Ministry Program Handbook
The University of Chicago Divinity School
Published September 2017
# Table of Contents

**Contact information** 4

**Master of Divinity program guidelines** 5
- Degree requirements 7
- A typical course of study 9
- Scholastic residence 10
- Colloquium and Practicum 10

**Field education** 11
- Congregational Placement 11
- Learning Agreement Information 12
- Action Plan 13

**Field work** 15
- Clinical Pastoral Education 15

**Senior ministry project** 17
- Purpose 17
- Defining the Issue and Approach 17
- Schedule 18
- Public Presentation 18
- Evaluation 19

**Dual Degree programs** 20
- Application 20
- Financial Aid 20
- Registration 20
- Field Work (for SSA dual degree students only) 21
- Curriculum and Integration 21

**Additional resources** 22
- Hyde Park seminaries 22
- Advising 23
- Committee on Ministry Studies 23
- Worship and Community life 24
- Swift Hall groups and resources 25
- Resources for aid in personal growth 27

**Appendices** 28
- Appendix A: Learning Agreement form 28
- Appendix B: Congregational Placement Evaluation 30
Appendix C: Field work contract form 32
Appendix D: Senior Ministry Thesis cover sheet 34
Contact information

The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577

Cynthia Gano Lindner
Director of Ministry Studies
Swift 400C | (773) 702-8280
clindner@uchicago.edu

Wesley Sun
Director of Field Education and Community Engagement
Swift 400B | (773) 834-4693
wsun@uchicago.edu

Josh Mayer Feigelson
Dean of Students
Assistant to the Dean of Students: Amiricia Huckabee
Swift 104 | (773) 702-8217
jfeigelson@uchicago.edu

Laurie Zoloth
Dean of The Divinity School
Executive Assistant to the Dean: Sara Bigger
Swift 101 | (773) 702-8221
sfbigger@uchicago.edu

Bursar
(773) 702-8000

Registrar For grades and fees, see https://registrar.uchicago.edu/policies-regulations
(773) 702-7891

Student Loan Administration
(773) 702-6061 970 East 58th Street, Fourth floor

Student Health Services
(773) 702-4156 5841 South Maryland Avenue, Suite R100

Student Counseling Services
(773) 702-9800 5555 S Woodlawn Avenue
Master of Divinity

The following pages offer detailed descriptions of various aspects of the MDiv course of study; readers are encouraged to consider it a map of the terrain with some suggested routes, rather than simply a prescription of requirements. As our MDiv program is committed to training leaders from a wide range of faith communities, the language of this guidebook strives to reflect the commitments and practices of multiple traditions.

Introduction to the Course of Study

The MDiv program seeks to prepare religious and spiritual leaders representative of a variety of faith traditions who are equipped to serve in diverse contexts, and who will continue to learn and grow lifelong in the practice of ministry. To this end, the MDiv curriculum provides a sequence of studies that requires the student to (1) establish a breadth of competence in religious studies; (2) develop a thorough understanding of textual, historical, and theological foundations for religious leadership; and (3) integrate this classical program of learning with rigorous and reflective practice.

The field education component of the program offers students rich opportunities for practical experience in religious communities and in alternative forms of ministry. First-year students experience selected ministry sites through an introduction to Chicago’s South Side neighborhoods during their colloquium, Introduction to Ministry Studies. Second-year students spend one year of supervised field education in a community of practice in the Chicago area, chosen by the student in consultation with the field education director and the community’s leaders. This assignment aims to provide broad exposure to the life of a faith community and various practices of religious leadership. An additional fieldwork component offers the opportunity for students to engage in a unit of hospital chaplaincy, campus ministry, community advocacy, or other specialized training in some aspect of ministry. This third fieldwork requirement may be satisfied by working at the site full time for three months or spreading out the work over a longer period for the same number of hours.

Three exercises in practical theological and religious reflection—one in each year of the MDiv program—provide a common structure for the work of all students in the program. These include: Theology in the Public Square course (taken the first year, taught in winter quarter) along with the Introduction to Ministry Studies (a year-long integration seminar during the first year); the second-year Arts of Ministry sequence with the concurrent year-long Practicum; and the third-year Senior Thesis Seminar culminating in the Senior Project presentation.

Theology in the Public Square, taken by all first-year students, analyzes the historical and cultural contexts of particular instances of American religious communities and religious leadership, while in Introduction to Ministry Studies (also known as Colloquium) students identify, examine, and synthesize the components of practical reflection, the core of religious leadership. Students are encouraged to think about their preparation for leadership as one oriented towards multiple publics—the religious/spiritual community, the academy, and wider society—and to cultivate a lively and ongoing conversation, internally as well as externally, between these audiences.
The Arts of Ministry: a three quarter sequence including Ritual and Preaching, Spiritual Care and Counseling, and Community, Leadership and Change, offers coursework in the practice of religious leadership. On the one hand, it relates these perennial features of ministry to the Divinity School’s historical, theological and cultural exploration of religious and spiritual leadership, ritual and practice. On the other hand, it relates this reflective awareness of religious practice to students’ concrete experiences in their second-year field education settings.

The Senior Ministry Project consists of a thesis and a public presentation that draw together the student’s coursework and field experience to construct an appropriate and intellectually plausible judgment about some aspect of religious/spiritual thought or practice. The specific balance among theoretical and practical resources will vary according to the student’s interests and the faculty advisor with whom she or he works.

Additionally, as students engage in these exercises of practical theological reflection and in fieldwork, they are expected to extend their knowledge of their own traditions, with courses in sacred texts, thought, and the history of their religious communities. Students will also select an upper-level theology or philosophy course for which they will produce a constructive paper—considering a central theological or philosophical question, reckoning with the position of a major thinker, and coming to a critical judgment of the question. Finally, M.Div. students are encouraged to investigate course offerings in other departments of the University which might broaden a student’s cultural competence or deepen the skill set in a particular area of interest. M.Div. students often find the coursework at SSA, the Harris School, the Division of Social Sciences, and the Committee on Human Rights particularly useful.


Degree requirements

The MDiv degree requires registration for three full years of scholastic residence, with the completion of a minimum of 29 courses distributed across the Divinity School’s areas of study. Along with acquiring a broad foundational knowledge about religion, students are encouraged to anchor themselves more deeply to one of the school’s discourses: historical studies, constructive studies, or religion and the human sciences.

First Year

These requirements or equivalent courses in other traditions are most often completed during the first year of study:

1) The masters-level introductory course, “Introduction to the Study of Religion” (DVSC 30400) (Some students may choose to substitute “Classical Theories of Religion.”)

2) Theology in the Public Square (CHRM 32500)

3) Coursework in the scripture and/or history of the student’s chosen tradition.

4) Introduction to Theology (THEO 31600) or a comparable course in the philosophy or thought of the student’s chosen tradition

5) Participation in the weekly reflection seminar and field education experience for first-year students, Introduction to Ministry Studies: Colloquium (CHRM 30500).

