

## Discussion Questions

### GPTI Session on Teaching Aptitude/Capacity Building

One dimension of our GPTI conversations will involve issues related to the process of graduate student acceptance to a course of study. As I reflected on the topic, it occurred to me that a majority of graduate programs are not principally concerned with a graduate student's capacity or aptitude for teaching during the application process, but with their ability to engage in rigorous graduate level scholarship. It also occurred to me that teaching capacity or aptitude is something that is discerned by graduate school faculty as students engage in particular seminars. Specific identifying marks for discernment of student teaching capacity and the assignment of students to teaching assistantships for each institution is not readily available.

Who do you bring into the program?

1. What are the most important application items for consideration when admitting doctoral students to your graduate school program?
2. Is there anything in your application or selection process of graduate students that highlights a student's capacity or aptitude for teaching?
3. What materials in your application process help you identify teaching aptitude of potential graduate students or graduate students after they have arrived on campus?
4. What expectations does your website and printed materials convey regarding graduate school expectations about teaching?
5. How does your institution communicate expectations about building graduate student teaching capacity?
6. Is there any process in place for the identification of particular student capacities for teaching once they are involved with graduate level seminars?
7. What are the marks of teaching capacity or aptitude? How would you determine a student had a capacity for teaching? (Quick write exercise)
8. Are there graduate students who never gain an opportunity to teach at your institution? Why?
9. What expectations does the graduate school convey to incoming graduate students about expectations for excellence in teaching?
10. Other questions

<p><b>Baylor University</b>  <b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Admission committee interviews every student and common question in decision process: "Can we see this person teaching our students in four years?"</p> <p>Autobiographical Essay. The autobiographical essay may be submitted online as part of the online application process. The essay is a personal statement that must clearly and specifically provide the following information: A description of your academic pilgrimage; A delineation of your career goals; A statement concerning your area of specialization: biblical, historical, or theological; A statement describing your reasoning for pursuing graduate studies in religion at Baylor University.</p>
<p><b>Recommendation Letters</b></p>	<p>While letters of recommendation will vary in content from discipline to discipline recommendations should: Address your potential for success in the graduate program to which you have applied; Address your academic accomplishments and preparedness for graduate study.</p> <p>Come from professors, employers or other individuals qualified to accurately assess your academic or professional skills.</p> <p>No systematic set of fixed criteria for determining student teaching capacities.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Most graduates of the Ph.D. program in Religion begin an academic career in a liberal arts context. Accordingly, our curriculum requires work in various areas within the discipline of Religion. Students also take advantage of the university context by working in an area outside the department.</p> <p>Growing expectation for faculty to take an active role in developing student teaching skills - mentoring, co-teaching, presentations, etc.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>Our Religion Department provides the context for a flourishing Ph.D. program with concentrations offered in the Biblical, Historical and Theological Areas. Faculty are committed to a strong research agenda, and that agenda is tied to the Baylor tradition of providing the very finest in classroom instruction. Baylor continues to move toward its goal of becoming a first-rate university and the department along with the university remains friendly to faith and to church, thus providing a distinctive setting in American higher education.</p>
<p><b>Other Comments</b></p>	

**Boston University School of Theology**

<p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>No criteria at present for determining a student's teaching ability in the application process.</p>
<p><b>Recommendation Letters</b></p>	<p>Ask references to discuss an applicant's aptitude for teaching.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Other than the question for references, there are none indicated. Evidence of graduate student TA expectation.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>Central to the purposes of the Ph.D. degree is mentoring and preparation for the teaching profession. All doctoral students are required to accept one research internship, one junior teaching internship, and one senior teaching internship during their degree program. While these three internships are not paid positions but rather requirements of the degree program, students will be supported by yearly fellowships during the first three years of their doctoral work. Research internships may be fulfilled during the first year of studies, but teaching internships may only be fulfilled in the second and subsequent years of a student's doctoral program. All three internships must be fulfilled prior to graduation, but they need not be completed during the first three years while the students are receiving the fellowship support. No formal structure at present for determining student teaching competencies. <b>Teacher Training:</b> To better accomplish the aims of the Doctoral Internship program, all doctoral students are required to participate in a series of colloquia during their first two years in the program.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>The purpose of the Ph.D. degree program is to discover and extend knowledge and to enhance teaching competence in practical theology.</p>
<p><b>Other Comments</b></p>	

