ECUMENICAL DOCTOR OF MINISTRY DEGREE

CATHOLIC THEOLOGICAL UNION AT CHICAGO
LUTHERAN SCHOOL OF THEOLOGY AT CHICAGO
MCCORMICK THEOLOGICAL SEMINARY

PROGRAM MANUAL

Amended January 2019

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PART 1: GENERAL PROGRAM DESCRIPTION

1.1 **PROGRAM GOALS**

The Ecumenical Doctor of Ministry (EDMin) program prepares experienced ministers to form others for ministerial leadership, and equips them as practical theologians in an ecumenical, intercultural and interfaith context.

1.2 **PROGRAM DESCRIPTION**

The EDMin program is an advanced degree for ministers (lay and ordained) with significant experience in ministry who wish to acquire this highest professional credential. This program is sponsored jointly by the Catholic Theological Union, Lutheran School of Theology at Chicago, and McCormick Theological Seminary. The degree program integrates an advanced mastery of theological concepts with a continued development of pastoral skills to enhance the practice of ministry. It is distinguished by its emphasis on practical theology as a framework for developing strategies for ministry.

1.3 **PROGRAM DESIGN**

The program consists of 10 courses (30 semester credit hours). These courses are distributed as follows:
        Core Colloquium, 2 courses (6 semester credits)
        Courses inside the concentration, 4 courses (12 semester credits)
        Courses outside the concentration, 2 courses (6 semester credits)
        EDMin Thesis-Project, 2 courses (6 semester credits)

Six courses are distributed to include four courses in the area of concentration and two courses outside the area of concentration. One course in the concentration addresses research methods specific to that concentration. Courses are ordinarily seminars; doctoral students are ordinarily not allowed to take lecture courses as part of their EDMin work.

1.4 **PROGRAM DURATION**

The minimum time required for the course work, aside from the thesis-project, is one academic year plus a one week intensive which initiates Core I. Preparation and approval of the thesis-project requires approximately one academic year. The entire program would ordinarily be completed in not less than two nor more than five academic years; the date establishing the final date of the program for each student is noted on their program proposal (Appendix A.3-A.4). Flexibility in the program allows participants to pursue the degree on a part-time basis, ordinarily as long as they complete Core Colloquia I their first year. Applicants to the program are ordinarily allowed to anticipate no more than two courses (one inside the concentration and one outside the concentration) before beginning Core I.

1.5 **PROGRAM OUTCOMES**

The graduate of the Ecumenical Doctor of Ministry degree:
        1. Integrates an advanced understanding of practical theology as a theological discipline and as a fundamental lens for engaging in ministerial practice;

2. Leads others in collaborative ministry that recognizes and honors the plurality of contexts and perspectives;
3. Cultivates a mature spiritual and ethical sensitivity as the basis of ministerial choices;
4. Competently researches, writes, and teaches on ministry-related topics.

PART 2: THE CONCENTRATIONS

2.1   **EDUCATING FOR WITNESS**

The concentration "Educating for Witness" is designed for those who assume leadership in educating believers both in the knowledge and in the practice of their faith. It combines religious education, communications, proclamation, what some call "evangelization" and catechesis with the study of key religious values and practices (e.g., peace-building, the promotion of justice, etc.). The concentration invites students to consider together such key values and practices side by side with the strategic means for forming people in these values and practices. This concentration is designed primarily for those interested in strengthening in faith those who have already professed belief, and are open to deepening that commitment through witness. This concentration is open to those who have previous experience, broadly speaking, in educational ministries and faith formation ministries.

2.1.1   **Concentration Objectives:** Students in this concentration will be able to:

a.   articulate a rich understanding of the nature of Christian or other religious form of witness;

b.   demonstrate in-depth theological and practical knowledge about specific practices of Christian witness;

c.   exercise advanced skill in communicating the nature of witness from a faith perspective;

d.   demonstrate mastery of the appropriate methods for achieving such witness;

e.   possess a personal capacity for engaging in witness from a religious perspective;

f.   develop the appropriate theologies/spiritualities that sustain communities in faithful witness.

2.1.2   **Courses:** Students in this concentration are required to take:

a.   the designated methods course;

b.   at least one course addressing the history, theology and/or praxis of a particular form of "witness" (e.g., reconciliation, peace-making, etc.) or a particular praxis which requires the response of witness from a religious perspective (e.g., human rights abuse, depletion of natural resources, etc.);

c.   at least one course concerned with the communicative, educational or proclamatory nature of witness (e.g., media, catechesis, preaching).

2.2   **HISPANIC THEOLOGY AND MINISTRY**

This concentration is intended to equip experienced ministers, both those of Hispanic descent and those of other racial/ethnic/cultural backgrounds, for ministry and leadership in our churches in light of changing demographics as well as in specifically Hispanic ministries.

This concentration will bring together critical reflection on the lived praxis of Hispanic communities with the unique body of theological scholarship that has emerged from Latino@ theologians, especially over the past thirty years. The integral relationship between the lived daily experiences of Latino@ communities and the theological reflections that emerge from within these contexts is articulated as *teología y pastoral en conjunto*. This relationship recognizes the intrinsic connection between theology and ministry as one of mutual accountability lived in community. Therefore the works and insights of Hispanic theologians and ministers has a privileged (although not exclusive) place in the name of the program as well as in its design.

2.2.1   **Concentration Objectives:** Students in this concentration will be able to:

a.   critically reflect on the lived praxis of Hispanic/Latin@ communities;

b.   identify, articulate, critically assess, employ and theologically reflect on sources, key hermeneutical lenses and methods found in the scholarship of Latin@ theologians and biblical scholars and scholars of religion;

c.   interact in a manner that privileges a mutually accountable process of constructing knowledge collectively, i.e. *teología y pastoral en conjunto*.

2.2.2   **Courses:** Students in this concentration are required to take:

a.   Latin@ Methods in Theology—required (3 credits)

b.   Three courses with explicitly Latin@ themes

A reading and speaking knowledge of Spanish is recommended and encouraged but not a pre-requisite or a requirement for the program.

The EDMin thesis-project in either this or other concentrations may be written in either English or Spanish, provided that the student is able to assemble a board according to the standard criteria (noted in 4.3.1.a below) that is capable of reading the work if in Spanish.

2.3   **INTERCULTURAL STUDIES AND MINISTRIES**

"Intercultural ministries" are those exercised by persons who are not members of the culture in which they are ministering, or ministries exercised in a minority culture. In the latter case, the minister may be a member of that same minority culture. Thus, the program deals with the relational dynamics between both outsiders and insiders in varied cultural situations. This is a concentration for persons who already have experience in intercultural ministry. Consequently,

the five-year minimum ministerial experience prerequisite for entry into the program should have been in a specific intercultural setting. The concentration focuses on areas of ministry where cultural differences raise special challenges to pastoral ministry and mission. Skills development focuses on tools for analysis of cultures, communication across cultural boundaries, and differing styles of leadership appropriate to living on cultural boundaries. Theory centers on the understanding of cultures, the intersection of culture and theology, and the formation of communities within and across cultural and faith boundaries. The concentration is interdisciplinary and ecumenical.