6) Acquisition of basic skills in a relevant textual language such as Koine Greek, Biblical Hebrew, Quranic Arabic, Sanskrit, or Tibetan followed by a course in scriptural or textual exegesis employing the language.

Second Year

These requirements are most often completed during the second year of study:

8) The Arts of Ministry: a three-quarter sequence including Ritual and Preaching, Spiritual Care and Counseling, and Community, Leadership, and Change (CHRM 35100, 35200, 35300)

9) Three quarters of field education in a community or practice, including successful completion of the practicum (Practice of Ministry I, II and III) which meets weekly across the entire second year.

10) One course, selected in consultation with the instructor and the Director of Ministry Studies, for which the student submits a constructive paper; to be completed before participation in the Senior Ministry Thesis Seminar.
Third Year

These requirements are most often completed during the third year of study:

11) Completion of the Senior Ministry Project, including enrollment in the Senior Ministry Thesis Seminar which meets monthly across the year. The project consists of two parts:
   a) A thirty-five page thesis
   b) The oral presentation of the project in an appropriate public forum that includes student colleagues, members of the Committee on Ministry Studies, and wider audiences as appropriate.

Any of the three years

These requirements may be completed at any time across the three years of MDiv residence:

12) At least two history courses in the student’s chosen tradition

13) At least one course in a religious tradition other than the student’s own.

14) An additional unit of approved and supervised fieldwork.

Accountability

All MDiv students are expected to maintain a grade average of at least B-. A student whose grade average falls below B- may be placed on academic probation or asked by the Committee on Ministry Studies to terminate his or her program of study.

Students are advised to avoid the accumulation of incompletes on their transcript. Students who have three or more incomplete courses on their transcripts may be restricted from registration until progress is made towards resolving incomplete work.

Students are required to maintain a portfolio of selected work and other evaluatory documents which will form the basis of an annual spring quarter progress review, conducted by the Director of Ministry Studies and the Director of Field Education and Community Engagement.
## A Typical Course of Study

The following may be a useful model in planning a specific course of study, but it is meant as a guideline. More required courses could be taken early on, or one may want to exchange elements of a sequence (for example, History of Theological Ethics in place of History of Christian Thought, or one of each sequence). Students may take Clinical Pastoral Education after the first year.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ Language Study</td>
<td>+ Language Study</td>
<td>+ Exegesis course</td>
</tr>
<tr>
<td></td>
<td>+ Intro to the Study of Religion</td>
<td>+ Theology in the Public Square</td>
<td>+ Elective</td>
</tr>
<tr>
<td></td>
<td>+ Intro to Hebrew Bible</td>
<td>+ Intro to New Testament</td>
<td>+ Intro to Theology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+ Throughout: Introduction to Ministry Studies (Colloquium)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td>+ Arts of Ministry: Ritual and Preaching</td>
<td>+ Arts of Ministry: Spiritual Care and Counseling</td>
<td>+ Arts of Ministry: Community, Leadership, and Change</td>
</tr>
<tr>
<td></td>
<td>+ History course</td>
<td>+ Elective</td>
<td>+ Advanced course in Theo/Phil</td>
</tr>
<tr>
<td></td>
<td>+ Throughout: Practice of Ministry</td>
<td></td>
<td>Summer: Field work or CPE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td>+ History course</td>
<td>+ Senior Ministry Thesis Seminar</td>
<td>+ Course in another religious tradition</td>
</tr>
<tr>
<td></td>
<td>+ Elective</td>
<td>+ Elective</td>
<td>+ Elective</td>
</tr>
<tr>
<td></td>
<td>+ Elective</td>
<td>+ Elective</td>
<td>+ Elective</td>
</tr>
</tbody>
</table>

The above diagram **highlights the courses that must be completed in a specific year.** The timing of the other required and elective courses will vary according to the student’s interests and the courses offered. Three courses per quarter is the normal course load for students in the M.Div. program. The University’s residence system, however, allows some flexibility. For example, it is possible to take two courses in one quarter, four the next, and still graduate on time. While the template lays out a suggested course of study for students of Christianity, students of other traditions will create the course of study that best meets the needs of leaders in those traditions. Within the Arts of Ministry sequence, students will have the opportunity to train as religious or spiritual leaders in their own chosen tradition.

Depending on previous language study, students take a minimum of eight elective courses to fulfill the requirement of twenty-nine courses for the degree. The University’s Residence System allows students to take four courses during any quarter in which they are enrolled full-time, at no additional charge. It is thus possible to take more than the required number of electives. Students may choose
these electives from other departments and divisions of the University, as well as from the courses offered by The Divinity School. Students may also take up to four electives (and in some cases, as many as six, by permission of the Committee on Ministry Studies) in the neighboring seminaries that make up the Hyde Park Cluster of Theological Schools, or other Chicago area denominational schools such as Garrett Evangelical Seminary, provided these courses do not duplicate offerings at The Divinity School.

As a general rule it is desirable to complete degree requirements (e.g., languages, scripture/text analysis, history and thought courses) earlier rather than later in the course of study. It is also important, however, to distribute elective coursework throughout the three years in order to develop interests that may contribute to the Senior Ministry Project. These twin considerations can compete, requiring students to strategize. Counsel from the Director of Ministry Studies, as well as faculty in relevant areas of study, can be essential in making curricular decisions.

**Scholastic residence**

MDiv students register for three full years of Scholastic Residence. If, at the conclusion of this time, the student has not completed all requirements, he or she may register for up to one year of Advanced Residence. Tuition for Advanced Residence is reduced (approximately one-third of Scholastic Residence), and financial aid from the Divinity School is standard for all students (it covers approximately 80 percent of the University charge.) MDiv students in Advanced Residence may not normally enroll for more than one course in a given quarter.

MDiv students are expected to complete the required coursework for the degree while registered in Scholastic Residence. The requirements completed in Advanced Residence should be more cumulative in nature (e.g. editing the Senior Ministry Thesis) or elective coursework.

**Colloquium and Practicum**

Introduction to Ministry Studies (Colloquium) is a weekly, required seminar for first-year MDiv students. It runs concurrently with classes during all three quarters of the first year (though students register for the course only in the autumn quarter) and is designed to provide a forum for academic, professional, and personal integration, and for vocational development. Students in this course will also participate in introductory field experiences at selected South Side field sites. The Introduction to Ministry Studies supports and supplements the academic work of the first-year experience. Students receive one credit for this course.

The Practice of Ministry (Practicum) is a weekly required seminar for second-year ministry students. It runs concurrently with classes and the student’s field placement during all three quarters. The course provides a forum for practical theological reflection through ongoing discussion with classmates of both field experience and general issues of ministerial practice.
Field Education

The field education components of the ministry program offer students the opportunity to combine practice and reflection in their professional preparation. The aim of field education is not only to provide practical experience in the arts of ministry, but also to foster mutual enrichment between the academic study and the practice of religious leadership.

