

DOCTOR OF MINISTRY (DMin) PROGRAM HANDBOOK

September 2022



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Statement of Institutional Mission and Commitments

Chicago Theological Seminary, a seminary affiliated with the United Church of Christ, serves God, Christ's Church, multiple faith communities, and the larger world by educating persons theologically and cultivating the intellectual, pastoral, and spiritual capacities of lay and ordained religious leaders, scholars, and activists who contribute to the increase of justice and mercy.

Inspired by the ministry of Jesus, guided by the Spirit of the Divine, and nurtured by faith and culture, we strive to create a sacred learning community that educates for public ministry, based upon the following interwoven commitments:

- We are committed to a life of mutual teaching and learning, to academic excellence, to open inquiry, and to critical engagement of texts, contexts, and practices in all of our educational programs;
- We are committed, in a world suffering from spiritual impoverishment, which is characterized by meaninglessness, lovelessness, and hopelessness, to proclaim a message of divine purpose, compassion, and promise;
- We are committed, in a society structured by white supremacy and racism, to challenge white privilege, to combat the forces of racial division and domination, and to equip leaders who embrace and celebrate racial, ethnic, and cultural diversity; ^{[[1]]}_[SEP]
- We are committed, in a global context of religious conflicts and a society structured by Christian privilege, to joyous embrace of religious diversity, expanding our ground- breaking work in Jewish, Christian, and Islamic Studies to advance understanding and collaboration among the rich multiplicity of spiritual traditions and lifestances; ^{[[1]]}_[SEP]
- We are committed, in a world governed by sex and gender binaries, to advocate gender justice, to nurture movements for women's equality, and to liberate humanity from restrictive gender norms;
- We are committed, in world governed by the presumption of heterosexual expression, to challenge homophobia, to celebrate lesbian, gay, bisexual, transgender, and other individuals within the spectrum of human sex and sexuality, and to develop leadership to encourage faith communities to become more open and affirming; ^{[[1]]}_[SEP]
- We are committed, in a world stratified by economic and social class, to challenge the structures that sustain poverty and economic disenfranchisement, and to join the struggle, as companions with the poor, for liberation of all from want, homelessness, hunger, and disease; ^{[[1]]}_[SEP]
- We are committed, on a fragile planet threatened by pollution and exploitation, to interrogate ecological policies, theologies, and practices, and to challenge materialism and the devaluation of creation; and, ^{[[1]]}_[SEP]
- We are committed, in recognition that social divisions are local, national, and global, to international collaboration among individuals and institutions with similar commitments to our own.

In all these ways, we embrace not only the rhetoric but the reality of diversity, and recognize the vital intersectionality of our commitments, working together to do justice, love mercy, and walk humbly with our God. We invite others to join us. ^{[[1]]}_[SEP]

I. Introduction

Founded in 1855 in the Congregational Tradition of Protestant Christianity, Chicago Theological Seminary is the oldest continuing institution of higher learning in the city of Chicago. For over 165 years, Chicago Theological Seminary has pushed against the boundaries of theological education. Ours is an on-going legacy of contributing to progressive social change. Today, CTS continues to push its boundaries beyond those of traditional seminaries. Our mission is to foster the increase of justice and mercy in today's world. Collaborating with new communities. Establishing fresh areas of study. Opening our minds to different ways of thinking. Living into our core commitments more sincerely. Anticipating what may be next. On the official side of things, CTS has been accredited by the Association of Theological Schools (ATS) since the Association's accrediting process began in 1938. It is also accredited by the Higher Learning Commission (HLC) of the US Department of Education.