2.3.1 **Concentration Objectives:** Students in this concentration will be able to:

    a.   articulate the specific character of ministry in cross-cultural settings;

    b.   demonstrate considerable knowledge about cross-cultural and/or interfaith communication;

    c.   exercise advanced skill in cross-cultural and/or interfaith communication;

    d.   conduct social and cultural analysis appropriate to ministry across cultural boundaries;

    e.   articulate the theologies that shape and inform communities in cross-cultural settings;

    f.   negotiate the differences involved in cross-cultural boundaries and interfaith relations;

    g.   develop the appropriate theologies/spiritualities that sustain communities in boundary-crossing situations.

2.3.2 **Courses:** Students in this concentration are required to take:

    a.   the designated methods course;

    b.   one course with a specific cultural/religious focus;

    c.   two other "C" courses.

2.4 LITURGY

The concentration in liturgy prepares people to attend to the entire worship event in order to render it more authentic and effective. It combines historical and systematic studies with emerging pastoral methods to enable students to construct worship in the light of liturgical traditions and to assess the effectiveness of worship in particular communities. It is a concentration for persons who already have experience in liturgical ministries, not for those who wish to enter this ministry for the first time. Consequently, the five years of ministerial

experience prerequisite for entry into the program should include a significant focus on liturgical ministry.

2.4.1 **Concentration Objectives:** Students in this concentration will be able to:

a. identify the various liturgical methodologies currently operative in the field (e.g. historical, systematic, and pastoral);

b. demonstrate a broad knowledge of the history, theology ,and practice of Christian worship;

c. exhibit a systematic approach to the various "languages" of worship (e.g. ritual structures, texts, music, and environment);

d. recognize the various theologies operative within a liturgical event (e.g. the implied Christologies, ecclesiologies, soteriologies);

e. recognizes the cultural bases for ritual;

f. train others to implement effective public worship in a collaborative style.

2.4.2 **Courses:** Students in this concentration are required to take:

a. the designated methods course;

b. three other W courses, ordinarily drawn from the following offerings:

    i.   liturgy and context
    ii.   ritual studies
    iii. liturgy and time
    iv.   liturgical theology
    v.   liturgical history
    vi.   liturgy and catechesis
    vii. liturgy and the arts.

2.5   SPIRITUALITY

Spirituality addresses the concreteness of the ways human persons foster and express their most authentic urges toward truth, justice, joy, and love. For Christians, the norm of spiritual living is the unique revelation of God in Jesus and the continuation of this revelation through their communion in the Spirit. Christian spirituality, therefore, is fundamentally ecclesial; the spirituality of Christians is formed within the context of a faith community.

In view of this, the concentration in spirituality is designed to enhance the intellectual and pastoral skills of those whose ministerial goal is to foster spiritual development through leadership within communities. Participants in this concentration will enter into dialogue with contemporary scholarship in the academic field of spirituality, as well as in other theological disciplines and the human sciences. They will be encouraged to integrate their pastoral

expertise as spiritual leaders with intensified theological, historical, and cross-cultural awareness.

This concentration is intended for people who already have experience in spiritual ministry, not for those who wish to enter this field for the first time. Consequently, the five years of ministerial experience prerequisite for entry into this program should include significant focus on spiritual ministry.

2.5.1 **Concentration Objectives:** Students in this concentration will be able to:

    a.   converse intelligently about current issues in the developing academic discipline of spirituality;

    b.   employ appropriate methodological tools in appropriating the rich theological, biblical, and spiritual traditions in relation to concrete pastoral situations;

    c.   work in an interdisciplinary manner (e.g., employing systematic theology, psychology, the social sciences, inter religious dialogue, etc.) with issues in spirituality;

    d.   assess spiritual needs with appropriate attention to contextual factors, such as culture, history, gender relations, etc.;

    e.   foster effectively the integral relationship between individual and communal spiritual growth.

2.5.2 **Courses:** Students in this concentration are required to take:

    a.   the "Foundations for the Study of Spirituality" course that functions as the methods course in this area;

    b.   at least one additional S course focusing on historical traditions of spirituality;

    c.   at least one S course focusing on a set of psychological, cultural, and/or pastoral issues relevant to spiritual leadership.

PART 3: POLICIES AND PROCEDURES

Policies and procedures of the Ecumenical Doctor of Ministry program fall within the purview of the respective school of matriculation and/or the Ecumenical Doctor of Ministry committee. The Ecumenical Doctor of Ministry Committee is composed of the academic deans and directors of D.Min. programs of the three sponsoring schools. The committee may agree to the membership of other individuals as well. The responsibilities of the committee include:

a.   monitoring the program, and suggesting necessary changes in program design, structure, and implementation;

b.   monitoring the progress of students, and approving students for candidacy;

c.   serving as consultants to the EDMin director when issues or crises arise.

3.1   **ADMISSIONS**

3.1.1   **Prerequisites**: Applicants hold an M.Div. degree or the equivalent of three years of graduate theological studies across the breadth of the theological disciplines with a cumulative average of 3.0 or higher. M.Div. equivalency is determined according to the number of credits earned as well as the breadth of the theological education achieved. Ordinarily applicants have completed five years of full time ministerial experience, and such experience followed the completion of their first ministerial degree.   Accepted applicants must also provide evidence of developed skill in academic research and writing, or take a Research Skills course at the beginning of their EDMin studies.

3.1.2   **English Language Proficiency:** English language proficiency for the EDMin can be met in one of 4 ways: [approved by EDMin committee on 17 March 2008]

a.   the TOEFL exam with an Internet total score of 79 [213 computer, 550 paper], with a 20 minimum in four sections of reading, listening, speaking and writing;

b.   The IELTS (international English Language Testing) with a minimum score of 6.5, with a minimum score of 6 in the reading, writing, listening, and sections;

c.   an undergraduate or graduate degree from an institution in which English was the instructional language;

d.   4 semesters of ESL from an accredited institution;

e.   A documentable exemption from the above, e.g., extensive ministerial experience in an English speaking context, a bilingual family of origin where English was one of the domestic languages, extensive education instruction apart from college or university in English (e.g., a British style prep-school), etc.

3.1.3 **Documentation:** All applicants complete and submit the following with a completed application form:

a. official transcripts from all colleges, universities, institutes, ACPE programs attended;

b. a curriculum vitae;

c. an annotated list of one's readings in theology and ministry (books, journals, other resources) over the past two years;

d. an essay of 1000 to 1500 word essay that includes:

   i. a statement of personal goals in ministry,
   ii. a descriptive self-assessment of one's ministry(s),
   iii. connections between one's goals, self-assessments and readings identified in the provided annotated list
   iv. applicants from a faith tradition other than Christian should describe why they choose to study on this academic level in this interfaith context;

e. three (3) letters of recommendation: one each from an ecclesiastical superior, from someone who can attest to the applicant's academic ability, and from a colleague in ministry;

f. documentation of English Language competency, according to the requirements outlined in 3.1.2 above;

g. payment of a non-refundable application fee (payable to the school through which the applicant wishes to matriculate);

h. international students who are not US citizens nor hold a green card need to demonstrate that they have the financial support required to study within the US. This is achieved through a "letter of financial support," that must clearly state that the sponsor of the international student is committed to support the student for the cost of studying in the U.S. The projected cost of such studies is available through your school of matriculation.

The cooperating schools reserve the right to interview applicants applying through their institution.

3.1.4 **The admission process:**

a. The academic services assistant at Catholic Theological Union compiles dossiers and distributes completed applicant files to the respective D.Min. director of the school of matriculation.

> b. The admission procedure of each cooperating school determines acceptance and provides for notification of both the student and the EDMin director.