Toward this end, each student participates in three field education exercises concurrent with their M.Div. studies:

In the first year of study, students participate in a community engagement experience in conjunction with their Colloquium course, spending time in a ministry setting on the South Side of Chicago.

During their second academic year students participate in a congregational placement in a local congregation, synagogue, or other spiritual community under the supervision of a Site Supervisor and the Director of Field Education.

Each student also completes an additional fieldwork exercise, which may be another broad-based internship in a faith community, or a more focused experience in some particular facet of ministry such as chaplaincy or advocacy.

The Director of Field Education approves all student field experiences and serves as the contact point between the Divinity School and the ministry site.

Field Education: Congregational Placement

The field education internship takes place during the student’s second year in the program, concurrent with the Arts of Ministry sequence on Ritual and Preaching, Spiritual Care and Counseling, and Community, Leadership, and Change, as well as the field education Practicum. Each student works 15–20 hours per week in a local faith community, under the direction of an on-site supervisor. The student meets with the supervisor for at least an hour each week to reflect on the practice of ministry and forms an Advisory Committee of three to five members for additional feedback during the year, during their first year of study. Students participate in the process of site selection, in consultation with the Director of Field Education. Forms and paperwork for these placements can be found in the appendix to this guidebook, and online on the Divinity School’s website.

Timeline for Placement

End of the spring quarter of the first year:

Learning Agreement: The document outlines the expectations and responsibilities of each party for the year ahead. The Learning Agreement is completed when all three parties—student,
supervisor, and the Director of Field Education and Community Engagement—have agreed that the site will serve as the student’s placement. Signed learning agreements may be submitted beginning in April of the first year and should be completed no later than the end of Spring Quarter.

**Beginning of the second year:**

*Workshop on Religious Leader Ethics and Boundaries:* At the start of their internship year all students pursuing a congregational placement will participate in a required workshop on religious leader ethics and boundaries. This workshop is designed to introduce and address some of the specific issues potentially encountered as a student religious leader.

**First few weeks of internship:**

*Action Plan:* The student and the Site Supervisor agree on an Action Plan, which outlines concrete goals for the year. The Divinity School asks that the Site Supervisor introduce the student to the full range of tasks involved in the vocation of ministry. The Action Plan identifies four of these categories that should be covered during the year:

- Public Conversation and Ritual Performance
- Interreligious and Denominational Identity
- Community and Care
- Leadership and Authority

The Director of Field Education must also approve the Action Plan.

**End of each academic quarter:**

The student writes an evaluation of the experience, using the Action Plan as a benchmark. Site Supervisors are required to complete written evaluations at the end of the fall and spring quarters. In addition to these written evaluations, the Director of Field Education will meet with each student-supervisor team onsite at the conclusion of every quarter to reflect on the experiences of the field placement. The spring quarter evaluation will be a comprehensive review of the internship year.

In conjunction with the congregational placement, the Director of Field Education leads the field education Practicum, visits the students’ community to observe his or her leadership, and meets with the student as needed to discuss the events of the year. Students engaged in the second-year field education placement receive stipendiary aid from the Divinity School in the amount of $6000 ($2000 per quarter). Field placement sites are not expected to make further financial contributions, although considerations can be made to cover student transportation costs if the site requires extensive travel.

**Learning Agreement**

**Student**

- The student will be involved in the fullest range of leadership duties the placement affords for no less than 15 and no more than 20 hours per week (including transportation).
- The student will be enrolled concurrently in the Arts of Ministry sequence and the Field Education Practicum.
- The student will complete quarterly written evaluations and will participate in quarterly meetings with the Director of Field Education and the student’s supervisor.
• The student will participate in the Divinity School’s Ethics and Boundary Training Workshop, a training specific to issues of serving in congregations as a student leader.

**Site Supervisor**

• The Site Supervisor and student will engage in conferences for one hour each week, or the equivalent. This is in addition to any regular staff meetings in which the Pastor/Supervisor participates.
• The Supervisor will submit to the Director of Field Education written summaries of the field education experience at the end of the Fall and Spring quarters.
• The Supervisor is eligible for library privileges at the Regenstein Library. He or she is also welcome to audit Divinity School courses, with the consent of the instructor, and to attend events at the Divinity School open to the public and also by special invitation.
• Site Supervisors are invited to participate in workshops and training sessions to engage pedagogy, supervision, and continuing education held throughout the academic year.
• As part of the quarterly evaluation process, the Site Supervisor will meet with the student and the Director of Field Education on a quarterly basis to review accomplishment of goals as stated in the Action Plan.

**The Divinity School**

• The Divinity School will provide all field sites with a copy of the University policies regarding appropriate student conduct. During the internship year the student is expected to maintain the proper bounds of conduct as outlined by University policy. Any student who violates these policies while serving as a field intern will be subject to University disciplinary action. Additionally, the field site is expected to maintain an appropriate workplace environment free from harassment and discrimination.
• The Divinity School does not conduct criminal background checks on students. Students are asked to self-disclose any criminal history upon an offer of admission. Students are also asked to grant the Divinity School permission to disclose this information to potential Field sites under appropriate circumstances. While keeping within the protection provided under the Family Educational Rights and Privacy Act (FERPA), the Divinity School will disclose any relevant history of criminal activity or harassment prior to the placement of any student. The Divinity School respects the rights of institutions to require criminal background checks of its staff and interns; however, these checks will require student consent and will be conducted at the expense of the field site.
• The Director of Field Education and Community Engagement must approve the terms of the field education placement.
• In addition to the year-end evaluation conference, the Director of Field Education will visit the student onsite at least once during the year.
• The Divinity School will provide the student with a stipend for Field Education. Although the teaching congregation may provide the student with limited and appropriate reimbursements, the Divinity School requires no such compensation.

**The Action Plan**

At the beginning of the Fall term, the student will design an Action Plan in consultation with the Teaching Pastor or Supervisor, Lay or Advisory Committee, and the Director of Field Education.
The purpose of the Action Plan is to provide the student with a structured set of goals in each of four ministry areas:

1. Public Conversation and Ritual Performance
2. Interreligious and Denominational Identity
3. Community and Care
4. Leadership and Authority

Learning Goals: In addition to articulating tasks and projects associated with the four areas of ministry identified above, students are required to name **2-4 Learning Goals** to be addressed throughout the course of their congregational placement. These goals should be clear, specific, and able to be assessed (though not necessarily measured quantitatively) at the end of each quarter. Broad, unmeasurable Learning Goals such as “I want to learn how a church works,” or “I want to think more about ministry,” will not be helpful. Clearer goals with specific metrics will be of better use to the student and supervisor. An example of such goals might be, “I want more experience in offering extemporaneous prayer,” or “I want to consider critically the challenges and opportunities of working with volunteers vs. a paid staff in this religious community.” Students may amend the Action Plan during the year and refine their learning goals as needed, in consultation with the Site Supervisor and the Director of Field Education.