Our newly re-organized and accredited Doctor of Ministry (DMin) Program promotes a vision for public ministry that is consistent with the school's Statement of Mission and Commitments (see above). In fact, CTS's progressive [mission and commitments](#) will provide the philosophical and pedagogical framework for the program. The program is also shaped by several cornerstone strengths of the school, its curriculum and ethos, and our current faculty. These strengths, including Interreligious Engagement, the Study of Black Faith and Life, LGBTQ Religious Studies, and Chaplaincy Studies. Students can also focus on Advanced Islamic Leadership through our partnership with the Bayan Islamic Graduate School (Bayan has a separate application and admissions process: <https://www.bayanonline.org/apply>). The chance to study alongside experienced Islamic leaders is a unique feature of the program.

The DMin program prepares experienced religious leaders more deeply for effective leadership in a range of contexts including congregations, chaplaincy ministries, and service organizations. To put it another way, the DMin curriculum will equip leaders for serious engagement with significant public issues from the perspective of diverse religious, spiritual, and ethical traditions. It is a three-year, 30-credit advanced program that can be completed fully online. The program culminates in a DMin project in ministry and a written thesis based upon the project that is examined through an oral defense. Projects of successful graduates will engage pressing issues of public ministry in both religious communities and wider societies.

Program Goals

At the conclusion of the CTS DMin program, a student will be able:

- To reflect critically from the perspective of diverse religious, spiritual, and ethical traditions integrated with advanced theories of leadership in order to engage significant public issues effectively
- To analyze the religious and social dimensions of particular, real-world contexts so as to design fresh approaches to public ministry
- To demonstrate growth in spiritual wisdom, personal integrity, and the competencies necessary for effective leadership in public ministry
- To communicate persuasively insights gained from research and reflection on significant social issues in ministry both to peers in ministry and to the wider public

Learning Outcomes

- I. Integrating Theory, Theology, and Leadership: Demonstrate advanced critical thinking within a student's lifescape or tradition, and the ability to integrate that knowledge with theories of religious leadership that can transform individual and communal practices to advance justice and mercy in the world.
- II. Contextual Understanding: Design and implement a focused research project that demonstrates deep understanding of a particular cultural context and the ecology of public ministry in that context.
- III. Leadership in Public Ministry with ethical and spiritual integrity: Demonstrate advanced understanding of and increased personal capacity in the practical skills, cultural competencies, and professional characteristics necessary for leadership in the work of public ministry.
- IV. Persuasive Communication: Write a coherent and persuasive thesis and demonstrate the ability to communicate insights gained from DMin research and their relevance to peers in ministry and to the wider public to promote effective strategies for change.

II. General Admission Requirements

Admission to the DMin program normally requires:

- A Master of Divinity degree, or equivalent, in theology, religious studies, or related field, from an accredited college, university, seminary, or professional school
- A minimum of three years of professional ministry/religious leadership, or its equivalent
- An autobiographical Essay (describe your spiritual and professional journey and tell us what sparked your desire to pursue the DMin and where you envision yourself after completing the program; 1500 to 2000 words)
- A programmatic Essay (what do you want to focus on and why; 1500 to 2000 words)
- A superior academic record in previous undergraduate and graduate education
- Four letters of reference and recommendation from relevant referees (e.g., those who can speak to your academic and professional competencies)
- TOEFL scores (for international students for whom English is not their first language).

Applications may be obtained by contacting the Chicago Theological Seminary Admissions Office (admissions@ctschicago.edu) or on the CTS webpage (www.ctschicago.edu). Chicago Theological Seminary is committed to fostering the full humanity of all its members. All forms of discrimination and harassment impugn the full humanity of any human being and for this reason are not tolerated in this Seminary. Chicago Theological Seminary does not discriminate, or tolerate discrimination or harassment, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state, or local law in matters of employment or admissions or in any aspect of the educational programs or activities it offers.

