination of Thesis/Project
A.13 Electronic Permission Form to Release A Thesis on the Internet
A.14 EDS Policy on Plagiarism
A.15 Properly Acknowledging Your Sources: A Guide for Avoiding Plagiarism
A.16 Family Educational Rights and Privacy Act Student Release Form
Registration Petition

Student’s Name______________________________
(first name)                                  (middle)                              (last name)

Date of Birth__________________________       Email :___________________________

Permanent Address:  ____________________________________________________________________________

*Check only one box. Use a separate form for each term.*

Fall □ January □ Spring □ June □ Year______

Enrollment Status:
Half-time □  Full-time □  Traditional Learning □  Distributive Learning □

Degree Program:

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<td>Second Year □</td>
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- Write the complete course number, including prefixes
- Include all courses you plan to take—Directed Readings, Conferences, Colloquia, Field Education, etc.
- Include name of faculty member for Directed Reading courses
- Students must submit a separate BTI cross registration form for all BTI courses

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<th>Course #</th>
<th>Title:</th>
<th>Full Course</th>
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Student’s Signature______________________________________________________________

Advisor’s Signature______________________________________________________________

Pre-registration completed Date________________________

Financial Office Approval Date________________________

Medical Approval Date________________________

Registrar’s Office Signature______________________________________________________Date________________________
**Episcopal Divinity School: Change of Registration Petition**  

Student’s Name _______________________________  

Fall  

January  

Spring  

June  

Year ____________

### Changes in EDS Courses (include Field Ed. for course credit):

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Add Course</th>
<th>Add Course for 2 credits vs 3 credits</th>
<th>Drop</th>
<th>Change: Course from 3 credits to 2 credits</th>
<th>Change: Course from 2 credits to 3 credits</th>
<th>Add or Change to Audit</th>
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### Changes in courses cross-registered into in other schools:

(Student must advise other school of change.)

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School: ____________________________  

School: ____________________________  

School: ____________________________

Course = taken for full term credit (2-3 credits)  
Audit = No course credit will appear on transcript.

---

Student’s Signature _______________________________  

Advisor’s Signature _______________________________

---

**For Office Use Only:**

**Office of the Registrar**

Received on: ____________________________  
Business/Financial Aid Notified on: ____________  
Processed by: ____________________________  
Date Entered: ____________________________
Petition for a Leave of Absence

Name _______________________________________________________________

Degree Program______________________ Date_______

Reason for requesting a leave of absence (briefly stated)
_______________________________________________________________

_____________________________________________________________

Requested start date of leave______________________

Name of advisor ______________________

Advisor’s signature ______________________

--------------------------------------------------------

A student may petition the Degrees Committee for a Leave of Absence stating the reason(s) for the request. See the Academic Handbook for instructions. Leaves of Absence are granted for a maximum of one academic year at a time. An additional Leave of Absence beyond the first year may be requested in the same manner as was the first Leave of Absence. If a student’s program is not resumed after two years of leave, the school will assume that the student has withdrawn; the student must then reapply for admission to the school. Leaves of Absence will not normally be granted prior to the completion of one full-time semester of work. Students who withdraw before the completion of one semester may be required to reapply for admission.

A Leave of Absence may have financial aid consequences. Students contemplating such leave are advised to consult the Office of Financial Aid. Students on a non-medical leave of absence will receive a tuition refund according to the following schedule: during the first two weeks of the semester, 100 percent; during the third and fourth weeks, 50 percent. No refund will be given for a leave of absence taken after the fourth week of the semester. For student on an approved medical leave of absence (because of a documented medical need), tuition will be refunded on a pro rata basis according to the number of weeks of classes remaining in the term. Before a student enters the next academic year or receives a degree, all bills to the school must be paid (at least a week before graduation).

Students on approved Leaves of Absence are required to pay a registration fee. These students, if they wish to take courses, may take no more than the equivalent of one course per semester. Tuition for these courses will be assessed at the current tuition rates for Continuing Education students; the registration fee will not be waived under these circumstances. If the student wishes to count the CE course towards residence, a transfer fee must be paid.

Please submit to the Registrar

EPISCOPAL DIVINITY SCHOOL
## EPISCOPAL DIVINITY SCHOOL

### REQUIRED OF ALL STUDENTS WHO ARE MORE THAN HALF-TIME, ALL RESIDENTIAL STUDENTS and ALL STUDENTS ON A VISA BY MASSACHUSETTS STATE LAW. THE MENINGOCOCCAL REQUIREMENT APPLIES TO RESIDENTIAL STUDENTS.