The formal Action Plan, developed in consultation with your Site Supervisor, your Advisory Committee, and the Director of Field Education, is not due until the fall quarter, but it is wise to discuss the Action Plan with your Site Supervisor when you complete the Learning Agreement in the spring. In the Action Plan, you describe a set of concrete goals for the year, in each of the four areas listed in the Learning Agreement.

Plans can always be adjusted mid-stream. This is a normal and even healthy reflection of the ever-changing dynamic of practicing ministry in the context of community.
Field Work

Unlike the second-year internship, the field work requirement can be accomplished outside of a congregation or faith community. The field work component of the degree is an intentionally broad and open-ended requirement. Like the Congregational Placement, it functions as a workshop for the integration of academic study and theory with the practice of the ministerial arts. Likewise, field work should foster the continuing commitment to deep reflection on the practice of ministry in the context of a closely supervised working relationship with a professional practitioner. The particulars of the field work experience are open to the specific interests of the student provided that the student can demonstrate that the internship offers some direct involvement in the practice of religious leadership. Students may choose to complete their field work requirements at any stage of the program. Many elect to use the summer after their first or second year to engage their particular field work selection.

This requirement can be met in several ways:

- A basic unit of Clinical Pastoral Education. (For more information, see section on CPE)
- A summer intensive in a local congregation or agency of 40–50 hrs/week, for eleven weeks.
- A second year part-time (15–20 hrs/week) in a local congregation or agency for three quarters.
- Some other specialized form of ministry approved by the Director of Ministry Studies and the Director of Field Education.

All students must have their field work approved in advance by the Director of Field Education. In some instances where the internship is in a less structured setting the student may be required to make additional supervisory arrangements with the Director of Field Education. The Divinity School provides a stipend of $1,500 for all field work, and up to $750 towards tuition for an accredited unit of CPE or similar field work program. The Field Work Contract is due by the eighth week of the spring quarter to ensure payment of the stipend.

Clinical Pastoral Education

Clinical Pastoral Education is one way to fulfill the Divinity School’s field work requirement. Although not required by the Divinity School for the M.Div., many denominations require a basic unit of CPE for ordination, consecration, or certification. All students are thus encouraged to inquire about their chosen religious tradition’s policies regarding CPE. For more information on the history and practice of CPE, including application forms and a list of centers that offer CPE, please consult the National Association for Clinical Pastoral Education (www.acpe.edu) and the North Central Region of the ACPE (www.ncracpe.org).

**Students working to complete a unit of CPE need only submit their supervisor's final evaluation and their final self-evaluation in lieu of the field work contract and evaluations.**

Here is brief description of CPE from the website of the Association for Clinical Pastoral Education:
“Clinical Pastoral Education was begun in 1925 as a form of theological education that takes place not exclusively in academic classrooms, but also in clinical settings where ministry is being practiced. CPE is offered in many kinds of settings: in hospitals and health care including private, university, military, and veterans facilities; in prisons and correctional institutions; in parishes and congregations; in hospices and other places that care for the dying; in psychiatric facilities and community care; in business, industry and other workplace settings; in retirement homes and geriatric centers; in rehabilitation centers such as those for physical illness and injury as well as those working with the addicted; and in communities, both urban and rural. The textbooks for CPE include in-depth study of ‘the living human documents.’ By ‘living human documents,’ we mean both the people who receive care as well as a study of ourselves, the givers of care. Through the practice of ministry and the reflection thereon with supervisor and peers, the experiential learning that is CPE takes place.”

More information on Clinical Pastoral Education, including specific opportunities for CPE units offered in the Chicagoland area, is offered at the Div School’s annual “CPE Info Night” hosted at the beginning of the Fall Quarter.
Senior Ministry Project

Purpose
The Senior Ministry Project is an in-depth exploration of a question or issue in religious leadership that demonstrates a student’s ability to foster thoughtful, rigorous and relevant dialogue between university, faith community, and society. In the thesis writing process, students have the opportunity to trace the intellectual heritage of a selected issue and make a thoughtful contribution to the practical theological conversation. As such, the Senior Ministry Project serves as the culmination of the student’s Divinity School work.

Thesis ideas might emerge from course readings and lectures, classroom discussions, congregational observations or other field work; in every case, the articulation of the problem, as well as the statement of a thesis and elaboration of an accompanying argument will be grounded in the textual, historical, and constructive studies that are integral to the MDiv curriculum. Ideally, the thesis makes use of research and writing from previous courses and is informed by the student’s practice and reflection in field education and fieldwork.

Successful completion of the Senior Ministry Project consists of three parts:
- Participation in the Thesis Seminar (register for this course in winter quarter; the seminar meets throughout the year.)
- Completion of a 35-page paper, by the end of winter quarter of the third year
- A public presentation of thesis findings in the spring quarter of third year

Defining the Issue and Approach
It comes as no surprise that most people begin research projects with a topic that interests them. The initial task of research is to transform that interesting topic into an issue, question, or problem that the research will be designed to resolve by creating a hypothesis, an argument, or an interpretation. Different issues require different resources and methods in order to address them effectively. One might ask, for example, “How did things get to be the way they are?” The question assumes that a historical method will supply important parts of the answer. On the other hand, one might ask, “How is this idea or practice related to that idea or practice?” For questions of this systematic and relational type, the scholar frequently turns to such disciplines as theology, philosophy of religion, or ethics. The movement from topic to issue is the crucial first step of effective scholarship, and students can find helpful suggestions about this process in The Craft of Research, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

The issue in ministry and the appropriate method for resolving it are to be refined and agreed upon in consultation with the student’s faculty advisor and the leader of the Senior Ministry Thesis Seminar. The issue in ministry should arise and draw its principal resources from the educational experience of the University of Chicago—broadly conceived to include faculty, courses, field education, ministerial experience, and fellow students.
Schedule

It is wise to keep the senior thesis in view from the time a student matriculates in the MDiv program. Students should be attentive to the questions raised by their study and practice, and should plan coursework that will promote proficiency in a particular area of study or theological method, as well as accumulating experience and insight into an identified issue in ministry.

During the spring quarter of the second year and the following summer, each student works independently, confers with the seminar leader or Director of Ministry Studies, and consults other faculty members to (1) define the issue in ministry that the thesis will explore, (2) clarify the method or approach, (3) identify an advisor, and (4) identify primary resources.