III. General Academic Requirements

1. The Program of study consists of 10 courses and includes a project in public ministry that culminates in the defense of a thesis.
2. Courses: The 10 courses are of two types. Four are required DMin seminars, which emphasize preparation for the thesis project and build a strong cohort. Then the student chooses six advanced electives in close consultation with the student's advisor on the basis of the student's area(s) of focus.
3. Program of Study: Before the end of the first year of coursework, the student submits a Program of Study for approval by the DMin Committee.
4. Thesis proposal: Before the end of the second year, the student submits a proposal for the student's DMin ministry project and thesis for approval by the DMin Committee.
5. Thesis and defense: A capstone thesis is submitted to the faculty and is defended through an oral presentation at the end of the third year.

IV. The Program of study

The Doctor of Ministry student learning outcomes influence the structure of the program as a whole and the content of its four required courses, which are listed in the following plan of study:

Curriculum and Plan of Study

Year 1

Fall	Spring	Summer or Intensive
Required Course: Theory & Theology for Public Ministry (3 cr)	Required Course: Applied Research Methods (3 cr)	Elective (3 cr)
Elective (3 cr)	Elective (3 cr)	Students complete Program of Study Proposal

Year 2

Fall	Spring	Summer or Intensive
Required Course: Leadership for Public Ministry (3 cr)	Elective (3 cr)	Elective (3 cr)
Elective (3 cr.)		Students complete Project and Thesis Proposal

Year 3

Fall	Spring
Required DMin Directed Study Project 1 (1.5 cr)	Required DMin Directed Study Project II (1.5 cr)

	Oral examination of thesis
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Summary:

- Three 3-credit cohort courses
- Six 3-credit elective courses (500/600 level)
- Two 1.5-credit credit cohort courses in the third year (i.e., one course spread over Fall and Spring terms)
 - The Spring 1.5-credit course culminates in an oral presentation and evaluation of the student’s project thesis.

Required DMin Courses and Associated Learning Outcomes

Theory & Theology for Public Ministry (3 credits)

This course provides an advanced introduction to theories and theologies of public ministry and considers their relevance for specific contexts. Readings and other assignments required for this course contribute to student learning outcomes I and III.

Applied Research Methods (3 credits)

This course provides an advanced introduction to research methods (ethnography, structured interviews, case studies, etc.) that may be useful in the analysis of specific contexts for ministry, including religious communities. Attention is given to the ethical implications of particular research practices. Reading and other assignments required for this course contribute to student learning outcomes I, II, and IV.

Leadership for Public Ministry (3 credits)

This course provides an advanced introduction to theories, practical skills, cultural competencies, and professional characteristics necessary for leadership in the work of public ministry. Reading and other assignments required for this course contribute to student learning outcomes I, II, and III.

DMin Directed Study Project I (1.5 credits) and DMin Directed Study Project II (1.5 credits)

This course, spread out over a fall and a spring term, serves as a vehicle for students to carry out or conclude their approved research projects and complete a thesis based on these research projects. Although the course is assigned an instructor, it also requires students to work closely with other faculty

members, especially their advisor. The project thesis that results from this course is examined orally and evaluated in relation to student learning outcomes I, II, III, and IV.

Elective Courses

Every student needs to identify 6 elective courses at the 500 or 600 level that contribute to the student's program of study. Elective courses are selected in consultation with the student's advisor. Both in-depth study and the broad background knowledge necessary for grounding the more specialized focus of the ministry project and thesis need to be taken into account in choosing courses.

Doctoral students are allowed to take intermediate and advanced masters-level courses (400 level) with core and affiliated faculty members if both student and faculty agree to enhance the course expectations to bring it to the doctoral level (for example: additional readings, a teaching opportunity, and a major final research project). A separate syllabus will describe the enhancements in detail. Students who would like to work out a doctoral adaptation for CTS 300-level courses, courses with adjunct professors, or ACTS courses should consult with their advisor.

Program of Study (POS)

Students admitted to the DMin program must submit a petition for a Program of Study to the DMin program committee before the end of their third term of residence. However, students are encouraged to consult with their advisors and submit a draft of their POS by early in the second term to ensure that all courses taken fit appropriately with the student's overall learning goals. A student who fails to submit a Program of Study petition at the appropriate time may be prevented from registering for classes until the petition is submitted and approved.