3.1.5 **Refused applicants:** An applicant who has been refused admission by one of the cooperating schools is not eligible to apply to another cooperating school.

For more information about the admission process please contact the school of matriculation. For Catholic Theological Union, please refer to the respective website: CTU at www.ctu.edu, LSTC at www.lstc.edu, MTS at www.mccormick.edu.

3.2 ADVISEMENT

3.2.1 **Advisement:** Initial advisement is offered to all incoming students according to their area of concentration. Advisement may occur in person, by phone, online or as a central part of the intensive Core I experience. Students are assigned a permanent advisor following the initial advisement. It is preferable that the permanent advisor is from the school of matriculation. The permanent advisor may or may not become the thesis-project director. Once a student achieves candidacy and is in the writing phase of their thesis-project, the director of the thesis-project becomes the advisor of record.

3.2.2 **Program Proposal:** During the process of advisement, the student completes a program proposal (Appendix A.3-A.4). This proposal is an outline of all courses that, along with the core colloquia and the thesis-project, comprise the student's program. In consultation with their permanent advisor, all full-time EDMin students must complete the proposal during their first full semester in the program, all part-time students by the end of their second semester in the program. The proposal is approved when it is signed by the student, the advisor and the EDMin director. Approved proposals are forwarded to the respective school of matriculation.

Changes in the program proposal may be made with the permission of the academic advisor and the EDMin director (Appendix A.5).

3.3 COURSE SELECTION

3.3.1 **Advanced Seminars:** Ordinarily, all courses in a student's EDMin program are advanced seminars. At CTU, this means that they are at the 5000 or 6000 level. When taking courses at other schools, students must verify in consultation with their respective D.Min. directors and the professor that the courses are at an equivalent level.

3.3.2 **Independent studies:** These may be part of a student's program. Such courses ordinarily originate with the student, who requests a faculty member to direct an independent study. The student is responsible for presenting an initial proposal to the professor at the time of the request, altering and revising the proposal until it is approved and initialed by the professor and the advisor. Ordinarily no more than a single independent

study is allowed as part of an EDMin student's program, and it is considered an exception whose value to the program needs to be demonstrated by the student.

3.3.3   **Upgraded courses:** In exceptional cases, a student may upgrade a master's level course (e.g., at the 4000 level) to EDMin level by doing advanced work negotiated with the professor that renders this course worthy of doctoral credit. This is permitted when the student can demonstrate that a particular course is pertinent to the student's focus of interest. These exceptions must be approved individually by the EDMin director. No more than one such upgrade may be a part of any student's program.

3.3.4   **Transfer of Credits**: Students may ordinarily transfer into the program not more than one course in the area of concentration and not more than one course outside the area of concentration. To be eligible for transfer, credits ordinarily must have been earned within the seven years prior to application and at D.Min. level work, i.e., ordinarily a seminar course at advanced M.A. or Ph.D. level with a grade of B or higher. Transfer credits are approved by the appropriate academic dean upon the recommendation of the EDMin director (Appendix A.6). Because of the cooperative nature of the Association of Chicago Theological Schools, no transfer of credit is required between these institutions, but only cross-registration.

3.4   **REGISTRATION**

3.4.1.   **Initial Registration:** Following acceptance into the program, incoming students contact the EDMin director to arrange for initial advisement according to their area of concentration. Advisement may occur in person, by phone, online or as a standard part of the Core I intensive. After receiving initial advisement students complete registration.

3.4.2   **Subsequent Registrations:** Registration for all succeeding semesters occurs at the times posted each semester by the registrar of the appropriate school. Students follow the registration procedures of the institution through which they entered the program.

3.4.3   **Cross-Registration:**

a.   Students enrolled in the EDMin program enjoy the privilege of taking courses at the three sponsoring Institutions (CTU, LSTC and MTS) at no additional tuition charge. Courses may, with permission, be taken at other institutions in the Association of Chicago Theological Schools (ACTS); however these courses may be subject to additional tuition fees according to the policies of the school of matriculation.

b.   Students, with permissions, may also enroll in courses at the University of Chicago or DePaul University. Such courses may be subject to additional tuition fees according to the policies of the school of matriculation.

c.   Credit for courses taken at schools other than the three sponsoring institutions may be applied toward the degree requirements. With demonstrable cause and permission, up to one-third of a student's work may be done in these other schools.

3.4.4 **Continuance:** Students who do not register for any courses during a given semester, including those semesters when the student is writing the thesis-project maintain their status in the program by completing for that semester a Continuous Registration Form. Continuous enrollment does not stop the clock on the degree timeline

3.4.5 **Extensions:** If a student needs to take an incomplete in a course, prior to the end of the semester the student must follow the procedures of the institution at which that course is taken. An incomplete that is not resolved within the time each institution allows may result in dismissal from the program. Students with incompletes ordinarily are not allowed to register the following semester for further course work.

3.4.6 **Withdrawals:** Students may withdraw from any course with the permission of the academic advisor and the EDMin director. Students follow the procedures at the school in which the course is taken.

3.5 GRADING

3.5.1 Grades are given at the end of each semester and published by the respective registrar.

3.5.2 Letter grades are given for all EDMin students in all of their course work, except Core II which is Pass/Fail. Students should consult the school in which a particular course is offered for the grading scale.

3.5.3 Students must maintain a 3.0 cumulative quality point average in the program. EDMin credit is not given for any course grade below B- (B minus). Students may be terminated for failure to maintain a 3.0 cumulative quality point average.

3.5.4 The three collaborating institutions reserve the right to dismiss students whose academic progress or whose adjustment to the school or program are unsatisfactory. Students dismissed for poor scholarship or for other reasons cannot be readmitted to the degree program through any of the sponsoring institutions.

3.6 LEAVE OF ABSENCE AND CONTINUANCE ENROLLMENT

3.6.1 **Leave of Absence:** Students who, for any reason (work, health, personal, financial) are unable to take any courses during a particular semester or semesters, are required to submit a leave of absence request to the dean of their school of matriculation with copies to the EDMin director and the D.Min. director of their respective school. Only an approved leave of absence will stop the clock on the degree timeline.

3.6.2 **Continuance Enrollment.** Some schools permit this option for those taking a break from studies. See the school of matriculation for the relevant policy. Please note that some schools charge a fee for continuance enrollment.

3.7 READMISSION

Students who are removed from the program by one of the sponsoring institutions may not apply for re-admission through another of the sponsoring schools. After two years of inactivity in the degree program a student must apply for re-admittance by contacting the EDMin director. Re-admission may be granted in accordance with the matriculating school's policies.

3.8   **GRADUATION**

Candidates for graduation apply for graduation with forms provided by the respective Registrar's office by the announced deadline of the institution of matriculation.

3.9   **GRIEVANCE PROCEDURE**

Students wishing to file a grievance follow the grievance procedures from the institution through which they matriculated into the program.

3.10   **PLAGIARISM**

Refer to school of matriculation for the appropriate policy. Plagiarism in course work or in the thesis-project may result in removal from the program.

3.11   **TERMINATION FROM PROGRAM**

Students who do not maintain continuous enrollment and/or have not obtained an approved leave of absence will be considered withdrawn from the program after two years.

If a student does not complete their program, which includes the successful passing of their written thesis-project and oral review, within five years from the date of their approved program proposal, they are eligible to be dismissed from the program.   If that student has not been granted an extension for reason of extenuating circumstances, the student will be considered withdrawn from the program. Extensions may be granted by the academic dean of the school in which the student is enrolled, upon the recommendation of the EDMin director and the student's thesis-project director.