A thesis proposal with approval from the faculty advisor is due during the fall quarter of the third year. (The seminar leader will establish the deadline.) The thesis proposal (no more than 5–6 pages, or 1,500 words) includes the following elements:

- A statement of the issue in ministry
- The thesis about that issue
- A description of the approach or method to be employed in exploring the issue
- A 1–2 page annotated list of primary resources—texts and possibly resource persons—to be consulted
- The name of the faculty member who has consented to advise the thesis

The proposal is to be submitted with a cover sheet signed by the student and faculty advisor. This proposal reports to the Committee on Ministry Studies the student’s intention to participate in the thesis process, the thesis title, and the name of the faculty advisor. An example of this cover sheet is included in the appendix section of the Handbook.

Beginning in the autumn quarter of their final year, students will meet in regular seminar sessions to sharpen their proposals, consider various aspects of the project, and present work in progress. The thesis is submitted on the established deadline to the seminar leader. A final copy of each thesis is bound and archived in a file in the ministry suite for others to read.

During the spring quarter, students will make a public presentation of the central findings of the thesis. A brief description of the presentation design, with a presentation date, venue, and title, is also due on the last day of the winter quarter.

Public Presentation

The intent of the public presentation is to foster creative communication and wider discussion of the Senior Ministry Thesis; as the thesis is an exercise in practical or public thought, it is important to keep the public presentation in view from the inception of the writing process. The presentation assumes a diverse audience with interest in, but not necessarily previous exposure to, the paper’s findings. Students are encouraged to consider the public presentation as an adult education event that builds on the written project but is quite distinct from it.

Presenters should resist the temptation to make the public presentation a synopsis of the thesis. Instead, identify a major point from the thesis and then create a form of presentation that will communicate that point in an appropriate and memorable way to the audience. Past presentations
have utilized a range of formats—panel discussions, interviews, worship services or sermons with discussion afterwards, curriculum description with opportunities for groups to experience some dimension of the learning material, arts exhibits with artist talks, and one-act plays followed by conversation between audiences and actors.

Students are encouraged to plan presentation times and formats to maximize participation by a healthy representation of publics; fostering robust attendance at the presentation is part of the student’s leadership responsibility, and part of the ministry cohort’s collegial responsibility to each other. Audiences should include the thesis advisor, the thesis seminar leader and Director of Ministry Studies; final scheduling must be done in consultation with these persons. The Divinity School will promote the presentations in its calendar and weekly bulletin board fliers, but students are encouraged to learn the useful art of promotion as part of the work of public leadership.

**Evaluation Guidelines: Senior Ministry Thesis**

The grade for the Senior Ministry Thesis will be assigned in consultation between the thesis seminar leader and the faculty advisor for the thesis. Final grades for the course will be submitted after the successful public presentation of the project in the Spring quarter. Faculty are asked to evaluate the thesis with reference to the following rubric:

**Questions toward Evaluation of the Thesis**

**Formulation**
How well does the project define its main issue? Is there a clear statement of its question or problem? Is it appropriate to the project’s purpose, scope, and audience?

**Research**
How thoroughly has the project been researched? Does the thesis demonstrate adequate knowledge of the literature in its field, and of appropriate field research methodology, if relevant? How well does the project employ relevant scriptural/textual, historical, and theological resources? How effective is the project’s organization or argumentation? Is the thesis convincing?

**Audience(s)**
How well does the project engage its intended audience, context, and/or vocational location?

**Originality**
Each project should be a unique exercise in practical theological or spiritual reflection. Both the student and the project’s faculty advisor are encouraged to describe at least one original consideration for evaluation.
Dual Degree Programs

The Divinity School offers dual degree programs with the School of Social Service Administration and the Irving B. Harris School of Public Policy Studies. These programs serve students who wish to combine education for ministry with training for social work or expertise in public policy. In addition to making these pursuits formally possible at the University, the dual degree programs allow students to complete an MDiv and an AM in social work or public policy in four years, rather than five if the two degrees are pursued separately. Students in the dual degree programs register for eight quarters in the Divinity School and four quarters in the cooperating school. The recommended arrangement is the completion of two years (six quarters) at the Divinity School, followed by one year and one quarter (four quarters) at the SSA or Harris School, followed by two final quarters at the Divinity School. Students enrolled in a dual program complete all of the ordinary requirements for the MDiv, but need take only 24 courses for the degree with SSA, or 22 courses for the degree with the Harris School, rather than twenty-eight.

Additionally, the Divinity School and the Law School offer a dual degree program for students whose professional plans require training both in religion and in law. Students may apply to do a dual AMRS/JD, AM/JD, MDiv/JD, or PhD/JD. For more information about these programs, please contact the Dean of Students Office.

Application
Applicants must gain acceptance to both schools to enroll in a dual degree program. Normally, the prospective student will apply to both schools prior to matriculation, and indicate on each application his or her intent to pursue the dual degree. First-year MDiv students may, however, make application during that year to the relevant AM program and enter the dual degree program upon acceptance by the SSA or the Harris School. At each school, offers of admission are for the fall quarter. Admission to one program is advantageous, but does not guarantee admission to the other; be advised that these programs have admission limits and so it is important to apply to SSA or Harris School at least a year before you intend to begin there.

Financial Aid
Students enrolled in the dual degree program are eligible for financial assistance from the institution at which they are registering, that is, for eight quarters of assistance from the Divinity School and four quarters from the SSA or Harris School. The financial aid policies of the three schools differ significantly, and students should anticipate that tuition charges and financial assistance will vary depending on where they are registered for a particular quarter.

Registration
Students in the dual degree program register for a total of eight quarters at the Divinity School and four quarters at the SSA or the Harris School. As mentioned above, the recommended sequence is for the student to spend the first two years (six quarters) at the Divinity School, the third year (three quarters) and the first quarter (fall) of the fourth year at SSA or the Harris School, and the final two quarters (winter and spring) at the Divinity School. This arrangement has the greatest potential to ensure that the student will participate fully in each program. It is essential that the student devote a
full academic year to the required curriculum of the SSA or the Harris School, and, given the collegiate nature of the program, it is best for ministry students to complete the first two years of the M.Div. in the company of their entering class. This sequence also has administrative advantages. Each school counts quarters of registration as a requirement for the degree, so the student must be registered for the required number of quarters at the respective school. It is also least disruptive to the student’s registration and financial arrangements (for example, for loans and Work study eligibility) to minimize the number of times that the student officially transfers from one school to another.

Field Work (SSA dual degree only)
The M.Div. from the Divinity School and the AM from the School of Social Service Administration each require students to complete two field education components. For the Divinity School, these requirements are (a) the field education internship (the second-year placement in a local congregation under the supervision of a Site Supervisor and the Director of Field Education and Community Engagement) and (b) another unit of field work (a more focused field experience, usually completed after the field education internship).

The SSA requires two year-long field work assignments (first year: 480 hours for the Core, second year/summer: 640 for Clinical Concentration and 496 for Administration Concentration). Students in the dual degree program must meet the field education requirements of both schools, but are usually able to arrange for the second year-long field work requirement at the SSA to fulfill the second field work requirement of the Divinity School as well. They are thus able to complete the field education requirements for both degrees with three field placements, rather than the four that would be necessary if the degrees were completed separately. This arrangement is subject to the approval of the Director of Ministry Studies at the Divinity School. Approval should be secured before beginning the second year-long assignment for the SSA, or before electing to complete the second SSA internship over the summer.