Complete all outlined areas that apply

<table>
<thead>
<tr>
<th>1. MEASLES-MUMPS-RUBELLA (MMR)</th>
<th>TWO immunizations on or after the first birthday, at least 30 days apart, in 1967 or later (combined as MMR or separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST MMR:</strong></td>
<td><strong>SECOND MMR:</strong></td>
</tr>
<tr>
<td>month day year</td>
<td>month day year</td>
</tr>
</tbody>
</table>

If administered separately, record below:

<table>
<thead>
<tr>
<th>A. MEASLES (RUBEOLA)</th>
<th>TWO live immunizations as described above</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST:</strong></td>
<td><strong>SECOND:</strong></td>
</tr>
<tr>
<td>month day year</td>
<td>month day year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. GERMAN MEASLES (RUBELLA)</th>
<th>ONE immunizations as described above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. MEASLES titer:</td>
<td>Pos. RUBELLA titer:</td>
</tr>
<tr>
<td>month year</td>
<td>month year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. MUMPS</th>
<th>ONE immunizations as described above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pos. MUMPS titer:</td>
<td></td>
</tr>
<tr>
<td>month year</td>
<td></td>
</tr>
</tbody>
</table>

A POSITIVE SEROLOGICAL TEST FOR IMMUNITY TO ANY OF THE ABOVE DISEASES IS ACCEPTABLE INSTEAD OF IMMUNIZATIONS (A HISTORY OF DISEASE IS NOT ACCEPTABLE):

<table>
<thead>
<tr>
<th>2. TETANUS/ DIPHTHERIA</th>
<th>ONE booster within the last 10 years (2000 or later). Tdap is recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TETANUS:</strong></td>
<td><strong>DIPHTHERIA:</strong></td>
</tr>
<tr>
<td>month day year</td>
<td>month day year</td>
</tr>
</tbody>
</table>

Check here [ ] if Tdap

IF A TETANUS/DIPHTHERIA BOOSTER WAS NOT GIVEN, TETANUS AND DIPHTHERIA MUST BE DOCUMENTED SEPARATELY:

<table>
<thead>
<tr>
<th>3. HEPATITIS B series</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td>month day year</td>
<td>month day year</td>
<td>month day year</td>
<td></td>
</tr>
</tbody>
</table>

A POSITIVE SEROLOGICAL TEST FOR IMMUNITY TO HEPATITIS B IS ACCEPTABLE INSTEAD OF IMMUNIZATIONS. PLEASE DOCUMENT DATE OF POSITIVE TEST:

<table>
<thead>
<tr>
<th>4. MENINGOCOCCAL VACCINE</th>
<th>Record date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here ➔</td>
<td>month day year</td>
</tr>
</tbody>
</table>

[ ] Menactra [ ] Menomune [ ] Other
Applies to residential students only. Must be after 9/1/04. The student may waive this requirement. To do so, the waiver form (provided separately) must be signed and the box at the right checked. Part-time students must also comply. We will not accept Menactra dated before 2005.

I am waiving the requirement for the meningococcal vaccine and have signed the waiver form provided.

**STRONGLY RECOMMENDED:**

<table>
<thead>
<tr>
<th></th>
<th>Polio (record dates):</th>
<th>Salk</th>
<th>Sabin:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Positive</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Negative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>TB skin test:</th>
<th>Positive</th>
<th>Negative</th>
<th>Record type and date:</th>
<th>If positive, result of chest x-ray:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Negative</td>
<td></td>
<td></td>
<td>[ ] Positive</td>
<td></td>
</tr>
</tbody>
</table>

X

Signature of Physician/Nurse/School Official

Date

The only circumstances under which a student may be exempted from the Massachusetts Immunization Law are as follows:

- Certification in writing by an examining health care provider who is of the opinion that the physical condition is such that health would be endangered by one or more of the immunizations. The student will be required to submit laboratory evidence of immunity to measles, mumps, and rubella; if not immune, (s)he will have to leave campus in the event of an outbreak; OR

- The student states in writing that the required immunizations would conflict with his/her religious beliefs: it is recommended that (s)he present evidence of immunity, as above. Otherwise (s)he will have to leave campus in the event of an outbreak.
Transcript Request Form