**Dallas Theological Seminary**

<p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Assessment of applicants to the PhD program we tend to focus more on evaluating the applicant's ability to be successful in a rigorous academic program based largely on their prior academic track record, their personal references, and their demonstrated aptitudes and interests. Since our program builds on a seminary degree, applicants usually already have some measure of training and skill in teaching or preaching. But we do not emphasize that in the application process. We do try to access the career goals of applicants and determine whether our program seems to be a good fit in light of what they intend to do later. In most cases our applicants see themselves as headed toward a teaching career. Applicants must have an academic record that demonstrates superior ability and shows promise of success in doctoral studies. Could be shown in the Personality Inventory (Stage 1 &amp; Stage 2)</p>
<p><b>Recommendation Letters</b></p>	<p>Not indicated.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Not stated for either Stage 1 or Stage 2 in the Ph.D. process.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>The program is intended for students capable of pursuing advanced studies in biblical and theological research with a view toward becoming productive scholars and Christian leaders. (PhD Handbook)</p> <p>We do not have a fixed or formal process in place for identifying student capacities for teaching. Such recognition is grounded more on informal faculty observation based on sustained contact with students throughout the academic year.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>The mission of Dallas Theological Seminary as a professional, graduate-level school is to glorify God by equipping godly servant-leaders for the proclamation of his Word and the building up of the body of Christ worldwide. (PhD Handbook)</p>
<p><b>Other Comments</b></p>	

<p><b>Denver University /Iliiff School of Theology</b></p> <p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>The Preliminary Interview is conducted by the Advisory Committee during the student's first quarter of study. In the preliminary interview, the Advisory Committee will:</p> <ul style="list-style-type: none"> <li>• orient the student into the Program</li> <li>• discuss the proposed concentration(s) with respect to the student's background and goals</li> <li>• evaluate the student's academic strengths and weaknesses and discuss appropriate curriculum planning</li> <li>• consider any possible transfer hours and assist the student in formulating the necessary petition</li> <li>• discuss plans for fulfilling the language requirements</li> </ul>
<p><b>Recommendation Letters</b></p>	<p>Not indicated.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p> <p><b>Institutional Statement re: teaching expectations</b></p>	<p>Incoming students are required to take a 1-hour (weekly) non-credit course offered by a faculty member on faculty career development. Second year students participate in a seminar entitled, "Pedagogy and the Teaching of Religion."</p> <p>The Joint Ph.D. Program is designed to prepare persons for independent research and teaching in the fields of religious and theological studies. In the revised program, special emphasis is given to enabling students to be effective teachers in the study of religion and theology. Some will use these abilities as university, college, or seminary scholar-teachers. Others will find vocational fulfillment within the context of religious organizations; especially churches, institutes, counseling centers, government agencies and the like.</p> <p>Special features of the program include doctoral colloquia, interdisciplinary team teaching, research seminars, independent study, special lectures and events, and a certificate program in Latina/o Studies.</p> <p>A minimum of <b>82 quarter credits of coursework</b> must be completed. To provide unity to the Program, allocate faculty resources optimally, and prepare students for multi-disciplinary teaching and research, three core courses are required of all students. Each course is four quarter credit hours for a total of twelve quarter credit hours. Aside from the colloquia or seminar requirements of each concentration, students are able to determine their own curriculum (in consultation with their Advisory Committee) and may take courses from any department, as long as they are relevant to the students concentration and research areas, and are appropriate for doctoral credit (3000 level or above). Classes are taken in a traditional classroom format from either the University of Denver or Iliiff School of Theology.</p> <p>Most if not all of our students have the opportunity to serve as a GTS during their time in the program.</p>
<p><b>Graduate School Mission or Vision Statement</b></p> <p><b>Other Comments</b></p>	<p>Not indicated.</p>