Students may be dismissed from the program for failure to maintain a 3.0 cumulative quality point average, for failure to pass successfully the oral review of the thesis-project proposal, or for academic dishonesty in coursework or in the written thesis-project.

Please consult your school of matriculation's handbook for other actions that may result in dismissal.

PART 4: EVALUATION PROCEDURES

4.1   **INITIAL EVALUATION**

The initial evaluation follows Core Colloquium I (I6005) and takes place at the end of the fall semester of the first year. This evaluation is facilitated by the EDMin director. Its purpose is to assess evidence that students have the academic and ministerial qualities needed to complete successfully the program, and that they are likely to be ready for the more serious candidacy evaluation at the end of the course work. Successful completion of the initial evaluation is necessary for continuance in the program.

The student provides data for the initial evaluation by 1) crafting an initial ministry statement, 2) proposing an appropriate method for practical theology, and 3) providing a written analysis and response to one's original (Ministry Incident Report, Appendix A.2). Other data, including course grades and peer assessments, is also reviewed by the EDMin director. The EDMin director communicates the results of the initial evaluation to each student. Students are affirmed in their level of achievement and/or informed of concerns about their performance.

4.2   **CANDIDACY**

The candidacy evaluation is the central evaluation in the program. It assesses the development of a student through course work and determines whether the student is on a path that points to completing the degree successfully**.** After the completion of all course work and the approval of the thesis-project proposal by the review board (Appendix A.12), the student submits a petition for candidacy to the EDMin office and the D.Min. director of the school of matriculation with an approved thesis-project proposal, a theological reflection paper (10 pages) summarizing their progress in the program, and the peer recommendations for candidacy (Appendix A.8). The names of those eligible are brought by the EDMin director to the EDMin committee, which grants candidacy, typically at its semi-annual meetings.

4.3   **THESIS-PROJECT**

There are three key gate-keeping assessment moments with the thesis-project: (1) the presentation and approval of the proposal; (2) the completion of the written thesis- project; (3) the oral presentation of the thesis-project.

4.3.1   **The presentation and approval of the proposal:**

a.   The thesis-project proposal stage ordinarily occurs at the conclusion of Core Colloquium II (I6010); it must be completed by the close of the semester following the conclusion of Core II.

b.   This oral consultation is convened by the EDMin director (or delegate), once the thesis-project director discerns that the proposal is ready to move forward to the board. The board consists of the student, thesis-project director, faculty reader, peer reader in the concentration and peer reader outside the concentration, and is convened by the EDMin director. All members of the

board have an equal vote. The thesis-project proposal should be submitted to the review board members no less than 48 hours before the meeting. For more on the thesis-project board, see 5.1.4 below.

c.   The oral review of the proposal results in one of three decisions (Appendix A.12):

 i.   The proposal is accepted as submitted;
 ii.   The proposal is accepted with notations that must be taken into consideration in the writing of the thesis-project under the supervision of the thesis-project director, with no further evaluation or rewriting of the thesis-project proposal required;
 iii.   The thesis- project proposal is in need of major revisions, needs to be rewritten, and the review board is to be reconvened after the rewriting of the proposal, no later than the end of the following semester.

d.   If a student does not pass successfully a second convening of the thesis-project proposal board, the student is not continued in the program.

e.   If a student has not passed the thesis-project proposal board within two years of completing Core II, s/he must repeat Core II in order to submit a proposal for review.

f.   The EDMin director (or delegate) completes the Thesis-Project Proposal Board Action form (A.12), which is communicated to the student and his/her board, and added to the student's dossier with the thesis-project proposal in the Office of the Registrar. Approval of the thesis-project proposal is necessary in order for a student to apply for candidacy. Once the proposal has been accepted, the student registers for 6 credits of thesis-project guidance.

4.3.2 **The completion of the written thesis-project**:
The final evaluation of the written thesis-project is coordinated by the thesis-project director. The completed draft is disseminated to the board. Each member of the board sends written feedback regarding revisions, etc. to the thesis-project director. If necessary, revisions are made and the thesis-project is disseminated a second time. The thesis-project proceeds to oral presentation when all members of the board agree that it is ready. At this point, after consultation with the board members, the director of the thesis-project assigns a letter grade for the written thesis-project, but does not submit it until after completion of the oral presentation. After the oral presentation the director submits the grade form to the EDMin director, who forwards it to the CTU Registrar. If the student is matriculated at another institution, the CTU Registrar then sends that registrar a copy of the grade form.

4.3.3 **The oral presentation of the thesis-project**:

a.   Once the written thesis-project with revisions is complete, a formal oral presentation is arranged with the student, thesis-project director, faculty

reader, the EDMin director or delegate who chairs the session, and ordinarily at least one of the peer readers. The EDMin director recommends the names of the faculty participants to the academic dean, who makes the appointment. This oral session may take place in person or via digital conferencing. This is required of students who matriculated into the EDMin program in the Fall of 2012 and thereafter.

b.   The oral presentation, which is a public event, is 20 minutes in length, in which the student states the thesis to be tested in the thesis-project and major findings. A prepared text, outline, and/or PowerPoint may be used. The presentation is followed by at least 30 minutes of questions and discussion from the board.   Others may be invited into the conversation.

c.   Upon completion of the oral presentation, the chair submits the assessment form (Appendix A.16) with the signatures of the board members to the EDMin director, assigning a grade of Pass or Fail for the oral presentation.

d.   A student who does not pass the oral presentation may attempt it one more time, not sooner that one month and not later than six months following the first attempt.

e.   Upon the completion of the oral presentation, the student submits the final written and approved version of the thesis-project to the Dean's Office. With the approval of the thesis-project director, corrections may be made to the written thesis-project following the oral presentation.

PART 5: THESIS-PROJECT

5.1   **GENERAL DESCRIPTION**

5.1.1   **Definition:** The thesis-project is a written paper that may utilize other media and may involve reporting or reflecting upon field work. It addresses the nature and practice of ministry in the area of the concentration, identifying a specific concern in ministry, bringing to bear both the appropriate literature and critical theological reflection, and employing the methods of practical theology proposes a response to that concern. Ordinarily the topic and methods proposed for the thesis-project have been explored previously in the student's EDMin course work. The thesis-project is ordinarily 150 to 200 pages in length.

5.1.2   **Criteria for judgment:** The criteria by which a thesis-project is judged are as follows:

a.   It manifests an awareness of and respect for the methods of practical theology;

b.   It is theologically literate and demonstrates the theological breadth presumed of a doctoral student in ministry;

c.   It adequately defines an issue in ministry, employs an appropriate method for addressing that issue, demonstrates a sustained inquiry about the issue and, where appropriate, includes suitable pastoral strategies;

d.   It demonstrates an adequate grasp of the pertinent literature and other resources;

e.   It has a "past" and a "future," i.e., it arises out of real experience and will contribute to the ministry of the church as well as one's ongoing ministry;

f.   It can be the source of future publications.

5.1.3   **The Thesis-Project Director:** The thesis-project director is proposed by the student in consultation with the director of the EDMin program and the relevant faculty member. Ordinarily, any permanent member of the faculty of any of the three schools may be approached to be the director, but no faculty person is under obligation to accept this responsibility. The director is ordinarily one who teaches in the area in which the student is concentrating and writing the thesis-project, and is preferably from the school of matriculation.