Curriculum and Integration
The dual degree programs have much to recommend them, but they do not provide the student with as much latitude in arranging his or her curriculum as would be the case if the student were pursuing the degrees separately. Particularly in the fourth year, when completing the second year of study at the SSA or the Harris School, the Senior Ministry Thesis, and culminating coursework at the Divinity School, students can experience conflicts in scheduling that, while inevitable, nonetheless frustrate good intentions. It is wise for students to aim to complete a substantial portion of the coursework required for the M.Div. during the first two years at the Divinity School. We encourage students to use the Senior Ministry Project as a way to formally synthesize their work in the two programs. It is highly recommended that students retain co-advisers, one from the Divinity School, and one from the SSA or Harris School, to assist them in a Senior Ministry Project that will facilitate this integration.
Additional Resources

Hyde Park Seminaries

MDiv students may take up to four courses in the neighboring theological schools: the Catholic Theological Union, Chicago Theological Seminary (United Church of Christ), the Lutheran School of Theology at Chicago, McCormick Theological Seminary (Presbyterian Church, USA), and/or Meadville/Lombard Theological School (Unitarian Universalist). Students may also enroll for courses with Seabury Western and Garrett Evangelical Seminary. M.Div. students ordinarily enroll in such courses to meet ordination or other professional requirements. Students do not ordinarily take courses at the seminaries that parallel those offered at the Divinity School.

The Director of Ministry Studies must approve each course in advance. This approval is certified by completion of a registration form available from the Div School registrar’s office, or on the Divinity School’s website, at https://divinity.uchicago.edu/forms-paperwork.

1) Students should print and complete the form, have the Director of Ministry Studies and the Dean of Students sign it
2) Students should make two copies (in addition to the original), keeping one copy for their records, and submit one copy to the Dean of Students’ Administrative Assistant. Next, submit the original to the registrar of the institution offering the course.

For registration at institutions with which the Divinity School does not currently have a formal registration agreement, the following should be followed:

Ministry students who wish to enroll in a course at a seminary or theological school with which the Divinity School does not have a formal registration agreement should confirm the viability of one-off course registration with the institution in question and then, in consultation with the Director of Ministry Studies and Dean of Students, craft a petition for ad hoc bi-registration. The petition should name the course (title, instructor, course code, and schedule) and institution of registration, briefly articulate the rationale for taking the course, and specify the course tuition. (Note that ancillary fees, such as those of affiliation, are the student’s obligation.) The petition should be signed by the student and by the Director of Ministry Studies and should be submitted to the Divinity School’s Dean of Students for processing.

Students pursuing a situation of ad hoc bi-registration will be enrolled in a Reading and Research course with the Director of Ministry Studies in the appropriate University of Chicago quarter; this placeholder course will be graded pass/fail, where a passing grade is a B- or better, upon receipt of a final transcript (recording the course title and grade). It is the student’s responsibility to negotiate the registration process at the institution of ad hoc bi-registration and to arrange to have a final transcript for the course sent to the Divinity School Dean of Students office. If allowable, students may arrange to have their tuition bill sent directly to the Dean of Students office at the attention of Americia Huckabee; otherwise, they should submit the tuition bill to Ms. Huckabee upon receipt.
Further logistical considerations:

Students should be advised that since most area seminaries are on the semester system (and the Divinity School is organized in quarters) special attention must be paid to seminary starting dates: early September, for the fall semester (these course listings are available in April) and early February for the spring semester (these course listings are available in November). Students will not be allowed to join a seminary class after the first week of the semester.

Once the petition has been approved by the Divinity School and submitted to the seminary registrar, students register for this course online during the regular Divinity School quarterly registration process. Students should register for autumn semester seminary courses during the Divinity School’s Autumn Quarter registration and for spring semester seminary courses during the Divinity School’s Spring Quarter registration. (Seminary “J” term courses are generally not eligible for University credit). In special circumstances and with the approval of the Director and the Dean of Students, MDiv students may petition the Committee on Ministry to take up to two additional courses in these schools.

MDiv students should note that the University Registrar records grades for these courses on a Pass/Fail basis; no letter grades are recorded. (Grades of B- or better constitute a pass.) In order to have this P/F recorded on your U of C transcript, the student must request that the seminary send an official transcript to the Divinity School Dean of Students.

Advising
First-year students are assigned a faculty advisor and are encouraged to consult with that person throughout the year as their academic interests develop. Should those interests suggest changing advisors, students are encouraged to notify both faculty members, and report the change to the Director of Ministry Studies. MDiv students are encouraged to consult with faculty in their areas of interest throughout their courses of study, and will be asked to secure a faculty advisor as part of the proposal process for the Senior Thesis.

The Director of Ministry Studies works closely with students from the outset of their course of study, with an eye towards each student’s integration of academic pursuits, spiritual formation, and the development of vocational identity. The Director of Field Education has particular responsibility for advising and directing MDiv students in the completion of their field education requirements. The Dean of Students has special responsibility for matters pertaining to registration, financial aid, and graduation.

The Committee on Ministry Studies
The Committee on Ministry Studies determines policy for the MDiv program at the Divinity School. Its membership includes a selected group of faculty, the Dean, the Dean of Students, the Director of Ministry Studies, and the Director of Field Education. The Committee meets twice per quarter. Its agenda is set by the Director of Ministry Studies in consultation with the Dean of the Divinity School. The Committee oversees curriculum, degree requirements, the conceptual foundation of the program, and it also reviews student petitions.
Worship and Community Life

Ministry students have a dual challenge and dual opportunity in their first year: begin to look for a good field placement site for your second year (and it doesn’t hurt to start looking as early as fall quarter) and enjoy worship or practice in many different settings, since your second year is limited to one. The following are a few different options in the immediate neighborhood (and on campus) as well as a few well-known congregations throughout the city worth visiting. All are possible teaching communities.

On Campus

Bond Chapel services
Located immediately southwest of the Divinity School, “the Joseph Bond Chapel was opened in the fall of 1926 to be a place of worship for students. University members who worship here seek to find ways to discern how spiritual life and formation are a vital part of their learning experience. We invite you to find the place already prepared for you here, and to make it your own.” Some Bond Chapel opportunities include:

Open Space
Open Space is exactly that—an intentional space for multi-faith community, reflection and prayer, offered mid-week, most weeks of the academic year. Held at Bond Chapel each Tuesday, this gathering provides the Divinity School community with a unique opportunity for conversation, reflection, and fellowship around the things that enliven us, weigh on our hearts and minds, and give our work here meaning. All are welcome to come hear from diverse members of the community, to be opened and buoyed by music or reflective silence that points us beyond ourselves, and to wrestle (sometimes ritually) with the tensions we — as individuals who are apart but yet a part — see in our lives and in our world. To volunteer to speak and get involved Open Space, please contact 3rd-year student Luke Allgeyer at luke.m.allgeyer@gmail.com.