**Emory University/Candler School of Theology**

<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	Students may indicate any teaching they have done and often do so.
<b>Recommendation Letters</b>	A category on the evaluation grid in the recommendation form which indicates "readiness as a teaching assistant."
<b>PhD Application Process - Teaching Expectations</b>	No in place rubric that considers teaching in the admissions process. Incoming students have an expectation of TATTO involvement.
<b>Institutional Statement re: teaching expectations</b>	Assessment of graduate student teaching is required at the end of each of their three teaching assistantships and one associateship. Faculty often are involved with the assessment of students. Teaching and Learning Preparation Program – TATTO – book on teaching, required seminar on teaching and learning, two teaching assistantships, and teaching evaluations. The required elements are assistantship, associateship, independently taught course, provide a scaffold of experiences and feedback about teaching and learning in Religious Studies. What counts as teaching is under discussion – blogging, on-line magazine, on-line daily report, etc. and issues of student placement in classrooms.
<b>Graduate School Mission or Vision Statement</b>	Doctor of Theology in Pastoral Counseling (ThD) prepares persons for the ministry of pastoral counseling at the doctoral level by combining rigorous academic and theological work with supervised clinical practice. The degree is an equivalent of the PhD, designed for those whose interest in pastoral counseling is primarily professional.
<b>Other Comments</b>	

<b>Graduate Theological Union</b>	
<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	No teaching assessment in the admissions process.
<b>Recommendation Letters</b>	No teaching assessment in the admissions process.
<b>PhD Application Process - Teaching Expectations</b>	Not indicated.
<b>Institutional Statement re: teaching expectations</b>	<p>Faculty mentor students toward teaching in 1:1 relationships. The school is moving toward being more assessment oriented in this area.</p> <p>GTU allows students to focus one for their comprehensive examinations on teaching.</p> <p>Reflection on and practice of teaching are recommended for Biblical Studies students anticipating entering the teaching profession.</p> <p>CHSR students must develop an academic plan. The draft should include career goals reflecting on teaching, research, writing, and/or social action/ministry.</p> <p>Newhall Award Fellowships – competitive awards for GTU doctoral students who wish to engage in collaborative teaching or research with a faculty mentor.</p> <p>Professional Development Program – multifaceted teaching preparation plan.</p>
<b>Graduate School Mission or Vision Statement</b>	The GTU offers both the Ph.D. and the Th.D. degree. Both are advanced academic degrees intended to prepare students for professional careers in teaching, writing, and scholarship, as well as for leadership opportunities with religious organizations, social service agencies, foundations, museums, libraries, publishing, and in educational institutions.
<b>Other Comments</b>	

**Jewish Theological Seminary of America**

<p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Evaluations are based on a student's potential in conducting doctoral-level research, their ability to succeed in the program, and their promise of being a contributing member of the academic community. An applicant's teaching capacity/ability is not assessed at this time.</p>
<p><b>Recommendation Letters</b></p>	<p>Not indicated.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Not indicated. However, incoming students may expect a TA assignment.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>Student advisors and classroom instructors alert graduate school about students with promise for teaching. The graduate school also encourages students to take on teaching assignments at other institutions prior to serving as an instructor at JTS. Opportunities are advertised on the Graduate School listserv.</p> <p>Each candidate for the degree of doctor of philosophy is required to demonstrate skill in communicating scholarly findings to students or to an educated public. Students may provide evidence of such skill in one of two ways:</p> <ol style="list-style-type: none"> <li>1. The successful teaching of an undergraduate course in the candidate's field, under expert supervision, with an appraisal of performance by a qualified and experienced teacher; or</li> <li>2. The presentation, in a public lecture or in print and in language understandable to the educated public, of the findings and significant implications of his or her research.</li> </ol> <p>The adviser will confirm in writing to the dean that the requirement has been fulfilled.</p> <p>Some students nearing the completion of their degree who have demonstrated particular strength in teaching also have the opportunity to teach a specialized course in the Graduate School.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>The PhD program provides advanced academic training in broad areas of Judaic scholarship with intensive specialization in one area in preparation for an academic career. The degree certifies that the recipient is qualified to teach a wide range of Judaica at the undergraduate level and to train graduate students in their fields of specialization. It also requires the knowledge of foreign languages and may require course work at other institutions participating in a consortium with The Graduate School. It is a full-time program.</p>
<p><b>Other Comments</b></p>	<p>When applying to the PhD program, student will work in one of our five academic clusters.</p>



