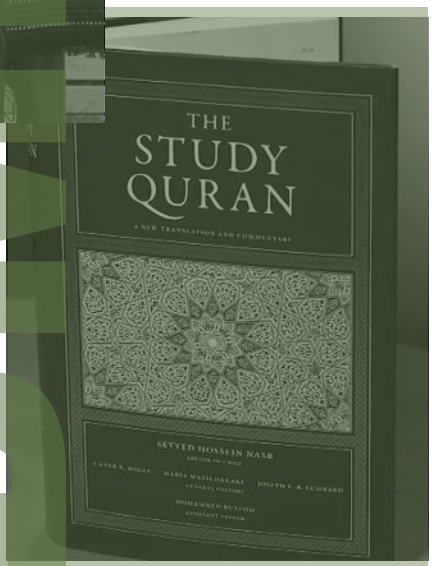
DOCTOR OF MINISTRY

Program Handbook

The CTS Doctor of Ministry degree is a three-year, 30-credit advanced program that can be completed fully online. The program equips experienced religious leaders for serious engagement with significant public issues from the perspective of diverse religious, spiritual, and ethical traditions, preparing them for effective leadership in a range of contexts including congregations, chaplaincy ministries, and service organizations.



DOCTOR OF MINISTRY (DMin) PROGRAM HANDBOOK

2026-2027

Revised July 2026

CHICAGO THEOLOGICAL SEMINARY

JUSTICE LIVES HERE

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Statement of Institutional Mission and Commitments

Chicago Theological Seminary, a graduate school affiliated with the United Church of Christ, serves God, diverse religious and spiritual communities, and the larger world by educating persons theologically and cultivating the intellectual, spiritual, and ethical capacities of lay and ordained religious leaders, scholars, activists, and others who contribute to the increase of justice and mercy.

Guided by the Spirit of the Divine, inspired by ancient and contemporary prophets, sages, and sacred texts, informed by numerous religious and philosophical traditions, 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;
- 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 groundbreaking work in Jewish, Christian, and Islamic Studies to advance understanding and collaboration among the rich multiplicity of spiritual traditions and lifestances;
- 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;
- 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;
- 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,
- 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.

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 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 include Interreligious Engagement, the Study of Black Faith and Life, LGBTQIA+ 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 equips 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 completely online. The program culminates in a DMin project in ministry and a written thesis based upon the project, examined through an oral defense. Projects of successful graduates will engage pressing issues in public ministry in both religious communities and broader societies.

The 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.

The Learning Outcomes

I. Integrating Theory, Theology, and Leadership: Demonstrate advanced critical thinking within a student's lifestance 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. Recognizing that faith communities outside of the Christian tradition have not historically used the MDiv structure as the normative path for preparing religious leaders, and spiritual formation and leadership development often occur through alternative but equally rigorous pathways. Applicants may meet this requirement with a Master's degree in education (especially when related to teaching in faith-based institutions), nonprofit leadership, classical study in sacred texts and language, or substantial ministerial leadership and teaching experience in faith-based institutions or service organizations. The assessment will be conducted by the DMin program director. See this document for details about how this is assessed.
- Minimum of three years of professional ministry or religious leadership, or its equivalent.
- An autobiographical essay. Describe your spiritual and professional journey, and tell us what inspired 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 for your DMin research project and why? (1500 to 2000 words)
- A superior academic record in previous undergraduate and graduate studies.
- Four letters of reference and recommendation from relevant referees who can speak to your academic and professional competencies.
- Applicants for whom English is not a first language are required to submit language test scores. They may submit TOEFL (Test of English as a Foreign Language) scores that have been completed no more than two years prior to application, or they may take the Duolingo English Proficiency Test; the minimum test score for Duolingo is 120. The language test

requirement may be waived if the applicant has completed another degree, in English, in the US.

Applications may be obtained by contacting the Chicago Theological Seminary Admissions Office (admissions@ctschicago.edu) or on the CTS webpage (www.ctschicago.edu). As you apply, please be assured that 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 (30 credits) 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 beginning of the second year of coursework, the student submits a Program of Study for approval by the DMin Committee.
4. Thesis Proposal: Before the start of the third year, the student submits a proposal for their 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 – Public Ministry: Orientations (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)	Elective (3 cr)	Students complete Project and Thesis Proposal

Year 3

Fall	Spring
Required DMin Thesis Writing Seminar 1 (1.5 cr)	Required DMin Thesis Writing Seminar II (1.5 cr)
Elective (3 cr), if needed	Oral examination of thesis

Summary:

- Three 3-credit cohort courses
- Six 3-credit elective courses (500/600 level) can be taken in any term during program, Fall, January, Spring, May, or Summer
- Two 1.5-credit credit cohort courses in the third year (i.e., one course spread over the Fall and Spring terms of Year 3)
    - 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

Public Ministry: Orientations (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 Thesis Writing Seminar I (1.5 credits) and DMin Thesis Writing Seminar 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/Bayan 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 the above requirements. It is normal for certain revisions to the proposed plan to occur during the course of completing the DMin. However, all revisions must be approved by the student's advisor, and certain revisions may require the approval of the DMin program committee. Once the student's advisor reviews and approves the proposal, it must be submitted to the DMin program committee for approval. The student must email the proposal to the DMin Program Director, who will present 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 people connected in some way to the project's local context who will partner with a student to ensure community accountability and uphold ethical integrity. The proposal will clarify how the project and thesis address 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 submitting it 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 deemed ready, an oral defense is held.

Alongside the course, students should maintain close contact with their advisor for guidance and critique at every stage of writing. It is the advisor who will determine 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 the writing center.