Episcopal Eucharist
On Sunday at 5:30 pm (Eucharist) and on Wednesdays at 5:30 pm (Evening Prayer), Brent House and Rev. Stacy Alan (http://www.brenthouse.org/) sponsor a simple service with communion, and often a meal together afterward. Afternoon Tea from 1:00 pm- 5:00 pm is also held. All are welcome.

Jumuah Prayer times
Insha’Allah, Jumuah prayer is hosted by the UChicago Muslim Students Association and will be held in Bond Chapel every Friday at 1pm. For more information, please visit their website: http://msa.uchicago.edu/index.html or contact Tahir Abdallah at tabdallah@uchicago.edu

Roman Catholic Eucharist
Mass is offered at a variety of times on Sundays at the Calvert House, the Catholic Center at the University of Chicago. For more information, please visit their website at: http://www.uofccatholic.com/
Hillel
UChicago Hillel is the center and catalyst for Jewish life at the University of Chicago. Hillel welcomes students of all backgrounds and hopes to foster an enduring commitment to Jewish life, learning and Israel. Weekly Shabbat services begin at 6:30pm and dinner begins at 7:30pm on Friday evenings. Visit Hillel at 5715 S Woodlawn Ave or online http://www.uchicagohillel.org/

Meditation
Twenty Minutes Still offers twenty minutes of meditative quiet before the start of classes, every weekday at 8 am at Rockefeller. Restorative yoga is led 4:30 pm and 5:45 pm every Monday at Rockefeller (from Week 1 onwards), and Gentle Yoga, 3 pm every Thursday at Bond. http://spirit.uchicago.edu/get-involved

**For more options for spaces and gatherings (both on-campus and off, in Hyde Park and around Chicago) from a wide variety of traditions and practices, check out the Spiritual Life Office website for an extensive list of options: http://spirit.uchicago.edu/spaces

Swift Hall groups and resources

These are student-led organizations, reflecting the interests of particular student cohorts. The following are examples of student groups that have been active during the last few years.

Alchemy in Color
Alchemy in Color is a network created to serve and support underrepresented minority students at the Div School. Founded in the spring of 2012, Alchemy seeks to enrich the social, intellectual, and spiritual lives of students, and offers a platform for events, discussion, gatherings, and fun. While Alchemy in Color is a group dedicated to ethnic and religious minorities at the Div School, Alchemy seeks to involve as much of the Divinity School community (students, staff, faculty) as possible in its mission to help make the University of Chicago an hospitable and warm place for students to work, play, and live. Recent Alchemy events include the winter dance party co-sponsored with the DSA, a three-part dinner and discussion series, and the start of a community service initiative.

Becoming Allies
Becoming Allies is a group of white, heterosexual men interested in interrogating and affirming who they are as people and creating meaningful dialogue focused on ensuring that the Divinity School is a welcoming home for all. The group meets regularly to discuss topics pertinent to its members as well as working in conjunction with other student groups to explore ways in which the members can all come together to know, support, challenge, and enjoy one another as part of a unified community. For more information, please contact becomingalliesdsa@gmail.com.

Divinity Students Association (DSA)
The DSA is a student-run organization designed to foster community in all areas of Divinity School student life. It sponsors events, clubs, and other activities to create space for students, faculty, and staff to share sides of themselves that do not always appear in the classroom. The DSA funds two major events each quarter (“4-8’s” and one other event co-sponsored with another club). This organization also seeks to promote and support the Divinity School through assistance in communication and organization about other activities and events such as: intramural sports, weekly Coffee Hour, Open Space, and Wednesday Lunch. At least once a quarter, they partner with the
Dean’s office to enjoy art and conversation with a variety of speakers. To receive information about DSA events and activities, contact DSA at contactdsa@lists.uchicago.edu, subscribe to the DSA listserv at https://lists.uchicago.edu/web/info/dsa, find them on Facebook, or visit their website: http://divinity.uchicago.edu/students/students-assoc.shtml.

Greening the Divinity School
Greening the Divinity School is a group that aims to improve the environmental sustainability of our community, our events, and Swift Hall. Through social norming and facilitating environmentally sound choice-making within Swift Hall and in the everyday lives of our community members we seek to both act as responsible citizens of the earth and set an example for other campus entities to follow. We are a collaborative group that welcomes input from faculty, staff, and students. To learn more, email greendivinityschool@gmail.com.

Sacred Flame
The Sacred Flame provides support for the LGBTQ community at the University of Chicago Divinity School. They strive toward an open and respectful dialogue between students, faculty, and staff, offering safe spaces for LGBTQ-identified people, friends, family, and allies. They host regular social events throughout the year and attend campus-wide LGBTQ functions as a group. For more information, contact Sacred Flame via email at contact-sacredflame@lists.uchicago.edu, join their list serve here: https://lists.uchicago.edu/web/info/sacredflame or check them out on Facebook.

The Divinity School Women’s Caucus (DSWC)
The vision of the Women’s Caucus is to make the Div School the community of choice for female scholars of religion. Its goals fall into three major categories: professionalization, mentoring, and advocacy. With those goals in mind, our events (weekly tea times, discussion groups, and panels) are structured, among other things, to help our members feel more at home in the classroom or on the job market, build relationship with other students, and learn how to interact comfortably with faculty and administration. Contact the Women’s Caucus at divschoolwomenscaucus@gmail.com, or visit DSWC online at http://divschoolwomenscaucus.wordpress.com/.

The Phoenix Garden
The Phoenix Garden serves as a creative space for the nurturing of the next wave of Womanist Scholars. Primarily female students who have Diasporic ties to Africa and experience socio-political intersectionality, this group seeks to present voices from the margin as we promote academic excellence, cultural and spiritual cognizance, and social activism.

Intramural Sports
This past year the Div School competed in co-ed and men’s flag football, co-ed volleyball, co-ed and men’s basketball, co-ed indoor soccer, co-ed outdoor soccer, and co-ed ultimate Frisbee.
Resources for aid in personal growth

Graduate school is a time of growth and self-development. With that growth can come stress and the need for formal self-reflection. Many students seek guidance in the form of spiritual direction, pastoral counseling, or therapy, especially when offering pastoral support to congregants and patients in field work settings. Here are a few options to consider if you are looking for spiritual growth or a place to go for help with crises large or small.

Student Counseling Services
5555 S. Woodlawn Ave., 773-702-9800
All students are permitted up to ten free visits with a counselor at SCS, after which counselors can refer students to therapists and counselors approved by student insurance.