<p><b>Loyola University Chicago</b></p>	<p>Teaching capacity is not assessed when reviewing candidates for the graduate program. However, signs of a personable student in the letters of reference and student's own letter are taken into consideration. In addition, signs of good emotional health and ordinary sociability are considered in the selection process. Students indicate if they are interested in teaching. Sometimes their CV indicates prior teaching experience. They select good candidates who will join the guild, which includes teaching.</p>
<p><b>Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Not indicated.</p>
<p><b>Recommendation Letters</b></p>	<p>Not indicated.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Students in their second year of coursework teach at least three lectures in an undergraduate core class under the supervision of a professor who subsequently writes a report for their teaching portfolio. There are informal conversations among faculty about student capacities for teaching. After passing comprehensive examinations, students are given a core class as teach of record. They are also required to complete a seven-part inner department course on theological pedagogy and have a teaching mentor. Additional sessions on Theological Pedagogy are conducted by professors with excellent records for teaching. Eight sessions on Teaching Excellence are also required during the graduate student's first year of teaching. A post-doctoral teaching fellowship is a potential competitive award.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>Teaching Scholar application:  <a href="http://www.luc.edu/gradschool/forms/application_teachingscholar.pdf">http://www.luc.edu/gradschool/forms/application_teachingscholar.pdf</a></p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>Theological Pedagogy: Since teaching is frequently a significant part of our graduates' professional goals, doctoral students who have completed their course work typically take two non-credit courses in Theological Pedagogy and also serve as teaching assistants. The courses provide mentoring, videotaping, assistance in the development of syllabi, and opportunities for students to reflect on their philosophy of teaching. Participants create a professional file to parallel their academic Curriculum Vitae.</p> <p>At Loyola University Chicago's Graduate School, we cultivate leaders—scholars who are motivated to make a real difference in the world. From academic fields to professional specialties, the Graduate School offers advanced study and research programs on the leading edge of a wide variety of disciplines in the humanities, natural and biomedical sciences, social sciences and the professions. The Graduate School's inception in 1926 has been marked by innovation, excellence, and commitment to teaching, research, and service. Over the years, the Graduate School has witnessed relatively steady growth and its programs have reflected the university's response to societal needs, university resources, and shifting academic environments.</p>
<p><b>Other Comments</b></p>	<p>Loyola University's doctoral program in theology is designed for those who envision a career primarily in teaching and scholarly research at an advanced level.</p>

<p><b>Marquette University</b> <b>Materials</b> <b>Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Difficult to assess potential for teaching prior to admission to the program.</p>
<p><b>Recommendation Letters</b></p>	<p>Recommendation form doesn't specifically ask about teaching capacity. However, it may indicate particular strengths for teaching. See: <a href="http://www.marquette.edu/grad/documents/RecommendationForm_000.pdf">http://www.marquette.edu/grad/documents/RecommendationForm_000.pdf</a></p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>Not indicated. However, there may be a hope for a TA assignment.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>Once on campus students with TA status shadow a faculty member for 3 years and assist with various teaching tasks. Three teaching fellowships are awarded. Students in their fifth year are able to teach four sections per year. Preparing Future Faculty program is available through the graduate school in collaboration with the Center for Teaching and Learning. Faculty mentors are assigned to students engaged in teaching. Teaching fellowships may be possible. The option of participating in Preparing Future Faculty Program encourages development of new approaches to the graduate education of future professors and to prepare graduate students better for their roles in the future professoriate.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>The M.A. and Ph.D. programs seek to develop scholars who can make significant contributions to theological research and writing, and college teachers who can teach a broad range of courses to undergraduate students.</p>
<p><b>Other Comments</b></p>	<p>Because of its classically structured education, Marquette has enjoyed great success in placing doctoral graduates in teaching positions in over 200 colleges and universities, in church work and ministry, and in a variety of other educationally related occupations.</p> <p>The M.A.C.D. program focuses on an ecumenical appropriation and communication of Christian doctrine for theology teachers in Catholic high schools, for teachers in other religious education or formation programs, and for persons interested either simply in theological enrichment or in serving various other needs in their religious communities.</p>