Each petition must:

1. Discuss areas of scholarly interest and identify a tentative topic for the thesis project, along with an appropriate research methodology.
2. Name advisor (chosen from the CTS DMin program faculty).
3. List 10 proposed courses (with anticipated dates) that lay the groundwork for the students' areas of inquiry, developing both breadth and depth. Remember that at least 8 of the 10 courses must be taken at or registered through CTS.
4. A preliminary bibliography related to the research project

The Program of Study Proposal should include any requests for exceptions to any of the above. It is normal that certain revisions to the proposed plan will occur during the course of the completion of the DMin. However, all revisions must be approved by the student's advisor, and certain revisions may need the approval of the DMin program committee. When the student's advisor has reviewed the proposal and agrees that it is ready to be submitted to the DMin program committee for approval, the student must email the proposal to the DMin Program Director, who will bring it to the DMin program committee. In some

cases, an advisor may choose to share a draft proposal with members of the DMin program faculty for feedback before a final version is submitted for approval.

Ministry Project and Thesis Proposal

A proposal for the student's DMin ministry project and thesis topic must be submitted by the end of the second year. In addition to describing the issue in ministry that led to the project proposal and outlining the project itself, the proposal will identify a small committee of faculty members who may serve as critical dialogue partners or resources, as well as a small group of persons connected in some way with a project's local context who will partner with a student to ensure community accountability and ethical integrity. The proposal will also clarify the ways in which the project and thesis addresses both a student's individual goals and the program's learning outcomes. The proposal is discussed with the student's advisor and revised as necessary before being taken to the DMin faculty committee for collective discussion.

Thesis

The program culminates in a writing seminar in which the student completes their project-based research in an approved area of advanced religious leadership. The project provides the data upon which the claims of the thesis will be based. Growing out of the project and its findings, the student then writes a thesis of 75-100 pages (appendices and bibliography can be in addition to this total). When the thesis is determined to be ready, an oral defense is held.

Alongside the course, the student should also be in close contact with their advisor for guidance and critique at every stage of writing. It will be the advisor who decides when the thesis is credible for examination.

Guidance on the structure and style of the Thesis are available on the Lapp Learning Common website. Please also consult with your advisor and Yasmine Abou-El-Kheir.

Here is a link to the Doctor of Ministry Professional Paper Guideline:

[Download the Guideline](#)

Oral Examination

The oral qualifying examination is scheduled in consultation with the Registrar when the thesis is approved "credible for examination" by the advisor and at least one other faculty member. The faculty team for the oral examination of the dissertation proposal includes the candidate's advisor, one additional CTS/Bayan faculty, and an outside examiner. When possible, an examination team will examine the theses of two or three students in the same session. Student colleagues will be given the opportunity to read the theses of their peers and to ask a question or two. Results of the exam, however, will be determined only by the faculty present.

IV. Academic Policies

The CTS Student Handbook is the controlling authority of all academic and non-academic policies. For instance, see the Student Handbook for all tuition and fee information. The following policy descriptions

highlight the distinctive features of the DMin program. The Student Handbook, however, should always be consulted as well.

Transfer of credits/advanced standing

Students taking accredited Seminary work elsewhere who wish to have that work officially transferred to CTS must make that request in writing to the Registrar. Courses must be graduate level (doctoral level for doctoral students), and not counted toward another degree. Two courses (electives only) for the CTS degree can be transferred from a previous Doctor of Ministry program. Students may petition for an exception to this policy. Courses with a grade of B or below will not transfer in. Courses taken more than 10 years prior to CTS DMin enrollment will also not transfer in. Transfer credits do not apply to a student's cumulative GPA, and the grades of transferred courses are not listed on a student's CTS transcript. Any questions about what is an acceptable transfer credit should be referred to the Registrar, who will consult with the Academic Dean or other faculty members as needed.