There is a fee of $10.00 for each transcript requested payable by cash, credit card (see below), or check to Episcopal Divinity School. Only the person named on the transcript may request transcripts. **Current students do not have to pay the transcript fee.**

**Please print the following information.**

Date_______________________

Name (when registered at the School)

Current Address

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Country</th>
<th>Telephone</th>
</tr>
</thead>
</table>

Are you a current student_______ If not, please indicate dates of attendance:___________

School affiliation:  r EDS  r PDS  r ETS  *Date of Birth mm dd yyyy

Degree program while attending:  *(required to verify identity)*

r D.Min  r M.Div  r MATS  r Certificate  r Continuing Education  r Other _______________

(Please check more than one if applicable)

Reason for this request:___________________________________________________________

Please prepare transcript(s) as authorized by my signature:

Do you wish the transcript(s) mailed?  If so, please list the address(es) below.  If you wish to pick up the transcript(s) in person, please write HOLD in the space below.

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>____________________________</td>
</tr>
<tr>
<td>________</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Please use reverse for additional addresses

**CREDIT CARD INFORMATION**

Type of card (VISA or MasterCard only) ______________________

Number on card ___________________________ Expiration Date ___________

Name on the card ___________________________

I authorize the Episcopal Divinity School to charge transcript fees to the credit card noted above.

Signature _________________________________
Petition for Course Extension

Course extensions may be granted under extraordinary circumstances

Student’s Name _______________________________________________________

Date of Request: ______________________

Petition Status: First ___ Second ___ Third ___

Degree Program _______________

Course No: _________ Course Title: __________________________________________

Reason for Request: _______________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Student’s Signature ____________________________

--------------------------------------------------------------------------------------------------------------------

To be completed by the Registrar:

Number of Previous Approved Course Extensions: ______________

Registrar’s Signature __________________________ Date __________

Instructor’s Signature __________________________ Date __________

New deadline for submitting course work: ______________

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Total Number of Incompletes Allowed During the Course of a Student’s Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATS</td>
<td>4</td>
</tr>
<tr>
<td>MDiv</td>
<td>6</td>
</tr>
<tr>
<td>DMin</td>
<td>2</td>
</tr>
</tbody>
</table>
 Episcopal Divinity School

**DMin Course Evaluation Form**

*For EDS Doctor Of Ministry Candidates*

*(Required of EDS Faculty; Requested of other BTI Faculty; Completed form to be given to EDS Registrar)*

NOTE: It is the responsibility of the student to provide this form for the professor.

Course name/number:______________________________________________________________

Name of student:_____________________________ Term:_______ Year:______

1. Did the student demonstrate an advanced understanding of the nature and purposes of ministry? r?? Yes r??et al No Please comment:

2. As appropriate to the course, did the student demonstrate an enhanced competency in pastoral analysis and ministerial skills, including an understanding of commitment to anti-racism and multiculturalism? r Yes r No Please comment:

3. Did the student integrate these dimensions into the theologically reflective practice in ministry? r Yes r No Please comment:

4. Did the student give evidence of his/her ability to undertake a DMin thesis/project? r Yes r No Please comment:

5. Did the student relate this work with her/his thesis/project? r Yes r No Please comment:

6. Grade for course:

Please make additional evaluative comments on reverse.

Faculty Signature_____________________________ Date_____________
Masters’ Thesis Evaluation Form

Student Name: ________________________________

Thesis Title: ___________________________________________________________

_____________________________________________________________________

Defense Date: ______________________________

Comments:

r Accepted with Honors

__________________________________________  ________________________________________
Thesis Advisor Signature  Reader Signature

Please attach a copy of the Thesis Title page and Readers’ Approval page, then submit to the Registrar.
Doctor of Ministry
Program Proposal Approval

Name of Student: ____________________________

The attached Program Proposal has been approved by the Doctor of Ministry Colloquium and Faculty Colloquium Advisor.

Colloquium Advisor Signature ____________________________ Date ____________

Additional Comments: (If any)

Original with copy of Program Proposal to Registrar
Copies to: Student
Colloquium Advisor
**Doctor Of Ministry**

**Thesis/Project Proposal Approval**

Name of Student: ____________________________________________

Proposed Thesis/Project Title: __________________________________

_________________________________________________________________

Proposed Completion Date of Thesis/Project: _______________________

The attached Thesis/Project Proposal has been approved by the Doctor of Ministry Colloquium, Faculty Colloquium Advisor, and Thesis/Project Supervisor.