<p><b>McGill University</b></p>	<p>Not indicated.</p>
<p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Not indicated.</p>
<p><b>Recommendation Letters</b></p>	<p>Not indicated.</p>
<p><b>PhD Application Process - Teaching Expectations</b></p>	<p>The many different areas of research interest among the members of the Faculty frequently require the hiring of graduate students as Research Assistants especially as the Faculty is so successful in gaining research grants. The Faculty also seeks to train young scholars in the art of lecturing/teaching; to this end it has created opportunities for Ph.D. students to teach courses in the summer and permits M.A. and Ph.D. students to work as teaching assistants. Ph.D. students may apply to teach a course during the summer term. Opportunities are provided for development of professional skills they will need in their teaching careers.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>GPS is responsible for the admission and registration of graduate students, disbursing graduate fellowships, supporting postdoctoral fellows, and facilitating the graduation process, including the examination of theses.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>As a student-centred research institution, McGill places singular importance upon the quality of graduate education and postdoctoral training. As Associate Provost (Graduate Education), as well as Dean of Graduate and Postdoctoral Studies, I work closely with the central administration, Faculties, graduate students, professors, researchers, postdoctoral fellows, and staff to enhance the graduate and postdoctoral experience and provide a supportive, stimulating, and enriching academic environment.</p>
<p><b>Other Comments</b></p>	<p>McGill is ranked as one of Canada's most intensive research universities and among the world's top 25. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows - a community into which we are very happy to welcome you.</p>

<p><b>McMaster University</b></p>	<p>Materials Demonstrating Teaching Capacity or Aptitude</p>	<p>Look at the aptitude of the student for advanced graduate studies. Assume students grounded well in a discipline will also demonstrate motivation for teaching.</p>
<p>Recommendation Letters</p>	<p>Referee's form question asks about potential ability to teach.</p>	
<p>PhD Application Process - Teaching Expectations</p>	<p>Opportunities to take on teaching roles as TAs.</p>	
<p>Institutional Statement re: teaching expectations</p>	<p>No process in place for identifying student capacity to teach. However, graduate faculty are alert to signs of aptitude for teaching in graduate seminars and in work with TAs. Centre for Learning and Leadership (CLL) <a href="http://cll.mcmaster.ca">http://cll.mcmaster.ca</a> Offers a wide variety of pedagogical and technical assistance to enhance your success in teaching and learning. At the beginning of each year, the University runs a "Graduate Student Day" which includes workshops run by the CLL aimed primarily at those new to the TA experience <a href="http://cll.mcmaster.ca/programs/graduatestudentday">http://cll.mcmaster.ca/programs/graduatestudentday</a></p>	
<p>Graduate School Mission or Vision Statement</p>	<p>Long noted for its strong faculty, commitment to diversity, and academic rigour, the Department of Religious Studies at McMaster has earned a reputation as one of the premiere departments of its kind in North America. Focused generally on studying major world religions through a variety of disciplines-anthropological, literary, historical, theological, and more – the strength of our programme comes from its balance of broad, interdisciplinary study with intense concentrations in several sub-disciplines.</p> <p>On this site you can learn much more about who we are and what we do. We welcome you to explore, hoping that you will find information and inspiration for delving more deeply into the fascinating world of religious studies. Please feel free to contact us with any questions.</p>	
<p>Other Comments</p>		