Grading

Normally, as participants in a professional terminal degree program, DMin students will not receive letter grades for their courses. For those who expect to go on to further study (among other legitimate reasons), students can request faculty to assign letter grades. The final decision remains in the hands of individual faculty members. "Pass" here means the equivalent of B or better. If a course is not successfully passed, the student will not be allowed to matriculate for additional courses. All 10 courses (requirements and electives) must be passed to complete the degree.

Student learning assessment and program assessment

Evaluation of student learning occurs at four junctures: (1) coursework, (2) a proposal for a student's Program of Study in the first year, (3) a proposal for a student's research project and thesis in the second year, and (4) an oral examination of the DMin thesis and project in ministry as the program capstone. Substantive questions about program design and student experience will be discussed regularly in the DMin Committee, and the DMin program will be integrated into the program review cycle for intensive examination by the full faculty at our annual Assessment Day.

Auditing

Students paying tuition for credit courses who wish to audit additional courses in any given term and have that fact recorded on their transcript, may do so for no additional charge. DMin students may audit classes during any term (Fall, J-Term, Spring, and Summer) for no cost if they are registered for courses, in pre-candidacy status, or in candidacy status the previous term, and if they have received the permission of the instructor to audit. At the conclusion of the term, the instructor must verify to the Registrar that the student did, in fact, audit the course. Students who audit and seek a recorded audit, normally, participate in class and do class readings but do not take exams or write papers for the course; expectations should be clarified with the instructor. There is no fee for an unrecorded audit. The instructor's permission is required to audit whether it is recorded or unrecorded.

Incompletes

All students requesting to take an Incomplete in any given course must check with their instructor in advance. It is strongly recommended that students contact instructors in advance of the end of the term, because not all instructors allow Incompletes. The instructor may require the student to complete an Incomplete Form, which is to be filled out by the student and professor and filed with the Registrar. In some cases, instructors will choose to give a student an Incomplete grade at the end of the term without being previously contacted by the student. This is at the discretion of the instructor.

In all cases, incomplete work will be due by August 15 (for all courses from the previous Summer, Fall, J-Term and Spring). The instructor may request assignments be submitted via email or on Canvas; in either case, a copy should be sent to the Registrar.

If work is not turned in to the Registrar by August 15, the student will automatically receive a grade of Permanent Incomplete (PI), except in cases where faculty and students have agreed on a variation to the above policy (a different due date, a different default grade, etc.), using the Incomplete Form.

Students with three incompletes (or, one or more long-standing incompletes) may be prevented from registering for additional courses.

Changing Advisors

Initial advisors will be assigned during the admissions process. Every effort will be made to match a student with a member of the faculty who has expertise in areas related to the student's research interests. Students who wish to change their advisor must first discuss this with the new advisor to confirm the new advisor's readiness to serve in this role, and then the student must have a conversation with the initial advisor to clarify the change. After both the initial advisor and new advisor have agreed, the name of the new advisor should be reported to the Registrar and the Director of the DMin Program. Changing an advisor should be done early enough that the new advisor is an integral part of preparation of the project proposal and thesis.

Human Subjects Review

All students intending to use human subjects in CTS PhD dissertations, STM, MDiv, and MA theses, or DMin projects must submit a form describing the research methods and any potential risks to the research participants, which will be reviewed by CTS's Institutional Review Board. Two central ethical concerns are involved:

1. Human subjects must be treated in a manner consistent with their dignity and autonomy – specifically that they consent freely and in an informed manner to participation in the research;
2. Human subjects must be protected from any risks or harms posed by the research.

There are two major documents to be completed: 1) Research Overview, and 2) Consent Form. The research review is **NOT** intended to assess either the value of the thesis/dissertation topic or of the research design. See Appendix 1 for more details.