Spiritual Life Office
Ida Noyes Hall, Room 034, spirit@uchicago.edu
Spiritual Life serves as a destination for all things spiritual and religious at the University of Chicago. We address the complexities of religious encounter in the 21st century and provide a space for members of the University community to ask big and small questions about meaning and purpose.

Institute for Spiritual Leadership
5498 South Kimbark Avenue, 773-752-5962
Several ministry students have made use of the spiritual direction at ISL. ISL describes itself as “an independent, not-for-profit corporation. Its purpose is to enhance in all persons the capacity for spiritual leadership essential to facilitating growth and transformation in people, of organizational systems, and of societal structures thereby promoting a more just, humane and sustainable world.”

Center for Religion and Psychotherapy
30 N. Michigan Ave., Suite 1920, 312-263-4368
The Center for Religion and Psychotherapy is a not-for-profit organization with offices throughout the greater Chicago area. The Center provides in-depth psychotherapy that attends to religious and spiritual, as well as psychological concerns. In addition, CRPC offers consultative services, as well as continuing education opportunities for clinicians, academics, and religious leaders. Members of the faculty and staff of the Center share the psychotherapeutic orientation of self psychology, and represent a variety of different faith groups and approaches to religious and spiritual life. (You can be referred here by student counseling in order to reduce costs through student insurance.)

The Claret Center
5536 S. Everett, 773-643-6259
Located on the east side of Hyde Park, Claret offers psychotherapy, massage therapy, spiritual direction, and other services. More information is available at http://www.claretcneter.org/.
Appendix A: Learning Agreement Form

Student: ____________________________________________

Teaching Site: ________________________________________

Student Title at Placement: ____________________________

Starting date: ___________________________ Ending date: ___________________________

Vacations: __________________________________________

Site compensation/reimbursements: ______________________

Supervisor Conference Schedule: _________________________

Supervisor Name and title: ______________________________

Congregational Placement Address: ______________________

____________________________________________________

Telephone: __________________________________________

Website: ____________________________________________

Email: ______________________________________________

Student Name and title: _________________________________

Student Address: _____________________________________

____________________________________________________

Telephone: __________________________________________

Email: ______________________________________________
Learning Agreement Form (continued)

Additional Site Resources (lay persons, additional religious advisors, texts, practices, etc):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student’s signature: _______________________________ Date: __________

Supervisor’s signature: ___________________________ Date: __________

Director of Field Education: _______________________________ Date: ______

Wesley Sun, Director of Field Education and Community Engagement
The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577
Telephone: 773.834.4693
Fax: 773.834.4581
Email: wsun@uchicago.edu

This form should be completed by the end of the spring quarter. The Action Plan and Advisory Committee form should be completed by the second week of the autumn quarter.

The student, the Teaching Pastor or Supervisor, and the Director of Field Education should each retain a copy of this agreement.

This agreement, once signed, will not be amended until all parties are consulted.
Appendix B: Congregational Placement Evaluations

Practicum Fall/Winter Quarter Self-Evaluation

The following self-evaluation will set the agenda for our in-person quarterly evaluation. Each student should submit a written response to the Director of Field Education and her/his supervisor prior to this in-person meeting. Answers may be brief, and will guide our conversation when we sit down together for our end-of-quarter meeting.

1. Which experience(s) / ministry encounter(s) this quarter have been the most instructive or challenging?

2. Looking forward to next Quarter, what experiences, skillsets, and/or opportunities have yet to be engaged? Do any changes to the Action Plan need to be made?

3. Are there ways you imagine that this current internship might inform or be connected to future work? This might include your next Field Ed experience/internship, your Senior Ministry Project, other academic projects, a future career path, etc?

All end-of-quarter meetings between the student, supervisor(s), and the Director of Field Education should be completed before the end of the quarter.
Final Evaluation (Spring Quarter)

The following evaluation should be completed by both the MDiv student and the Site Supervisor. Responses should be made available to all parties (the student, supervisor, and field ed director) on or before the in-person meeting at the end of the quarter. Answers may be brief, and will guide our conversation when we sit down together.

1. Considering the student’s overall work and learning this past year, what do you see as his/her strongest gifts for ministry? In what areas do you find the most experience, skill, or promise?

2. Considering the Action Plan, are there any areas of work that have been left undone or unexplored? For future Field Education, which areas or skillsets would be most helpful to revisit, re-examine, or spend more time?

3. Mutual Feedback: Supervisors, what might you recommend to our student in terms of pursuing future learning and developing growing edges? Students, what might you offer to your supervisor in terms of receiving future interns at this site?

All end-of-quarter meetings should be completed before the end of the quarter.
Appendix C: Field Work Contract Form

Field Work Contract Form
(Please complete both sides of form.)

Student:

Teaching Site:

Starting date: _________________ Ending date: _________________

Vacations: ______________________________________________________

Site compensation/reimbursements: _________________________________

Supervisor Conference Schedule: ________________________________

Supervisor Name and title: ________________________________

Congregational Placement Address: ______________________________

______________________________________________________________

Telephone: ________________________________

Website: ________________________________

Email: __________________________________________

Student Name and title: ________________________________________

Student Address: ____________________________________________

______________________________________________________________

Telephone: __________________________________________________

Email: ________________________________________________________
Field Work Contract Form (continued)

A. Briefly list the ongoing duties of student at placement.

B. Itemize resources available to student to perform duties at placement.

C. Identify the reporting responsibilities of student.

D. What is the anticipated outcome of the student’s work?

E. List any additional expectations or goals for the Field Work placement.

We ask that both student and supervisor submit written evaluations of the student’s work. If Field Work is completed in the summer, only one evaluation (at the end) is required. If the Field Work is completed during the academic year, we ask for one evaluation at mid-term and one at the end of the year. Evaluations should be mailed to the Director of Field Education.

Student’s signature: __________________________________________ Date: ____________

Supervisor’s signature: __________________________________________ Date: ____________

Director of Field Education: ________________________________ Date: ____________

Wesley Sun
Director of Field Education and Community Engagement
The University of Chicago Divinity School
1025 East 58th Street, Chicago IL 60637-1577
Telephone: 773.834.4693
Fax: 773.834.4581
Email: WSun@uchicago.edu
Appendix D: Senior Thesis Cover Sheet

TO: The Committee on Ministry Studies
FROM: Student Name

________________________________________________________________________

________________________________________________________________________

Student Phone number _________________________________

Student e-mail address _________________________________

Having completed my second year of M. Div. coursework and the congregational placement, and participated in a thesis proposal colloquium with my proposed faculty advisor and participants from the committee on ministry studies, I record with the committee on ministry studies

1. my intention to participate in the Senior Thesis Seminar in __________ (quarter / year).

2. my senior thesis title, ____________________________________________________________________________

3. I have obtained the consent of ___________________(faculty name) to serve as my faculty advisor for this thesis.

<table>
<thead>
<tr>
<th>Signature of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisor Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis seminar leader Date</th>
</tr>
</thead>
</table>