Colloquium Advisor: __________________________________________

Date: __________________

Thesis/Project Supervisor: ______________________________________

Date: __________________

Additional Comments: (If any. Use reverse side, if needed.)

Original with copy of Thesis/Project Proposal to Registrar
Copies to: Student
            Colloquium Advisor
            Thesis/Project Supervisor
An additional reader may be invited to participate, at the discretion of the thesis/project supervisor in consultation with the student. The minimum number of readers, however, is two—the supervisor and one other faculty member.
Thesis Margins
# FORMAT AND PAGINATION OF THESIS/PROJECT

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>PAGE NUMBER (i.e., folio at bottom of page)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preliminary pages</td>
<td></td>
</tr>
<tr>
<td>a. Title page</td>
<td>Blank</td>
</tr>
<tr>
<td>b. Copyright page*</td>
<td>Blank</td>
</tr>
<tr>
<td>c. Readers’ approval page*</td>
<td>Blank</td>
</tr>
<tr>
<td>d. Dedication (if applicable)</td>
<td>Iv</td>
</tr>
<tr>
<td>e. Table of contents</td>
<td>V</td>
</tr>
<tr>
<td>f. List of illustrations (if any)</td>
<td>Continue numbering using lower case Roman numerals</td>
</tr>
<tr>
<td>g. List of Tables (if any)</td>
<td>Continue numbering using lower case Roman numerals</td>
</tr>
<tr>
<td>h. Preface (if any)</td>
<td>Continue numbering using lower case Roman numerals</td>
</tr>
<tr>
<td>i. Acknowledgements (if any; may also be included at end of preface)</td>
<td>Continue numbering using lower case Roman numerals</td>
</tr>
<tr>
<td>2. Text</td>
<td></td>
</tr>
<tr>
<td>a. Introduction</td>
<td>1st page blank (page 1)</td>
</tr>
<tr>
<td>b. Main body</td>
<td>Continue numbering sequentially using Arabic numerals</td>
</tr>
<tr>
<td>3. References</td>
<td>Continue numbering sequentially using Arabic numerals</td>
</tr>
<tr>
<td>4. Appendices</td>
<td>Continue numbering sequentially using Arabic numerals</td>
</tr>
<tr>
<td>5. Bibliography</td>
<td>Continue numbering sequentially using Arabic numerals</td>
</tr>
</tbody>
</table>

*See sample page in Appendix A.10. The page numbers will vary depending on what is included.
Author Agreement:

I hereby grant Episcopal Divinity School and its agents the non-exclusive license to archive electronically and make accessible my thesis, dissertation, or project in whole or in part in all forms of media, now, or hereafter known. I grant Episcopal Divinity School and its agents the right to release the full-text content for worldwide access. I retain all ownership rights to copyright of the thesis, dissertation or project. I also retain the right to use in future works (such as articles or books) all or part of this thesis, dissertation, or project.

My work will be protected by a Creative Commons License Deed: http://creativecommons.org/licenses/by-nc-nd/3.0/

___ I grant permission for Episcopal Divinity School to release the entire work for access worldwide via the World Wide Web.
___ I do not grant permission.

________________________________________________
Title of work

________________________________
Name of Author

________________________________
Address

________________________________
Telephone ______ Email ______________________

________________________________
Signature of Author Date

For Office Use Only_____________________________________

________________________________
EDS Registrar (For Office Use Only) Title Date

EDS Cataloger (For Office Use Only)

Writing an abstract: http://writingcenter.unc.edu/resources/handouts-demos/specific-writing-assignments/abstracts
EDS Policy on Plagiarism

“In all written course work, sources of information other than one’s own thoughts or ideas must be cited appropriately. Failure to make such a citation is plagiarism, theft of another’s intellectual property. Ideas from another source must be acknowledged, generally through the use of internal citations, footnotes, or endnotes. Direct quotations must be set apart within a text, either by use of quotation marks or block quotes. Students in EDS courses who do not adhere to the expectations noted above are subject to grade penalties and/or disciplinary actions by the faculty”*

*Academic Handbook for Students, Faculty, and Administration, Academic Administration, Episcopal Divinity School (Cambridge, MA: EDS, 2003), 4.