<b>Princeton Theological Seminary</b>	
<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	No component of the PTS application or selection process of PhD students that highlights a student's capacity for teaching .
<b>Recommendation Letters</b>	Not indicated.
<b>PhD Application Process - Teaching Expectations</b>	Involvement with Teaching Apprenticeship Program (TAP)
<b>Institutional Statement re: teaching expectations</b>	<p>No process is currently in place to identify a particular student's capacity for teaching once involved in the graduate level seminars. However, if a new program is instituted, graduate students will participate in two years of colloquia: Teaching Foundations 1 and Teaching Foundations 2. Development and assessment of graduate student teaching skills will be part of that program.</p> <p>The current Teaching Apprenticeship Program (TAP) is structured so that doctoral students develop as teaching through theoretical and methodological instruction, teaching practice, and coaching and mentoring.</p> <p>There are three possible teaching levels that a doctoral student may assume in the teacher preparation component of the doctoral program at PTS: teaching assistant, teaching fellow, and senior teaching fellow.</p>
<b>Graduate School Mission or Vision Statement</b>	<p>We have an outstanding faculty with expertise across traditional theological disciplines and in dialogue with secular disciplines and contemporary concerns.</p> <p>We are a free-standing theological seminary rooted in the Presbyterian Church (U.S.A.); many of our faculty and students belong to churches of the Calvinist tradition and work from its dynamic theological heritage; yet others represent a wide variety of other Christian traditions, providing a richly ecumenical dialogue. Our doctoral program offers opportunities not only to study a field in depth, but also to pursue interdisciplinary study both within the Seminary and at Princeton University. Our library is the second-largest free-standing theological library in the world, and both faculty and students enjoy full access to the libraries of Princeton University as well. We live in a peaceful and beautiful town in central New Jersey—yet we are within an hour of the social and cultural riches of New York and Philadelphia. You might say we have the “best of both worlds.”</p> <p>“Our faculty has recently collaborated in crafting a statement of our vision for the doctoral program. I think it expresses very well the way in which we aspire to negotiate a fruitful place between church and world to educate scholars, teachers, and leaders at the highest academic level. Its keynote is: Holding together love of God and love of learning in a single vision, Princeton’s program nurtures excellence in research and writing, in teaching, and in academic citizenship.”</p>
<b>Other Comments</b>	

**Southern Methodist University**

<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	No specific avenue of assessing aptitude for teaching in the application process.
<b>Recommendation Letters</b>	Recommendation form questions <a href="http://smu.edu/graduate/files/RecommendationForm2011.pdf">http://smu.edu/graduate/files/RecommendationForm2011.pdf</a>
<b>PhD Application Process - Teaching Expectations</b>	Graduate student may expect a TA assignment.
<b>Institutional Statement re: teaching expectations</b>	Assess the readiness of students to teach during the first year of the program, and assign them to do TA work accordingly. Every student has to exhibit passable success as a teacher, in her or his own course in order to complete the program. Note the Practice Teaching Requirement in the Ph.D. Curriculum. Every student must complete at least one term of practice teaching under supervision, during the third to the fifth year in the program. Nearly all of the Ph.D. students serve as teaching assistants for at least one term during their course of study.
<b>Graduate School Mission or Vision Statement</b>	The Department of Religious Studies is committed to fostering greater understanding of the roles of religion in the contemporary world and throughout history. Its approach is interdisciplinary, employing methods drawn from across the humanities and social sciences to examine the world's religious traditions as social, cultural, and historical phenomena. Students and faculty alike benefit from a lively environment that encourages close interaction. In addition to exploring the development, practices, and beliefs of different religions, courses emphasize analytical skills, critical reflection, persuasive argumentation, and strong writing. Students graduate from this academically rigorous program with a global perspective, sensitivity to cultural diversity, and a strong liberal arts background, assets that serve as a solid foundation for future endeavors. They pursue careers in a variety of fields, such as law, education, social services, medicine, ministry, and business.
<b>Other Comments</b>	