Statute of Limitations

The program is designed to be completed in three years. The student can petition to extend beyond three years if necessary and warranted. There is a statute of limitations of six years at which point the CTS faculty will consider separating the student from the program.

Academic Accommodations Policy

When a verified physical, psychological, attentional, or learning disability impacts a student's academic progress, accommodations may be available to assist the student in meeting academic goals. See appendix 2 for more details.

Plagiarism

Plagiarism is commonly defined as the use of others' ideas or words without acknowledgement or attribution. Examples include, but are not limited to the following:

1. copying the words of others (whether published or unpublished) without proper indication (quotation marks, for example) or citation (sources, footnotes, etc.)
2. submitting the work of others in one's own name (buying a paper, downloading or copying from the internet, having another person write for you)
3. failure to acknowledge the source of ideas you are using in your own work
4. paraphrasing the words of others with only minimal alteration and without attribution

Plagiarism is unacceptable at Chicago Theological Seminary. It is grounds for disciplinary action, including separation from the school. The procedure followed when a professor believes plagiarism has taken place can be found in the Student Handbook.

V. CTS Faculty

The CTS faculty is a community of scholars dedicated to academic excellence and to social justice. Not only do we collectively have a substantial record of scholarly publication but also of pastoral ministry and activism; we look forward to journeying with students in this newly established advanced degree program and to supporting their rigorous academic research and substantial strategic action for the increase of justice and mercy in our world.

Brad R. Braxton, Professor of Public Theology and President; BA, University of Virginia-Charlottesville; MDiv, University of Oxford; PhD, Emory University

Stephanie Buckhanon Crowder, Professor of New Testament and Culture, and Academic Dean; BS, Howard University; MDiv, United Theological Seminary; MA, Vanderbilt University; PhD, Vanderbilt University.

W. Scott Haldeman, Associate Professor of Worship; BA, Oberlin College; MDiv, MPhil, PhD, Union Theological Seminary in New York.

Heesung Hwang, Visiting Assistant Professor of Religious Education and Public Ministry; BA, Methodist Theological University (Korea); ThM, Methodist Theological University (Korea); MDiv, Wesley Theological Seminary; PhD, Garrett-Evangelical Theological Seminary.

Rachel S. Mikva, Rabbi Herman E. Schaalman Professor of Jewish Studies and Interim Academic Dean (Fall 2021); AB, Stanford University; MA, Rabbinic Ordination, Hebrew Union College; PhD, Jewish Theological Seminary.

Zachary Moon, Professor of Pastoral Theology and Care; BA, Vassar College; MDiv, Chicago Theological Seminary; PhD, Iliff School of Theology.

José Francisco Morales Torres, Assistant Professor of Latinx Studies and Religion; BA, Judson University; MDiv, McCormick Theological Seminary; PhD, Claremont School of Theology.

Kameelah Mu'Min Rashad, Visiting Assistant Professor of Psychology and Muslim Studies; BA, Med, University of Pennsylvania; MRP, International Institute of Restorative Practices; PsyD, Chestnut Hill College,

Christophe Ringer, Associate Professor of Theological Ethics and Society; BA, University of Illinois at Champaign-Urbana; Graduate Certificate, University of Illinois at Chicago; MDiv, Vanderbilt Divinity School; PhD, Vanderbilt University.

Bo Myung Seo, Professor of Theology and Cultural Criticism; BA, Drew University; MA University of Chicago; MDiv and PhD, Chicago Theological Seminary.

Ken Stone, Distinguished Service Professor of Bible, Culture and Hermeneutics; BA, Lee College; MDiv, Church of God School of Theology, Cleveland, Tenn., ThM, Harvard Divinity School; MA, Vanderbilt University; PhD, Vanderbilt University.

JoAnne Marie Terrell, Associate Professor of Ethics and Theology and Kenneth B. Smith Chair of Public Ministry; BA, Rollins College; MDiv, M Ph, PhD, Union Theological Seminary.