Prepared by the Academic Administration Offices, in conjunction with the Sherrill Library and the EDS WRITE Program
PROPERLY ACKNOWLEDGING YOUR SOURCES
A Guide for Avoiding Plagiarism

Writing a theological research paper requires the use of sources—books, articles, interviews, or electronic media such as the Internet. Whenever you use sources, whether you borrow another writer’s exact words or simply use her ideas, you must tell your readers where you found them. If you don’t give credit to your sources, you are guilty of plagiarism (Latin plagiarius, kidnapper). Acknowledging your sources is also called documenting or citing them, and there are several ways to do it:

• Use quotation marks or a block quotation to show that a passage of text comes from another writer;
• Instead of quoting exactly, restate (paraphrase) the words of the source in your own words. But—
• Whether you quote your source’s words exactly or paraphrase them, you must acknowledge the source with phrases like “According to Augustine …” or “Elizabeth Johnson comments that …”
• In addition to acknowledging the source, insert a footnote or endnote which identifies the author, the work, page numbers, etc. according to a standard format. Unless your professor requires another format, you should follow Kate Turabian’s Manual for Writers of Term Papers, Theses, and Dissertations (6th edition), available at most bookstores and on reserve in the Library. (Chapter 8 and Chapter 11 give guidelines and examples for documenting sources.)
• Instead of footnotes or endnotes, some professors prefer a parenthetical note in your text, giving the author and the page number of the source: e.g., (Rahner 48). If you use this kind of internal citation, you’ll need to include a list of “Works Cited” at the end of your paper, with all the relevant publication data that would help your reader locate the source. For example:

✓ Plagiarism Prevention Checklist
✓ Have you provided full documentation for all sources, from the beginning of the note-taking process to the conclusion of your final draft?
✓ Have you used quotation marks when quoting an author directly?
✓ Have you paraphrased the author’s writing in your own words? (See “Paraphrasing and Summarizing” below.)
✓ Have you mentioned the name of the author in your text when you summarize or paraphrase that author?
✓ Have you acknowledged the author in an appropriate bibliographic citation (footnote, endnote, parenthetical reference)?
✓ Have you included a Bibliography or Works Cited list at the end of your paper, following a standard format?

Paraphrasing and Summarizing
Because academic papers, reports, and examinations are expected to be your own original work, you should use quotations from other authors sparingly. Direct quotations are best used when the original author’s own words are especially striking, unusual, or persuasive. Otherwise, it is preferable to summarize or paraphrase the words of the source. In a summary, you briefly restate the main point(s) of a passage in your own words, making sure to attribute the ideas to their source. In a paraphrase, you condense and restate a passage in your own words, again making sure to cite the source.

Sample Footnotes / Endnotes
(For more examples, see the sources listed in this brochure.)
BOOK:

SUBSEQUENT REFERENCE TO SAME BOOK:
2Oduyoye, 115-117.

BOOK CHAPTER:

ARTICLE:

WEBSITE:

For more help with documenting sources, consult the Reference Librarian or these works:


On the Web:

Cultural Differences
Different cultures have different approaches to the work of writing and using sources. In the North American academic context in which EDS is situated, scholars (including students) are expected to document all sources carefully and consistently. Students at EDS, therefore, must do their research and writing in accordance with the expectations of that academic culture. (See “EDS Policy” on the reverse.)
Using Internet Sources and Online Databases
When you use the Internet as a source of information, it can sometimes be difficult to identify the author, title, publisher, or date of publication. But as with any other source, you must document texts, images, or ideas you use from the Internet – whether from Web sites or e-mail. To find out how to cite electronic resources, consult Harnack and Kleppinger’s guide Online! or the other guides listed on the Library’s web site (see the list on the inside fold of this brochure). Talk to your professors or the Reference Librarian for further clarification.
Office of the Registrar

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
STUDENT RELEASE FORM

Student Last Name: (Please print.) ________________________
First Name _____________________
Student ID No. _______________________________

Student Authorization for Disclosure

Family Educational Rights and Privacy Act (FERPA) is a federal law which sets forth requirements regarding the privacy of student records. For complete information regarding FERPA, please visit http://www.ed.gov/policy/gen/guid/fpco/index.html.

I hereby waive my rights under the Family Educational Rights and Privacy Act of 1974, for the purposes of evaluation to discuss my academic standing with the Faculty, for the ordination process (where applicable), and for the completion of my degree program.

I also authorize EDS to make available to the Faculty and Staff my denominational affiliation for purposes of support as a Student and Alum.

I have carefully read the foregoing authorization and fully understand the meaning and intent of this document. I affirm that I have signed this authorization voluntarily.

Student Signature: ____________________________________ Date: ______________

The purpose of the release is for assistance and advice in all education records.