<b>Southwest Baptist Theological Seminary</b>	
<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	Other than in a letter of reference, no assessment is made of a graduate student's potential for teaching.
<b>Recommendation Letters</b>	There is a standard question that mentions "potential as a teacher."
<b>PhD Application Process - Teaching Expectations</b>	Not indicated.
<b>Institutional Statement re: teaching expectations</b>	<p>The Teaching in Higher Education Seminar (two hours) falls at the conclusion of the seminar stage. This seminar introduces the standard organization and policies at institutions of higher education, pedagogy, and other issues of administrative philosophy. Students must complete all seminars prior to taking comprehensive exams. Students must successfully complete comprehensive exams before presenting a dissertation prospectus.</p> <p>The School of Theology and the Fish School of Evangelism and Missions offer a common seminar to their Ph.D. students - "Teaching in Higher Education."</p> <p>The School of Church and Family Ministries provides a supervised internship and peer critiqued seminar papers, four options are available - one of which concerns teaching.</p> <p>The School Church Music offers advanced pedagogy and applied areas of piano, voice and conducting.</p>
<b>Graduate School Mission or Vision Statement</b>	<p>The Ph.D. program prepares persons of exceptional ability to serve as teachers in specialized areas of theology and as pastors, chaplains, denominational leaders, or authors. The Ph.D. program emphasizes the attainment of expertise in a theological discipline, resting upon competence in both biblical and non-biblical languages through quality research and critical evaluative skills, resulting in a significant contribution to the student's field. Ph.D. study requires a high degree of originality, independence, analytical research, judgment, and skill in articulating research findings.</p> <p>The Doctor of Philosophy degree of the School of Church and Family Ministries began in 1924 and is one of the oldest and largest of its kind in the nation. The Ph.D. degree is designed specifically for the preparation of highly specialized and competent professionals for various aspects of leadership in Christian Education. The program is designed to discover and nurture sound scholarship, meaningful research, and the interdependence of theory and practice. The Ph.D. degree is conferred on the basis of high scholarship and research skill demonstrated by the student's resident work, examinations, dissertation and vocational experience.</p> <p>The Ph.D. degree is supervised by the Ph.D. Committee in the School of Church and Family Ministries. All decisions related to the entrance, discipline and continuance of a student are made by the committee. This committee and the faculty of the School of Church and Family Ministries reserve the right to decline any applicant or to dismiss any resident or candidate for the degree who cannot qualify on the stated prerequisites or for any reason the committee deems valid.</p> <p>The purpose of the Doctor of Musical Arts in Church Music and the Doctor of Philosophy in Church Music degrees is to bring the doctoral student to the highest levels of development in church music. The Ph.D. degree emphasizes creative scholarship; the D.M.A. degree emphasizes performance at the highest level.</p>
<b>Other Comments</b>	