Examples of DMin Courses currently in preparation by Faculty:

Brad Braxton:

- “Leadership for Public Ministry”
- “Homiletics for the Public Square”

Stephanie Buckhanon Crowder:

- “Imposter Syndrome and the Public Square”
- “Womanist Ways for the Public Square”
- “The Bible in the Public Square”
- “Motherhood Moves in the Public Square”
- “Preaching in the Public Square”

Scott Haldeman:

- “Theories and Theologies for Public Ministry”
- “Ritual for social change”

Rachel Mikva:

- “Interreligious Engagement: Leadership in our Multifaith World”
- “Religion and the State”

Zachary Moon:

- “Trauma-informed ministry”

José Francisco Morales Torres:

- “Global sensitivity in Public Ministry”

Bo Myung Seo:

- “Public Theology”

These are just examples. We will add to this list as we hear the advanced ministry courses being developed by these and other faculty. We are also undertaking a search for a new faculty member who will serve, in part, as DMin Director and will bring expertise in advanced research tools for Public Ministry.

Responsibilities of Faculty in light of Tri-term’s implementation and sabbaticals

Faculty members serve under an academic-year appointment (2 of 3 tri-terms). The remainder of the year is at the disposal of individual faculty members, in consonance with their overall professional responsibilities. Faculty members are therefore normally out of residence during one of the three tri-terms each year. Students may request that faculty members assist them with their programs when they are “out of residence.”

Faculty members normally continue to work with their DMin advisees during a regularly scheduled sabbatical. Because availability may be limited, however, students should consult with their advisors prior to a sabbatical to determine how they will communicate and interact during the sabbatical period. Because

of faculty projects that take place while they are on sabbatical, it is not always possible for professors to be available at all times.

Faculty “In residence” schedule

Currently, Professors Moon and Mikva are in residence Summer and Fall terms; and, Professor Ringer is in residence in Spring and Summer terms. The rest of the full-time faculty are in residence Fall and Spring terms.

Tentative Faculty Sabbatical schedule

Fall 2023	Morales, Seo
Fall 2024	Haldeman, Terrell
Spring 2025	Crowder
Fall 2025	Ringer

APPENDICES

Appendix 1: Human Subjects Protocol

All students intending to use human subjects in CTS PhD dissertations, STM, MDiv, and MA theses, or DMin projects must follow these guidelines, which will be reviewed by CTS's Institutional Review Board. The purpose is to ensure an adequate review of the research regarding two central ethical concerns:

3. Human subjects are treated in a manner consistent with their dignity and autonomy – specifically that they consent freely and in an informed manner to participation in the research;
4. Human subjects are protected from any risks or harms posed by the research.

There are two major documents to be completed: 1) Research Overview, and 2) Consent Form. The research review is **NOT** intended to assess either the value of the thesis/dissertation topic or of the research design.

I. Research Overview (Be as specific as possible)

- A. Describe the nature and purpose of the research, the number of human subjects that will be involved and the research instrument(s) to be used. (interviews, focus group, surveys, etc.)
- B. The Research Procedures: How will research be conducted? What will it entail? e.g. (*"I will interview the subjects in their homes or a place of their own choosing. I intend only one interview per subject; the interview should last about one hour. I will take notes during the interview, I will only tape record the interview with the subject's permission."*)
- C. Subject recruitment and selection: How will you recruit, select and generate a pool of subjects?
- D. Relationship to these subjects
 - a. Pastor
 - b. Teacher
 - c. Relative
 - d. Associate
 - e. Other
- E. Risk and Benefits: State what benefits and what risks you perceive the research posing to the subjects.
- F. Confidentiality and/or Anonymity: State how the confidentiality and anonymity of data/subject will be preserved. Consider the following questions in your overview:
 1. How will data be stored? (The suggested standard is to: 1) store data in a secured/locked manner, and 2) store any key which links the data to the names or identifiers of subjects in a secured/locked manner away from the data)
 2. How long will the data be kept? How will data be destroyed?