Ordinarily a student proposes a director no later than the first month of Core Colloquium II. Once a faculty person, in consultation with the EDMin Director, consents to be director of a thesis-project the student submits to the EDMin office the Thesis-project Director Consent Form (Appendix A.9).

The duties of a thesis-project director ordinarily include:

a.   taking the lead in helping the student to define and shape the thesis-project proposal;

b.   approving the redrafted form of the thesis-project proposal before it is submitted for board review;

c.   participating in the board review of the thesis-project proposal;

d.   guiding the writing of the thesis-project to completion;

e.   coordinating the final evaluation of the written thesis-project;

f.   participating in the oral presentation board of the written thesis-project;

g.   submitting the grade of the written thesis-project to the EDMin director who signs it and forwards to the appropriate registrar after the oral presentation has been passed.

5.1.4   **Thesis-project Board:** The thesis-project board consists of the faculty thesis-project director, faculty reader, one peer reader in the concentration and one peer reader

outside the concentration. This board is formed during Core Colloquium II in consultation with the student and the EDMin director and the faculty thesis-project director. The signed Thesis-Project Board Appointment form (Appendix A.10) is submitted to the EDMin director by the student. The membership of the board is approved by the academic dean of the school through which the student matriculated. The responsibilities of the board members include:

a.   reading and commenting on drafts of the thesis-project proposal;

b.   participating in the thesis-project oral review;

c.   reading and commenting on the final draft of the written thesis-project;

d.   signing off on the acceptability of the thesis-project;

e.   the faculty director, the faculty reader and ordinarily one of the peer readers will also serve on the oral presentation board.

5.2   **THESIS-PROJECT PROPOSAL**

5.2.1   **Purposes:** The purposes of the thesis-project proposal are:

a.   to focus, clarify and limit the topic of the thesis-project;

b.   to demonstrate that there is sufficient bibliographic support for the project;

c.   to establish the most effective methods for addressing the topic.

5.2.2   **Structure and Content:** The thesis-project proposal should ordinarily contain:

a.   an introduction, which clearly states:

i.   the topic
ii.   the thesis to be tested within that topic
iii.   its genesis in the ministry of the writer
iv.   the intended audiences of the thesis-project;

b.   an abbreviated narrative, explaining the topic, the thesis to be tested, the specific praxis to be examined, the goals of the thesis-project, its limitations and its ministerial import;

c.   an explanation of the practical theology and other research methods to be employed in the thesis-project;

d.   an outline of the various chapters and their content;

e.   a review of the pertinent literature and other resources, supported by a credible bibliography;

g.   Human Subjects Exemption Form (Appendix A.11).

5.3   **WRITTEN THESIS-PROJECT: STRUCTURE AND CONTENT**

5.3.1   **Introduction:** the introduction ordinarily includes:
a.   a concise description of the topic, noting its goals, the specific thesis to be tested, its limitations and audience;

b.   an explanation of the genesis of the thesis-project, and the future of this work after the completion of the thesis-project;

c.   an explanation of the theological and ministerial import of the topic;

d.   an explanation of the methods employed to achieve the goals of the thesis-project;

e.   an overview of the design of the thesis-project.

5.3.2   **Pertinent Literature:** In the thesis-project, the scholarly literature and other resources employed in support of the actual investigation should be referenced in the form of footnotes or end notes. This replaces the formal literature review and ancillary bibliography that was included in the thesis-project proposal.

5.3.3   **Body of the Thesis-Project:** The findings of the investigation are explained and interpreted. It is not essential that the thesis-project propose a detailed ministerial response to the findings (e.g., some program design). Rather, the thesis-project should provide the foundation for such work in the future.

5.4   **GUIDE FOR WRITING THESIS-PROJECT**

5.4.1   **Style Manuals:** There are multiple style manuals that can be followed in writing the thesis-project. Some disciplines or concentrations have a preference for one style manual over another (e.g., those writing in the liturgy concentration ordinarily follow the most recent edition of the *Chicago Manual of Style*). Students need consult with their director about the appropriate style manual to follow. Some of the most respected style manuals for graduate students include:

a.   *The Chicago Manual of Style*, online at http://www.chicagomanualofstyle.org/home.html; also on the CTU d2l.ctu.edu website under research and writing;

b.   The style manual of the Modern Language Association [MLA], partially on line at sites such as http://www.lib.usm.edu/help/style_guides/mla.html

c. Biblical interpretation ordinarily follows the guidelines found in *the Catholic Biblical Quarterly* or the *Journal of the Society of Biblical Literature*; the publisher of the former, Liturgical Press, has a useful on-line style guide for citing biblical literature, capitalizations, etc. at https://www.lit**press**.org/Authors/PDFs/style_guide.pdf

d. The CTU Style Guide and Style Template are available on CTU's course management system, d2l.ctu.edu under the research and writing links.

5.4.2 **Formatting:** All guidelines included in the Appendix A.13 and A.14 must be followed. Students are advised to study these guidelines before beginning the writing process.

5.4.3 **Length:** The thesis-project is ordinarily 150 to 200 double-spaced pages in length, excluding bibliography and appendices.

5.5 **ORAL PRESENTATION**
The oral presentation, more completely detailed in 4.3.3 above, is a key exercise in integrating a student's learning and a means for them to share this with faculty and fellow students. A particular focus concerns what the student has learned in the process between the approval of the thesis-project proposal and the completion of the written thesis-project. Further, the oral presentation provides a means for students to articulate to colleagues the relevance and importance of their thesis-project to ministry, and to elaborate what questions remain to be further explored. This presentation occurs after the written thesis-project has been approved by the board.

5.6 **DELIVERY OF THE THESIS-PROJECT**

5.6.1 **Academic dean:** Upon approval of the completed written thesis-project by all the readers, and the successful completion of the oral presentation the student submits the following to the office of the academic dean:

a. one unbound copy of the approved thesis-project, appropriately formatted (Appendix A.13 and A.14);

b. a one page vita indicating: the author's name, colleges or universities attended and degrees earned, and any relevant professional positions held;

c. a completed microfilm distribution agreement form for TREN (Theological Research Exchange Network). The form may be found on the EDMin program web page.

5.6.2 **RIM Abstract:** The student also completes the abstract for inclusion in the Research in Ministry (RIM) index. This is achieved by going to https://rim.atla.com, creating a login and completing the self-submittal form.