Syracuse University	Not indicated.
<b>Materials Demonstrating Teaching Capacity or Aptitude</b>	Not indicated.
<b>Recommendation Letters</b>	Applications indicate the desire to teach. Syracuse University's Future Professors Program and a strong emphasis on training in teaching is mentioned in the application and in the final acceptance of graduate student offers.
<b>PhD Application Process - Teaching Expectations</b>	Graduate students are offered a five year package with each student teaching their own 300 level course in the 4 <sup>th</sup> year and two 100 level courses in the 5 <sup>th</sup> year. Religion Dept. requirements for Future Professoriate Program (FPP): Goal: The Department of Religion participates in Syracuse University's innovative <i>Future Professoriate Project</i> (FPP) to help prepare graduate students in the Ph.D program for teaching and for a professional career in the academy. Participation in the Project will enable ongoing conversations about, and training in, pedagogy and professionalism that will enhance the training which our graduate students currently receive as scholars, researchers, and writers. The various workshops as specified below are an integral part of the Graduate Program in Religion. The program has been designed with care such that the progress of students through their course of studies toward the Ph.D. will not be impeded. We look forward to the kinds of exploration and learning that will occur when explicit attention, on a department-wide basis, is given to pedagogical and professional training as an integral part of doctoral work.
<b>Institutional Statement re: teaching expectations</b>	The process of assigning TAs depends on careful adjudication of requests for specific assignments by the graduate students and requests for specific graduate students from faculty. Director of Graduate Studies is directly involved with placement of graduate students as TAs (See Report Document). The DGS cannot make TA assignments until reenrollment figures are set, which means that the TA to-course match is often made only three weeks before the start of class.
<b>Graduate School Mission or Vision Statement</b>	Graduate Study in the Department of Religion at Syracuse University is distinctive in its focus on the category "religion" as an intellectually provocative and problematic concept rather than simply as a descriptive, institutional, or phenomenological label. The Department embraces the following two premises as fundamental to its educational program: 1. in a postmodern and global age, any study of religion must be interdisciplinary, and 2. credible studies of religion must investigate the material, textual, historical, and cultural dimensions of religions as well as the theories used to produce and analyze them. Incoming students offered opportunity to forge a unique, creative, and rigorous program of study. It emphasizes the comparative and theoretical study of religion in its various traditions and forms, and keeps the hermeneutical task always to the fore. The program fosters interdisciplinary approaches, offering training in traditional and contemporary theories and methods in conjunction with substantive investigations of diverse religious traditions and topics.
<b>Other Comments</b>	



<p><b>University of Notre Dame</b></p>	<p>As a rule evidence of teaching ability is seen as a plus when vetting admissions applications, but its absence is not seen as ruling the applicant out. Recently more emphasis has been placed on identification of a student's teaching aptitude. Admissions finalists are brought to campus and capacities are made clear. However, teaching aptitude doesn't seem to be a determining factor in acceptance of graduate students.</p>
<p><b>Materials Demonstrating Teaching Capacity or Aptitude</b></p>	<p>Not indicated.</p>
<p><b>Recommendation Letters</b></p>	<p>Placement of Graduates is posted prominently on the University of Notre Dame Website  <a href="http://theology.nd.edu/graduate-programs/ph-d/placements/">http://theology.nd.edu/graduate-programs/ph-d/placements/</a>          Kaneb Center Teaching Workshops.</p>
<p><b>Institutional Statement re: teaching expectations</b></p>	<p>Assessment of student teaching capacities will be part of a biannual review of doctoral students. As junior colleagues, graduate students participate fully in the teaching process. This begins as students work as teaching assistants for the faculty in their second and third years, and culminates in their fifth year, when each student is invited to teach two courses as the teacher of record.</p> <p>There is programming both within the department and in the broader University to equip the student for the work of teaching. Each student participates in teaching workshops within the Department of Theology in his or her fourth year. These workshops address the specific challenges and rewards of teaching theology. Each student chooses a teaching mentor to advise him or her while teaching in the fifth year, and during that year graduate students who are teaching gather together for colloquia to discuss their teaching. In addition to this, the University's Kaneb Center for Teaching and Learning provides a variety of resources, including workshops, technical support, and mentoring to faculty and graduate students alike. No graduate student may teach for the department unless he or she has participated in Kaneb Center teaching workshops and has an approved syllabus.</p> <p>The goal of doctoral education is to produce scholars who have begun the life-long task of becoming balanced scholar-teachers. For this reason, preparation to teach is just as essential as developing skills in academic research and writing.</p>
<p><b>Graduate School Mission or Vision Statement</b></p>	<p>Those persons seeking a Ph.D. in preparation for careers in research, teaching, and church service are candidates for the doctoral program.</p> <p>As a doctoral student at Notre Dame, you will be mentored by world-class scholars, access vast research and learning opportunities, and experience depth and diversity in curricula and communities. The doctoral program places a very high percentage of its graduates in academic positions, the vast majority of those in tenure-track positions.</p>
<p><b>Other Comments</b></p>	