Final versions of the thesis must be submitted through the Canvas submission page.

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

Oral Examination

The oral qualifying examination is scheduled in consultation with the Registrar once the thesis is approved as "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 member, and possibly an outside examiner. When possible, an examination team will review the theses of two or three students in the same session. Student colleagues will have the opportunity to read their peers' theses and to ask one or two questions. However, results of the exam 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 courses elsewhere who wish to officially transfer to CTS must submit a written request to the Registrar. The courses must be graduate level (doctoral level for doctoral students), and not count toward another degree. Two elective courses 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 not be accepted for transfer. Transfer credits do not impact a student's cumulative GPA, and the grades of transferred courses are not listed on a student's CTS transcript. Any questions about what constitutes an acceptable transfer credit should be directed to the Registrar, who will consult with the Academic Dean, DMin Director, or other faculty members as needed.

Student Learning Assessment and Program Assessment

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

Incompletes

All students requesting to receive an Incomplete in any course must check with their instructor in advance. It is strongly recommended that students contact instructors before the end of the term, because not all instructors allow Incompletes. The instructor may require the student to complete an Incomplete Form, which should be filled out by both the student and professor and then filed with the Registrar. In some cases, instructors may assign a student an Incomplete grade at the end of the term without prior contact by the student. This decision is at the discretion of the instructor.

Incomplete work from courses held during the summer term, May-Term, and fall term is due by August 15 of the following year. Incomplete work from J-Term and spring is due by January 15 of the following year. 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 submitted 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 (such as a different due date, a different default grade, etc.), by 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 that role, and then the student must have a conversation with the initial advisor to clarify the change. Once both the initial and new advisor agree, the student should report the new advisor's name 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 their 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 with dignity and autonomy, specifically that they give informed consent freely to participate in the research;
2. Human subjects must be protected from any risks or harms posed by the research.

There are **two** documents to complete: 1) Research Overview, and 2) Consent Form. These must be submitted through the Canvas IRB submission page. The research review is **NOT** intended to assess either the value of the thesis/dissertation topic or the research design. See Appendix A for more details.

Statute of Limitations

The program is designed to be completed in three years. Students 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 generally 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 attribution, such as quotation marks or citations (sources, footnotes, etc.)
2. Submitting the work of others in one's own name (buying a paper, downloading or copying from the internet, AI-generated, or having someone else write for you)
3. Failing 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; 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.

Kamilah Hall Sharp, Assistant Professor of Hebrew Bible and Public Ministry; BS, Florida A&M University; BA, Bethel University; JD, Indiana University School of Law; MDiv, Memphis Theological Seminary; PhD, Brite Divinity School.

Rachel S. Mikva, Rabbi Herman E. Schaalman Professor of Jewish Studies; AB, Stanford University; MA, Rabbinic Ordination, Hebrew Union College; PhD, Jewish Theological Seminary.

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 Oseguera, 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.

Jihad Turk, President of Bayan Islamic Graduate School; BA, University of California, Berkeley; MA, University of Texas, Austin; EdD, University of Southern California.

Responsibilities of faculty in light of the tri-term 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. As a result, faculty members are generally 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. However, since availability may be limited, students should consult with their advisors prior to a sabbatical to determine how they will communicate and interact during the sabbatical period. Because 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, Professor Mikva is in residence during the 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 during Fall and Spring terms.

Faculty Sabbatical schedule

Summer 2026	Mikva
Fall 2026	Hall Sharp
Spring 2027	Morales, Seo

Contact Information

Dr. Scott Haldeman (Director of the CTS DMin Program – Fall 2026)
Associate Professor of Worship
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Dr. Jibril Latif (Director of Bayan's DMin Program)
Dean of Bayan Islamic Graduate School
jlatif@bayanonline.org

Ms. Kylie Stochel
Registrar
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kylie.stochel@ctschicago.edu

Appendix A: 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:

1. Human subjects must be treated with dignity and autonomy, specifically that they give informed consent freely to participate in the research;

2. Human subjects are protected from any risks or harms posed by the research.

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

I. Research Overview (Be as specific as possible)

A. Describe the nature and purpose of the research, including the number of human subjects that will be involved and the research instrument(s) to be used, such as interviews, focus groups, surveys, etc.)
B. The Research Procedures: How will the research be conducted? What will it entail? e.g. *(For example, "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, and 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/Imam/Other Religious leader
    b. Teacher
    c. Relative
    d. Associate
    e. Other
E. Risks and Benefits: State the possible benefits and risks you perceive the research poses to the subjects. Since the purpose of this review is to ensure research subjects are protected from any harm, please be especially thorough in your assessment of potential risks.
F. Confidentiality and/or Anonymity: Explain how the confidentiality and anonymity of data/subjects 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 secure/ locked manner, and 2) store any key that links the data to the names or identifiers of subjects in a secure/locked manner <u>away from</u> the data.
    2. How long will the data be retained (note: data must be retained for three years), and what is the plan for destroying the data?
    3. What will happen to the data if something happens to you, that prevents you from taking the provisions outlined here?
    4. If applicable, how will you collect and analyze the data to ensure anonymity?

5. If applicable, how will you officially report that data to ensure anonymity?

G. Provide a list of sample questions you will use in interviews, surveys, or focus groups.

II. Consent Form

The researcher should keep the original signed document and provide 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 for approval by the Institutional Review Board.

Sample Consent Form – Please adapt for your own project

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 Chicago Theological Seminary. I understand that this research will focus on _____

_____

_____ and will involve [interviews/surveys/focus group discussions, etc.] that will take place _____ and will last until _____. I understand that the risks involved in this project include_____,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.

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