A.1	SUMMARY PROGRAM CHECKLIST

1. Application to the EDMin Program through the Director of the program.
2. Admission to the EDMin Program through the school of matriculation.
3. Core Colloquium I, beginning with a one week intensive.
4. Initial advising during Core Colloquium I; a tentative program is outlined.
5. Registration for the Fall semester during Core Colloquium I.
6. As part of Core I all students take a required on-line plagiarism tutorial and certify that they understand the consequences of plagiarism.
7. Student's preference for a permanent advisor submitted by the middle of September to the Director of the program, who makes the appointment in consultation with the school of matriculation and department heads.
8. Student and permanent advisor plan program of study.
9. Finalized program is approved by the EDMin director, permanent academic advisor and student
   a. all full-time EDMin students must complete the proposal during their first Fall semester in the program,
   b. all part-time students by the end of their second semester in the program.
10. Initial evaluation occurs at the end of the Fall semester; this is the first major gate-keeping event. Passing the initial evaluation confirms continuation in the program.
11. Students are matriculated in at least 6 courses before registering for Core II.
12. Before entering Core Colloquium II, each student
   a. should have a general idea of the thesis-project topic
   b. and negotiate with the EDMin director a faculty member who consents to serve as thesis-project director, ordinarily from the school of matriculation.
13. In the first weeks of Core II, student submits Thesis-Project Director Consent Form (Appendix A.9).
14. Students take free online CITI Protection of Human Subjects Training by logging in as DePaul affiliate at: https://www.citiprogram.org/
15. At end of second month of Core II, in consultation with the EDMin director, student selects a review board and submits Thesis-Project Board Appointment Form (A.10) requiring approval of the Academic Dean of the school of matriculation.
16. Student arranges a time and place for the board to review the thesis-project; the review must take place before the end of the semester following the completion of Core Colloquium II.
17. After the board review, the chair of the board completes the thesis-project proposal board action form [A.12] and distributes to all board members, copying the EDMin administrative assistant; the chair also distributes the assessment form [A.13] for the thesis-project proposal board at the end of the board's convening, collects them, and returns the finished forms to the EDMin director who forwards to the EDMin administrative assistant..
18. Upon successful completion of the board review, the student registers for the thesis-project (6 semester credits).
19. After Core Colloquium II, the completion of all other course work, and the successful completion of the review board, the student completes the process of applying for candidacy by
   a. submitting the theological reflection paper to the two peers on the board
   b. copying the EDMin administrative assistant
   c. peers complete the Peer Recommendation for Candidacy [A.8] and submit to the EDMin director.
20. When these documents and processes are in place the EDMin Committee acts upon the request for candidacy.

21. The student, under the direction of the thesis-project director, writes the thesis-project following the format outlined in the EDMin manual [cf. A.14 and A.15].
22. The finished thesis-project is approved by all four readers who under the leadership of the thesis-project director
    a. assign a grade [A.16]
    b. complete the assessment form for the written thesis-project [A.17]
    c. and submit these forms to the EDMin director
    d. who forwards the grade for the written thesis-project to the registrar through the EDMin administrative assistant.
23. With the approval of the thesis-project director, the student schedules the time and place of the oral presentation of the thesis-project.
24. After the completion of the oral presentation the chair of the oral presentation
    a. submits the signed form and grade (pass-fail) for the oral presentaiton [A.18]
    b. distributes and collects the assessment forms for the oral presentation [A.19]
    c. and submits these to the EDMin director who forwards them to the EDMin administrator and then to the appropriate registrar.
25. Student submits
    a. One unbound copy of approved thesis-project to the Academic Dean of the school of matriculation
    b. ccompanied by a vita
    c. completed microfilm form
    d. and RIM form.
26. Doctor of Ministry Degree is awarded!

A.2	**MINISTRY INCIDENT REPORT [MIR]**

Description:

The Ministry Incident Report is a case study that will be used for analysis and discussion during Core I. It should be a relatively concise narrative of some specific incident or event in ministry. Choose an incident or event in your ministry that you can narrate like a story. Do not broadly describe your ministry over a period of months or years, but tell a story about a particular ministerial experience in which you were both minister and a key player. Ordinarily the ministry experience that is reported should be in the area of one's major concentration in the Ecumenical D.Min. Program (i.e., Cross-Cultural Ministries, Educating for Witness, Hispanic Theology and Ministry, Liturgy, Spirituality). It is beneficial if the experience is relatively recent. There need not be closure or completion to the experience in order for it to useful as an MIR. The report should describe a specific and concrete experience that is easily narrated, contextualized and described. The need here is not to see you succeeding or being successful as a minister; more important is an incident report that shows you struggling with issues in ministry. Please note: you are not evaluated on how well you did in the ministry incident that you are reporting.

Format:

The document should be 8 to 10 single-spaced pages in length (approximately 2500 words). Please number the pages, as well as include your name on each page. Also please number the paragraphs or lines for easy referencing during the discussion. Documents that are mentioned in the narrative report may be included in an appendix, though this should not be extensive.   The document should be formatted either as a rich text format [rtf] document or a Word document.

Content and Structure:

The following is a guide for writing the MIR. Since discussion of the MIR is the basis of Core I, it is extremely important that you follow the directions carefully. There is no rewriting of this incident allowed at any point in the program, so following directions from the beginning is of utmost significance.

1. The context of the ministry: This should include the ministry setting itself, the wider socio-economic-ethnic-religious setting, and your own history with this ministerial setting. How did you get to this position? How long had you been there? What have you understood your work to be? What was your pre-understanding of the situation or moment or process in ministry being reported? [Should be approximately 30% of the MIR]
2. The description of the ministry incident: You are encouraged to provide as comprehensive and explicit a report as possible about what happened. A narrative or story form is usually the most effective here. Who are the characters in this incident? What did they do or say? What did you do or say? How did the ministry incident unfold? [Should be at least 50% of the MIR]
3. An analysis of the incident: Your analysis of the situation should be both social-scientific (social, psychological, cultural), ministerial and theological in nature. What were some of the factors which shaped the incident, people's reactions, and your own feelings about the incident? What ministerial or theological questions did this situation raise for you that have or have not been resolved? [Should be no more than 20% of the MIR]

Confidentiality:

Both in the writing and in the discussions of the MIRs we will exercise respect and mutual regard for each other and our experiences. This means that in the writing of the MIR please be careful to mask the real names of people and places in order to protect the identities of those involved. For example, if you

were writing about your experience as an assistant pastor at Mt. Olivet Lutheran in Minneapolis, you could speak about being assistant pastor at a large urban parish in the upper Midwest of the U.S. Instead of talking about your senior pastor as Pastor Hogenson, you could write about Pastor X.

Delivery of the MIR:

Students are required to prepare a Ministry Incident Report or MIR according to the given guidelines before arriving. These must be e-mailed to the administrative assistant to the EDMin program (edmin@ctu.edu) before the designated date. These will be photocopied and distributed to all participants by the EDMin Director.   Since the presentation and discussion of each participant's MIR will be the basis of that colloquium, each participant will receive a set of these MIR's

A.3	GENERAL PROGRAM PROPOSAL

Name: _____

Concentration: _____

Semester/Year

Core Colloquium I   _____

Core Colloquium II   _____

<div align="center">

Concentration

</div>

Course 1.   _____   _____

Course 2.   _____   _____

Course 3.   _____   _____

Course 4.   _____   _____

Alternate   _____   _____

<div align="center">

Outside the Concentration

</div>

Course 1.   _____   _____

Course 2.   _____   _____

Alternate   _____   _____

_____
(Student)

_____
(Advisor)

_____   _____
(Ecumenical D.Min. Director)   **(Date)**

The program must be completed five years from this date.
cc: student and advisor

A.4	EDUCATING FOR WITNESS PROGRAM PROPOSAL

Name: _____

Concentration: **Educating for Witness**

Semester/Year

Core Colloquium I   _____

Core Colloquium II   _____

In the Concentration

Method's Course

_____   _____

Course addressing history, theology and/or praxis of a particular form of witness

_____   _____

Course concerned with the communicative, educational or proclamatory nature of witness

_____   _____

One more pertinent course to the concentration

_____   _____

Alternate   _____   _____

Outside the Concentration

Course 1.   _____   _____

Course 2.   _____   _____

Alternate   _____   _____

_____
(Student)
_____
(Advisor)
_____   _____
(Ecumenical D.Min. Director)   **(Date)**

A.5	PROGRAM COURSE CHANGE

Name: _____

wishes to substitute: _____
                              (course number and title)

for: _____
                              (course number and title)

_____
(Student, Signature)

_____
(Academic Advisor, Signature)

_____   _____
(Ecumenical D.Min. Dir., Signature)   **(Date)**

cc: **student and advisor**

A.6	REQUEST FOR TRANSFER OF CREDIT INTO THE PROGRAM

Student's Name: _____

Concentration: _____

Transfer is _____ **within the concentration**

_____ **outside the concentration**

School that offered course: _____

Title of the course: _____

Date course was taken: _____

Grade for the course: _____

Please append syllabus for the course, or describe the purpose, content, format (e.g. lecture, seminar, etc.), readings, and other requirements for the course (append additional pages if necessary).

_____   _____
(Ecumenical D.Min. Director)   **(Date)**

_____   _____
(Academic Dean)   **(Date)**

cc: registrar, academic advisor

A.7	**MUTUAL PEER EVALUATION FORM, CORE COLLOQUIUM I**

Student being evaluated: _____

How well is the above named student able to theologize out of experience?

_____ exceptionally well   _____ very well   _____ well   _____ not well   _____ poorly

comments:

How would you rate the above named student in terms of collaborative skills?

_____ exceptional   _____ very good   _____ adequate   _____ not good   _____ poor

comments:

How well did the above named student operate out of a practical theological model of ministry?

_____ exceptionally well   _____ very well   _____ well   _____ not well   _____ poorly

comments:

How well does the above named student exercise skills as a critical thinker?

_____ exceptionally well   _____ very well   _____ well   _____ not well   _____ poorly

comments:

_____   _____ (Signature)
(Date)

A.8	**PEER RECOMMENDATION FOR CANDIDACY**

We attest that we have reviewed the redrafted thesis-project proposal of

_____

entitled: _____

_____

as well as the theological reflection paper summarizing her/his progress in the Ecumenical D.Min. Program. We find both of these documents acceptable, and we recommend the above named student for candidacy in the Ecumenical D.Min. Program.

Peer within the concentration

_____   _____

(Signature)   (Date)

Peer outside the concentration

_____   _____

(Signature)   (Date)

A.9	THESIS-PROJECT DIRECTOR CONSENT FORM

Student Name: _____

Concentration: _____

Faculty Name: _____

I have accepted the invitation to serve as thesis project director.

I understand this means:

- **I am not considered the student's adviser of record;**
- **the student, with my direction, is in the process of developing a thesis-project proposal to be presented before a board according to the stipulated time table;**
- **I will direct the student through the writing process following approval of the proposal.**

Faculty signature: _____

Student signature: _____

                                              Date: _____

EDMin Director signature: _____

                                              Date: _____

Cc: **Faculty director and student**

A.10	**THESIS-PROJECT BOARD APPOINTMENT**

Board for: _____

(student name)

Working Title of Thesis-Project:

_____

_____

_____

Thesis-Project Director

_____

Faculty reader

_____

Peer reader within the concentration

_____

Peer reader outside the concentration

_____   **Date: _____**

EDMin Director, signature

_____   **Date: _____**

Academic Dean, signature

Human Subjects Review Form[1]
Catholic Theological Union - Lutheran School of Theology - McCormick Theological Seminary

1. **PERSONNEL**

   1.1 Lead Investigator

       Name:
       E-mail address:
       Telephone number:
       Mailing Address:
       School:
       Position [please check the primary identification for this project]:
           Faculty _____   **Administrator/Staff _____**   **Student _____**
                                                               [*students complete 1.2*]

   1.2 Complete if a student

       Degree Program:
       Faculty Advisor:
           Name:
           E-mail address:
           Telephone number:
           Mailing Address:
           School:
           Date on which faculty advisor provided their consent to this project:

   1.3 Contact Information of program director for further information about this protocol

       Name:
       Title:
       Phone:
       E-mail address:

2. **PROJECT**

   Title:

   Dates:
       Proposed beginning date:
       Proposed ending date:

---

[1] Sources: DePaul University Documents for Expedited/Full Board Review https://offices.depaul.edu/ors/research-protections/irb/Pages/forms-templates.aspx; University of North Dakota Human Subjects Review Form (https://www.google.com/search?q=University+of+North+Dakota+Human+Subjects+Review+Form&ie=utf-8&oe=utf-8) ; Previous CTU IRB form documented in EDMin Manual (2016).

Overview:

> **Please provide a brief overview and rationale for the study (200 words or less).**

Are there any funding agencies supporting this research?

> **No ___**
> **Yes* ___**

> ***If Yes**
>> **Does any researcher associated with the project have a financial interest in the research?**
>> **No ___**
>> **Yes* ___**

> ***If Yes the researcher must submit a separate statement, along with this form, explaining the financial interest.**

3. **EXEMPTION REQUEST**

   3.1 An exemption from IRB oversight is granted if the author confirms that the research does not involve any subjects in any of the following protected groups:

   > **children younger than 18 years of age**
   > **prisoners**
   > **pregnant women**
   > **persons who are cognitively impaired**
   > **persons who are unable to consent.**

   > **___ I confirm that my research does not involve subjects from any of the noted protected groups**

   3.2 In addition, an exemption from IRB oversight is granted if the research falls within one or more of the following categories. Please check the category that best indicates the primary reason for exemption:

   __ **This investigation is based upon previously published literature or data.**

   __ **This research uses publicly available data and individuals will not be identified.**

   __ **This research collects data by observation of public behavior without videotaping or other forms of digital documentation and individuals will not be identified.**

   __ **This research uses results from anonymous educational tests, surveys or interviews conducted by another researcher.**

   > **Please identify the other research and note how the lead investigator has access to this data:**

__ This research uses existing non-public data, records, or documents; individuals will not be identified;

Please identify the source of the data and note how the lead investigator has access to it:

Also note what individual or agency has given the lead investigator permission to access the data:

If you are requesting an exemption and have supplied the data requested above,
you do not need to continue with the form;
the IRB will decide if an exemption is to be granted;
if the exemption request is denied, you will need to resubmit a form,
that includes all of the following information.

4. **SPECIFIC OBJECTIVES OF THE PROJECT (not more than 200 words)**

   Using non-technical language that can be understood by any generally informed layperson, summarize each objective of the proposed research and why each is important;

5. **DESCRIPTION OF METHODOLOGY**

   5.1 Describe the procedures used to obtain informed consent.

   5.2 Describe where the research will be conducted.

   5.3 Describe who will carry out the research.

   5.4 Briefly describe the procedures and techniques to be used and the amount of time required by subjects to complete them.

   5.5 Describe audio/visual procedures and the proper disposal of data.

   5.6 Describe what languages will be employed for the consent and research.

   5.7 Describe the qualifications of the individuals conducting this research.

   5.8 Describe compensation procedures.

   Attachments: Copies of all instruments (e.g., survey/interview questions, data collection forms, etc.) must be attached to this proposal.

6. **SUBJECT SELECTION**

   6.1 Describe your subject selection procedures and criteria, paying special attention to the rationale for including subjects from any "protected" groups.

6.2 Describe recruitment procedures (i.e., how subjects will be recruited, who will recruit them, where they will be recruited).

6.3 Describe the estimated number of subjects that will participate and the rationale for using that number of subjects.

Attachments: Copies of any recruitment materials must be attached to this proposal.

7. **RISK IDENTIFICATION AND SUBJECT PROTECTION**

7.1 Described any anticipated risks to subjects/others (e.g., emotional, financial, physical) that might result from this study and any plans to minimize those risks.

7.2 Describe procedures for protecting the confidentiality and privacy of participants. Clarify any special procedures if your study will include any members from a protected group.

7.3 Describe the protocol regarding record retention, e.g.,
    7.3.1 Who will have access to the data.
    7.3.2 How the data will be destroyed.
    7.3.3 The storage location of consent forms and personal data (separate from research data).
    7.3.4 How the consent forms will be destroyed.

8. **BENEFITS OF THE STUDY (not more than 150 words)**

Outline the benefits—e.g., to subject, academy, church, or society—resulting from this study.

9. **NECCESARY ATTACHMENTS**
    9.1 All instruments for data collection (e.g., surveys, interview questions, etc.);
        9.1.1 A printed web screen is helpful if survey is over the internet;
    9.2 All recruitment materials (e.g., letters/e-mails of invitation, social media postings, etc.);
    9.3 Consent forms, or consent waiver forms, that include:
        9.3.1 Subject time commitment
        9.3.2 Compensation
        9.3.3 Potential risks
        9.3.4 Confidentiality
        9.3.5 Freedom to withdraw from the project;
        9.3.6 Permission for audio or video recording;
    9.4 A copy of any document that is referenced under the protocol.

A.12	THESIS-PROJECT PROPOSAL BOARD ACTION FORM

Name:

Title:

Board Date:

Action:

1.   Proposal accepted as submitted.

Comments:

2.   Proposal accepted with following notations which must be taken into consideration in the writing of the thesis-project under the supervision of the thesis-project director, with no further oral evaluation needed and no rewriting of the thesis-project proposal.

        Notations:

3.   Proposal is in need of major revisions, needs to be rewritten, and the committee is to be reconvened after this rewriting of the proposal is completed no later than the end of the following semester.

Recommendations:

_____
Director, Ecumenical Doctor of Ministry Program

__   An IRB exemption has been granted

__   The IRB has been approved by the IRB review board

__   The approval of the IRB board is pending, and may require some nuancing of the research plan outlined in the thesis-project proposal.

After approval, the student receives a copy of the signed form, which must be presented to the registrar for registering for I6999, D.Min. Thesis-Project. After this one-time registration, student must register each semester for continuous registration (CR5000), until the thesis-project is completed. There is no charge for CR5000 registrations.

A.13	ASSESSMENT FORM FOR THESIS-PROJECT PROPOSAL

Date: _____   **Concentration**: _____

Competency	Superior	Good	Satisfactory	Unsatisfactory
Demonstrates the theological breadth presumed of a doctoral student in ministry				
Manifests an awareness of and respect for the methods of practical theology				
Defines adequately an issue in ministry and states the thesis clearly				
Proposes appropriate use of method(s) for addressing that issue				
Demonstrates adequate grasp of the pertinent literature and other resources				
Proposes a plan for sustained inquiry about the issue				
Proposes inclusion, where appropriate, of suitable pastoral strategies				

| A.14 | THESIS-PROJECT TITLE PAGE (sample) |

```
1
2
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7
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9
10
11                    PEDAGOGIES FOR LITURGICAL PRESIDING:
13                       A CROSS-CULTURAL PERSPECTIVE
15
16
17
18
19
20                                   by
22                                Jane Smith
24
25
26
27
28
29                          Submitted to the Faculty of
31                 The Catholic Theological Union at Chicago
33               in partial fulfillment of the requirement for
35                               the degree of
37                             Doctor of Ministry
39
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41
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43                                5 June 2015
45
46
47
48
49
50                          _____
51                          Prof. Gilbert Ostdiek, OFM
52                          Thesis-Project Director
```

A.15	FORMATTING GUIDELINES FOR THE THESIS-PROJECT

Style Manuals: consult 5.4.1 above

Title Page (cf. exemplar, A.11 above)
a. 1.5 inch left margin; 1 inch margin for the right side, top and bottom;
b. the title is centered and capitalized on line(s) 12/14;
c. the author is identified on lines 21/23;
d. the submission statement, including school and degree, appears on lines 30-38;
e. the date appears on line 44;
f. the signature line, name of faculty member and statement of directorship appear on lines 50-52;

Contents
g. blank page
h. title page;
i. copyright page;
j. acknowledgement page (optional); if employed, pagination begins on this page, in lower case Roman numerals, centered at the bottom of each page, which reckon the title page as page "I";
k. table of contents; if there is no "acknowledgement page" pagination in the manner described above begins on this page;
l. list of illustrations (if applicable);
m. list of abbreviations (if applicable);
n. thesis-project abstract of not more than 100 words;
o. body of the thesis-project (Arabic numerals used here for the first time);
p. reference pages: appendices, end notes (if applicable), bibliography, index (if applicable);
q. one page vita indicating: author's name, date of birth, colleges or universities attended and degrees earned, and any relevant professional positions held.

Format
r. Margins in all pages of the thesis-project must be the same as the title page, specified in 2.a above.
s. Pagination for the body of the thesis-project is in Arabic numerals, at center bottom of the page, as noted in 3.i above.
t. Roman numerals are employed for the pages before the body of the text, as noted in 2.d-h above.

Length: The thesis-project is ordinarily 150 to 200 double-spaced pages in length.

A.16	**APPROVAL FORM FOR WRITTEN THESIS-PROJECT**

The undersigned approve the thesis-project of: _____

(EDMin Candidate's Name)

entitled:

_____

_____

_____   _____

(Peer Reader, within concentration)   (Date)

_____   _____

(Peer Reader, outside concentration)   (Date)

_____   _____

(Faculty Reader)   (Date)

_____   _____

(Thesis-Project Director)   (Date)

_____   _____

(EDMin Director)   (Date)

Grade: _____

A.17	ASSESSMENT FORM FOR WRITTEN THESIS-PROJECT

Date: _____ **Concentration**: _____

Competency	Superior	Good	Satisfactory	Unsatisfactory
Demonstrates the theological breadth presumed of a doctoral student in ministry				
Defines adequately an issue in ministry and states the thesis clearly				
Demonstrates appropriate use of method(s) of practical theology and other methods in addressing the issue				
Demonstrates adequate use of the pertinent literature and other resources				
Demonstrates a sustained inquiry about the issue				
Includes suitable pastoral strategies				

A.18	GRADE FORM FOR ORAL PRESENTATION OF THE THESIS-PROJECT

_____ offered an oral presentation on their thesis-project

(EDMin Candidate's Name)

entitled_____

_____

on   _____.
          (Date)

The board decided that the candidate:

_____   passed the oral presentation

_____   failed the oral presentation.

_____

 (Peer Reader, optional)

_____

 (Peer Reader, optional)

_____

(Faculty Reader)

_____

(Thesis-Project Director)

_____

(Faculty Chair)

_____

(EDMin Director)

A.19	ASSESSMENT FORM FOR ORAL PRESENTAITON OF THE THESIS-PROJECT

Date: _____ **Concentration**: _____

Competency	Superior	Good	Satisfactory	Unsatisfactory
Demonstrates the theological breadth presumed of a doctoral student in ministry				
Elaborates the issue explored and clearly states the thesis of the work				
Articulates the method(s) of practical theology and other methods used to address the issue				
Summarizes major findings of the study and identifies questions worth exploring further				
Articulates the relevance and important of the thesis-project for ministry				