3. What will happen to the data if something happens to you, preventing you from taking the provisions outlined here?
4. If appropriate, how will you collect and analyze the data to insure anonymity?
5. If appropriate, how will you officially report that data to insure anonymity?

II. Consent Form

The researcher should keep the original signed document and give a copy to the subject. The subject should also receive a copy of the survey instrument or schedule of questions used in the research. If the instrument is not yet completed or the interview is to be open-ended, include some sample questions, indicating the nature of the information/data sought from the subject. Also, if the consent form provided does not meet the needs of a specific project, the researcher can create an adapted version in cooperation with the advisor to be approved by the Institutional Review Board.



Sample Consent Form

Title of the Project _____

Name of Researcher _____

I _____ (print) have been asked to participate in a research study as a part of the (PhD /DMin/STM/MA program at CTS). I understand that this research will focus on _____

_____ and will involve (interview/survey/focus group discussion, etc.) that will take place _____

_____ and will last until _____. I understand that the risks

involved in this project include [or none]_____, my anonymity

will be protected and the records and information will be stored securely and only the researcher will

have access to them and they will be discarded after the study is completed. I also understand that I

am free to refuse to answer any specific questions and to terminate or withdraw completely from the

research at any time. While the researcher has copyright protection and retains all intellectual and

commercial rights to the materials, I can have access to cite or quote the work for my own purposes.

By signing this document I consent to participate in this study.

Signature of Subject _____ Date _____

Signature of Researcher _____ Date _____

For information contact Researcher at:

Email _____ Phone number _____

Adapted for use from the Doctoral Council, GTU, 2014.



Appendix 2: Academic Accommodations Policy

Requests for Accommodations¹

When a verified physical, psychological, attentional, or learning disability impacts a student's academic progress, accommodations may be available to assist the student in meeting academic goals.

If you need accommodations, please fill out the form and contact the Assistant Director of Student Formation, to schedule a conversation about the accommodation process and possible study plans.

Diagnostic paperwork or other documentation should be sent to the Registrar, Tina Shelton, along with a copy of your form. All records will be handled in confidence. Once the Dean has approved the accommodations, the Registrar will provide a letter that you should give to professors at the start of every term. This letter will last throughout your program unless your disability is temporary.

Students who believe they may have a learning difficulty that has not been identified can make an appointment to discuss their academic history in order to determine what may be hindering academic progress. Confidential advising with Amy is available.

Disability Documentation

When determining what accommodations are appropriate for students, it's important to understand how their disabilities will likely impact their academic progress at Chicago Theological Seminary. We request a self-report from students (see below) and support documentation from external sources.

Helpful 3rd-party information includes records of past accommodations and services from college and/or other graduate programs, formal psychological or medical evaluations, and letters from past health or service providers. Students do not need to share *everything*—just those records that are most helpful in documenting the disability/disabilities that prompt the request for accommodations.

Request for Accommodations

¹ Language adapted from Trinity Christian College.

Student's Name_____

Home Address_____

City_____ State_____ Zip_____

Email_____

Diagnosed disability/disabilities relevant to accommodations request:

Please share information that will be useful in thinking about appropriate accommodations to help you succeed in your learning:

- What tools or strategies facilitate your learning?
- What potential barriers can you anticipate?
- How does your disability interact with communication, classroom learning, reading and writing, technology, and the physical environment?

Accommodation(s) I am requesting from the Seminary (permanent and temporary):

I've had the following accommodations at other educational institutions:

Please identify the documentation attached to this request:

I authorize the Seminary to arrange for reasonable accommodation(s), to share limited information with others as necessary, and to obtain additional information from the individual(s) listed below if needed.

Student's Signature: _____ Date: _____

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#:

Name of Diagnostician:

Address:

Phone#: