



Garrett
Garrett-Evangelical Theological Seminary

Doctor of Ministry

Program Handbook

School Year 2019-2020

Program Director

Rev. Dr. Gennifer Brooks

Program Coordinator

Mr. Honorio Morales

TABLE OF CONTENTS

INTRODUCTION AND ETHOS OF THE PROGRAM	5
A. Garrett-Evangelical Theological Seminary’s Mission Statement.....	5
B. Mission Statement of the Doctor of Ministry Program.....	5
C. Vision Statement of the Doctor of Ministry Program	5
D. Assumptions of the Doctor of Ministry Program.....	5
E. Learning Goals of the Doctor of Ministry Program	6
F. Program Participants.....	7
G. Program Value: Mutuality and Responsibility.....	8
H. Program Value: Spiritual Formation and Accountability	8
I. Program Value: Cohort Model and Peer Learning	9
J. Length of Program.....	9
K. Tracks of Study	10
L. Partnership with Kellogg School at Northwestern University	10
STRUCTURE OF THE PROGRAM	11
A. Credit Hours	11
B. Phases of the Degree Program – Non-Preaching Tracks	11
C. Program Sequence – Key Points	12
D. Program Flowchart.....	13
PROGRAM TRACKS	14
A. Community Organizing.....	14
B. Congregational Leadership	15
C. Preaching as Leadership in Hispanic/Latinx Congregations.....	16
D. Spiritual Direction.....	17
E. Strategic Leadership in the Black Congregation	19
F. ACTS Preaching Program	21
PROGRAM STRUCTURE	23
TRACK GRIDS	23
COURSEWORK PHASE.....	29
2019/2020 COURSEWORK SCHEDULES	30
MID-PROGRAM PHASE.....	34
CANDIDACY PHASE.....	37
PROGRAM OUTPUT	38
A. Nature and Purpose of the Project.....	38
B. Structure and Content of Project Report	39
C. Sequence of Project Development Activities.....	40
D. Process from Defense through Graduation	42
E. Rubric for Assessing the Project Paper	43
ADVISING	50
A. Student Adviser.....	50
B. On-Site Advisory Team (OSAT)	51
C. Faculty Advisory Team for Research (FACT).....	52
REGISTRATION	53
A. Good Standing Status.....	53
B. Registration Deadlines	53
C. Grading and Extension.....	53

D. Tuition Costs and Continuation Fees	53
E. Withdrawals.....	54
F. Leave of Absence	54
G. Finances and Business Holds.....	55
H. Course Drop Policies	55
ACADEMIC POLICIES.....	56
A. Academic Handbook and Specific DMin Policies.....	56
B. Mechanisms for Enforcement of Policies	58
GOVERNANCE AND SUPPORT OF THE PROGRAM	59
A. The Doctor of Ministry Committee	59
B. Program Director.....	59
D. Program Coordinator and Administrative Support	60
ON-SITE ADVISORY TEAM (OSAT) FORM.....	61
PROPOSAL SUBMISSION FORM FOR APPROVAL BY THE DMIN COMMITTEE	64
ADMISSION TO CANDIDACY FORM.....	65
RESEARCH IN MINISTRY (RIM®) SUBMISSION FORM	67
PROJECT REPORT STYLE SECTION	68
A. General Formatting Requirements	68
B. Sample Title Page.....	69
C. Sample Faculty Committee Page	70
(this is included in the upload – it does not need to be signed)	70
D. Sample Abstract Page	71
E. Sample Acknowledgments Page	72
F. Sample Table of Contents.....	73
G. Sample First Page of Chapter.....	74
H. Bibliography and Citation.....	75
ATS DEGREE PROGRAM STANDARDS	76

USE OF HANDBOOK

The Doctor of Ministry (DMin) Handbook contains the official policies and procedures relating to the DMin Program. This handbook is updated annually to include the current policies of the faculty and the DMin Committee. These policies guide and govern the program.

In addition to the DMin Handbook, several documents relate to specific parts of the degree programs and should be consulted, including:

The Academic Handbook contains the official academic policies and procedures for the degree programs offered at Garrett-Evangelical. All entering students receive a copy of the academic handbook with their orientation materials. The handbook also includes copies of the documents on plagiarism and special needs.

The class schedule, course catalog, and academic calendar are available on the **Garrett-Evangelical website** (www.garrett.edu) and **myGETS** (<https://mygets.garrett.edu/>). **The Student Handbook** is published by the office of student affairs and provides information on student life.

INTRODUCTION AND ETHOS OF THE PROGRAM

A. Garrett-Evangelical Theological Seminary's Mission Statement

Garrett-Evangelical Theological Seminary is a graduate theological school that prepares skilled, bold and articulate leaders who share the transforming love of Jesus Christ. Related to the United Methodist Church, with an ecumenical and international reach, the seminary prepares leaders who are equipped to live and proclaim the Gospel and to teach in diverse congregations and educational settings. Our teaching and learning settings will be places of hospitality where we pursue respect and reconciliation in all encounters.

B. Mission Statement of the Doctor of Ministry Program

The Doctor of Ministry Program at Garrett-Evangelical Theological Seminary participates in the seminary's mission by connecting effective church leaders with each other, with scholars recognized in their fields, and with distinguished practitioners of Christian ministry. Through this collaboration, the program equips the Church with leaders who can observe, analyze, and improve a focused practice of ministry.

We welcome students from across the globe and from multiple church traditions, providing a contextually grounded pedagogy that supports students in applying what they learn in the classroom to how they practice ministry in their respective ministry sites. In order to remain faithful to this mission, the program admits students who show promise for becoming church leaders who can excel in both their academic studies and in their application of these studies to their practice of ministry.

C. Vision Statement of the Doctor of Ministry Program

Enhancing the Church's ministry by enhancing the Church's leaders.

D. Assumptions of the Doctor of Ministry Program

- (a) God established the Church to participate in God's mission in the world.
- (b) The Church is constantly in need of nurturing its identity in Jesus Christ and of discerning how best to relate to the world in order that it might be most effective as it participates in God's mission to the world.
- (c) God calls and equips people to be leaders in the Church in several areas of ministry. These people engage in various practices of ministry.
- (d) Theological education that takes the various practices of ministry seriously is a gift to the Church. Through theological education God moves to enhance leaders in their abilities to engage in their practices of ministry. These leaders, in turn, help the Church discern how to engage in and participate in God's mission through the Church's practices of ministry.
- (e) A ministry capable of leading the church in the present must be faithful to Scripture, formed by historic wisdom, forged in theological reflection, familiar with contemporary culture, and

fashioned through spiritual discipline. Theological education is necessary to prepare leaders for the church by giving them facility in all these areas.

- (f) Theological education is necessary not only to prepare leaders for ministry but is necessary to continue allowing those engaged in the professional ministry to reflect on their experiences in the ministry, hone their ministerial talents, and expand their intellectual horizons.
- (g) Those already engaged in the professional ministry have valuable experiences they bring to advanced theological education that they can use to share with others.
- (h) Those already engaged in the professional ministry have begun to develop their talents for ministry and can benefit from further growth and exploration of how to deploy those talents.
- (i) Garrett-Evangelical provides a uniquely appropriate setting for advanced theological education because of its strong academic faculty, its ability to attract well-known ministry practitioners as instructors and its atmosphere conducive to peer-learning.

E. Learning Goals of the Doctor of Ministry Program

To demonstrate that the program is fulfilling its mission, it strives for students to be formed in knowledge of appropriate theories, in their role as a ministry leader, and in the practice of ministry. The following are the program's learning goals for each of these areas of formation.

(a) Knowing:

- A wide range of literature related to the focus of their studies, with the ability to engage critically with that literature.
- Methodological tools that will allow for the gathering of data as needed to determine the practicality and effectiveness of the particular focus in their ministry context.
- Means of analyzing the data collected, reporting accurate results, and drawing informed conclusions about the effectiveness of the area of study on their ministry.

(b) Being:

- Self-aware of how the student's own experiences and contexts have shaped the student, and of how he or she influences their context of ministry.
- Theologically, biblically, contextually and authentically articulate about one's beliefs, in concert with current and classical Christian thought.
- Aware of the wider context of ministry in order to prepare people to understand, negotiate and modify prevailing systems through their practices of ministry with sensitivity, faithfulness and intellectual acumen.

(c) Doing:

- Systems analysis within the broader contextual settings and multiple levels of interaction involved in relating to people.
- Research effectively by developing and directing effective interventions into the practice of ministry and gathering desired data from it.
- Work that is a gift to the larger church by reporting out the results and conclusions of ministry interventions in a way that that can be replicated or built upon by other ministry sites.

To assess its success in attaining these goals, the program uses a rubric for scoring these learning goals that is attached to the final project. This rubric is used for institutional feedback only.

F. Program Participants

Students are accompanied by a cadre of persons in the course of their study for the DMin degree. Each offer support and through their active participation, adds value to the work undertaken by the student, to the ministry engaged by the student, and ultimately to the Church at large. The participants in the degree programs include the following:

- **Students** who come from various ecclesial, cultural, social and theological contexts. They are engaged in varying locations and forms of ministry. Together they engage with their peers in courses of study for the advancement of their practice in ministry and for the benefit of the Church at large.
- **Instructors** may be full-time faculty of Garrett-Evangelical Theological Seminary or other theological schools, adjunct or affiliate faculty of Garrett-Evangelical, or teachers in the field who are considered experts in a particular field of ministry.
- **On-Site Advisory Team (OSAT)** consists of a group of persons selected by the student to journey with the student during the period of study leading to the degree. The members of OSAT provide feedback and are a source of accountability for the student.
- **Advisers** who guide students in the area of study throughout the course of the program. The adviser works with students individually and may also work with a group or cohort of students to ensure that they are aware of and in compliance with the program and course requirements for the track. The adviser is normally a faculty member of the seminary but may hold full faculty status in another institution of higher learning and function as adviser for the seminary because of their expertise in the area of study.
- **Faculty Advisory Team (FACT)** is comprised of three faculty persons for the specific purpose of reviewing the project proposal and for the oral defense of the student's project. The adviser is a member of the FACT.
- **DMin Program Director** is a member of the full-time faculty of Garrett-Evangelical Theological Seminary and is appointed by the Academic Dean. The DMin Director is the chief administrator of the DMin program and liaises with all departments as needed for the ongoing functioning and facility of the overall DMin program and the individual study tracks.
- **Program Coordinator** is a staff member of the seminary located in the Registrar's office. The coordinator is a direct link between the student and the school and facilitates and responds to all administrative needs of students with respect to their registration, course offerings, financial responsibilities, graduation requirements and other matters necessary to their engagement in the program from acceptance of their application to graduation.

A detailed description of most of the roles of all participants except the student and the instructors is provided in a later section of this document.

G. Program Value: Mutuality and Responsibility

The program expects Doctor of Ministry students to be high-functioning leaders in the church, thus bringing to bear a rich set of insights from their practice and experience in ministry. The program values these insights and provides room for peer-learning and application of classroom study to ministry settings as a central part of its pedagogy.

Seminary faculty, course instructors and members of advisory teams (both lay and ordained) join the Doctor of Ministry student in a collegial atmosphere of teaching and learning in which each has a particular role to play in enriching the program. Such mutuality and responsibility mark the character of every aspect of the Program: the classroom, writing and evaluating assignments, advisory sessions, conferences and research.

This collegiality also demands a high level of responsibility from the Doctor of Ministry student. The program faculty and the advisory teams are valuable resources for engaging and completing the required work, but students are expected to take the initiative in working with these groups, completing degree requirements and participating fully in all courses and coursework. Thus, the program makes room intentionally for students to engage themselves fully, and the success of the program hinges in no small part on the extent to which students take advantage of this opportunity.

H. Program Value: Spiritual Formation and Accountability

In addition to academic development for ministry, the program recognizes the value of and the need for spiritual formation that encourages a sense of accountability as preparatory to the student earning the title Doctor of Ministry. Such a person should be both equipped academically to deal with the practice of ministry and sufficiently mature both personally and spiritually to be an exemplar of what a practitioner of ministry should look like.

There are several elements of the program that may contribute to helping students grow spiritually during their time in the Doctor of Ministry program:

- a. **On-Site Advisory Team (OSAT):** This is a group of five to eight persons, composed of members of the congregation, clergy colleagues, and community members that will provide support, reflection on theological and spiritual learning, and feedback on how effectively the student is integrating classroom learning with the practice of ministry. The OSAT is available to the student for consultation on any insights, ideas or possible new practices connected with coursework or the ministry project. Detailed information on the OSAT is contained in a separate section in this document.
- b. **Pastoral Counselor or Spiritual Director:** Students are encouraged to explore engaging a **spiritual director** on an on-going basis or to seek a therapeutic relationship with a **pastoral counselor**. This is particularly important for students enrolled in the Spiritual Direction track. While this is highly recommended, it is the responsibility of the student to engage a Spiritual Director or Counselor and it represents an additional cost to the student for any fees incurred.

- c. **Journaling:** This is well-known method of personal and spiritual reflection. Students are encouraged to keep ongoing journal reflections for their own spiritual development. Journaling also assists the student in taking note of personal and vocational insights and may help in discerning the ministry project.
- d. **Peer Fellowship:** Students enter the program in a specific track with a defined group or cohort and are encouraged to develop a fellowship of camaraderie and trust with their peers in their cohort.

I. Program Value: Cohort Model and Peer Learning

The Doctor of Ministry program at Garrett-Evangelical values and encourages peer learning by admitting students into a cohort of persons who are studying within the same track, and who will work through the same courses as a united group. Both the academic curriculum and the financial structure of the program are built with the expectation that students will remain with their cohort throughout the degree program. Students who exit a cohort will forego the ability to participate in this peer learning. The major implications of exiting a cohort are:

- (a) **Curricular** – Most courses in the DMin tracks are offered once every two years in order to provide for the needs of a specific cohort of students. As a result, if a student exits the cohort at any point, the student will have to wait until the courses are offered to a new cohort in order to complete the required coursework.
- (b) **Financial** – The pricing of the DMin program is based on the assumption that students will complete the program along with their cohort in the time specified for the degree. Exiting the cohort with whom a student entered the program may subject the student to additional expenses for coursework in addition to any required continuation fees.
- (c) **Peer Learning** – Students in the same cohort have the opportunity to learn about each other’s ministry settings and provide support for their peers as they participate in learning and growing together through the program.

The program recognizes both the value of the cohort model and peer learning, but also recognizes the reality that a student may need to take a Leave of Absence from the program because of extenuating life circumstances.

J. Length of Program

The Doctor of Ministry is a three-year program structured as follows:

- Year 1 – Coursework
- Year 2 – Coursework and Mid-program evaluations
- Year 3 – Proposal development and Candidacy including project development and defense

Students may take a maximum of six years to complete the Doctor of Ministry degree. They may take up to four years to finish coursework, however since each track is offered every two years, students who do not complete their coursework as scheduled according to the time of their entry, are forced to wait

until the missing courses are offered with the next incoming cohort. Once coursework is completed, students may take up to four years to complete the mid-program and candidacy phases.

Students who cannot finish the program within the above guidelines are subject to being withdrawn from the program by the Doctor of Ministry Committee.

K. Tracks of Study

Students are admitted into the DMin program under specific tracks of study. These tracks focus on specific areas in the context and/or practice of ministry. Students are accepted into a specific track that is self-selected and the student remains within that track throughout the full period of the program. Students are required to complete all courses that pertain to their chosen track.

Students who desire to change their track during the program period, must submit a new application to enter the DMin program in the new track. In such a case, students may be allowed to transfer in completed courses that overlap between the two tracks. Detailed information on all current DMin tracks is available in the *Tracks* section of this handbook.

Most tracks are similar in structure and focus on research and study in an area of ministry practice. In addition to these tracks, the program also offers a course of study that is focused on preaching through the Garrett-Evangelical DMin program and targeted to Hispanic/LatinX students, and also participates in the ACTS DMin Preaching Program. Both of these preaching programs are similar in shape however the ACTS program is run separately from the other tracks. Please refer to the ACTS DMin program manual for detailed information on this program.

Additionally, some tracks offer students the opportunity to be certified in their particular field. In such cases students may use courses in their program to fulfill some of the academic requirements for certification.

L. Partnership with Kellogg School at Northwestern University

To complete the Kellogg School Center for Nonprofit Management Certificate of Professional Achievement, students must take four nonprofit executive education programs and one Executive Education program referred to as a Capstone program.

In the tracks where the option for nonprofit certification exists, one of the programs, “Faith and Leadership Week” is required. Students may choose the other two nonprofit programs and the Executive Education program from the list of programs that have been approved by Garrett.

Students in some DMin tracks have the opportunity to take seminars or to be certified in non-profit management studies at the Kellogg Center for Non-Profit Management at Northwestern University. Completing all the Kellogg seminars in their track entitles the student to receive the Executive Scholars Certificate in Non-Profit Management from the Kellogg School of Management, which is awarded directly by Kellogg.

STRUCTURE OF THE PROGRAM

A. Credit Hours

The Doctor of Ministry degree requires all students to complete 30 credit hours. The breakdown of these credits is as follows:

1. Non-preaching tracks:
 - Foundational Courses 9 credits
 - Track Courses 15 credits
 - Proposal Research and Writing 3 credits
 - Project Research and Writing 3 credits
 - **Total 30 credits**

2. Preaching tracks
 - Coursework 24 credits
 - Integrative Papers/Project Proposal 3 credits
 - Project/Thesis Research and Writing 3 credits
 - **Total 30 credits**

The specific application of credits to courses and other degree requirements is described in the section on Track Descriptions.

B. Phases of the Degree Program – Non-Preaching Tracks

The Program has three distinct phases that students pass through as they move toward completion. These phases are:

1. **Coursework** where students complete all foundational and track courses. Foundational courses in the non-preaching tracks are taken online, but according to a defined schedule. Since all students in all tracks must take the Foundational Courses, students in multiple tracks may take these courses together.
2. **Mid-program** focuses the student on developing the Project Proposal, completing the Human Subjects Review and all evaluations and review processes that are necessary to the continuation of the work into the Candidacy phase.
3. **Candidacy** is the final phase during which the student develops, documents and defends the approved project in order to be awarded the DMin degree.

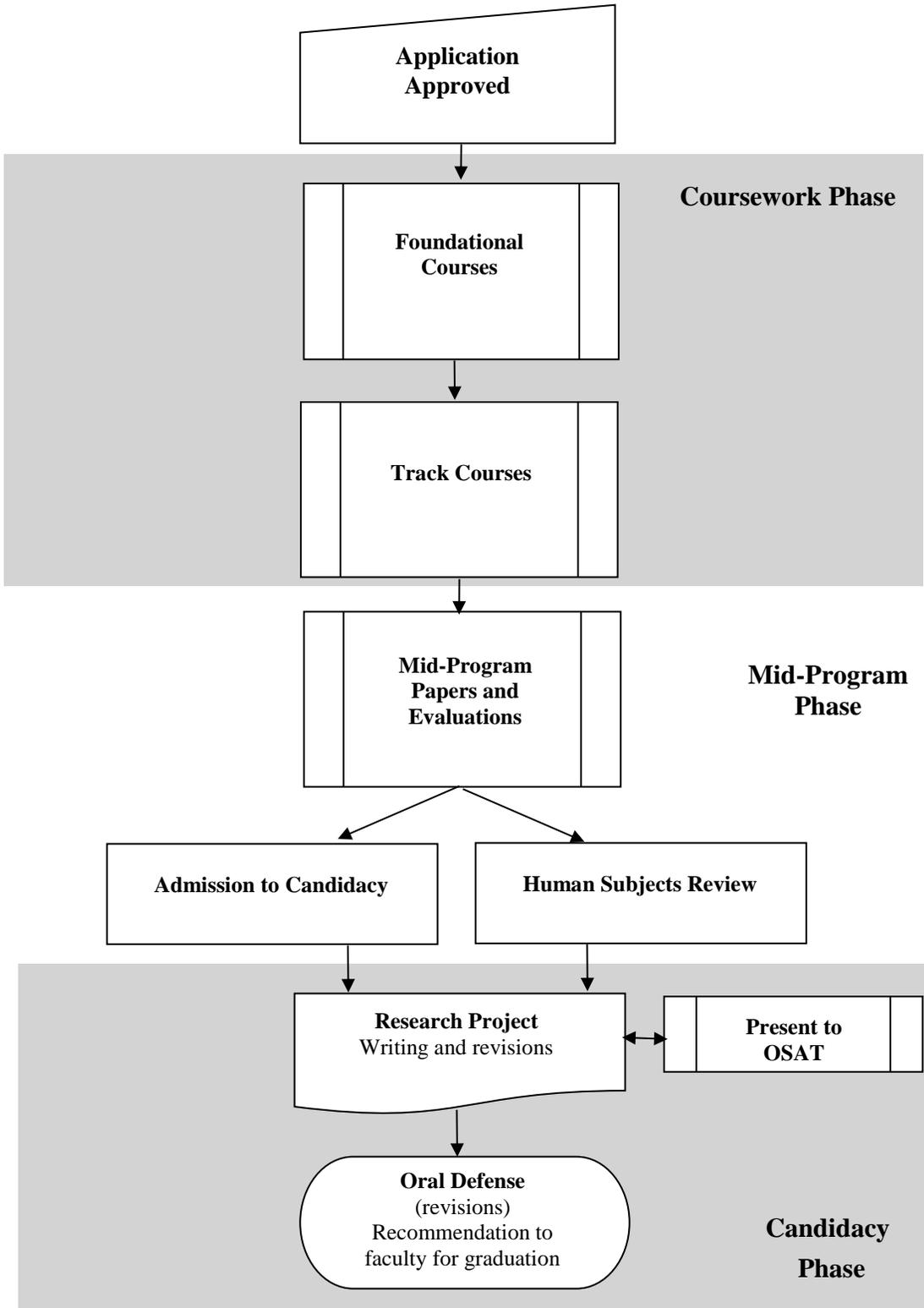
Specifics on each of these phases and the items generated in each are provided later in this handbook.

C. Program Sequence – Key Points

The following lists the major points of reference in the sequence of activities for an individual who desires to be part of the DMin program. A flowchart containing these activities offers another view:

1. Receipt and review of application and acceptance for study by the DMin Committee.
2. Two years of coursework on site at the seminary and online includes:
 - a. Courses on campus in January and Summer per track schedule. This may also include Kellogg courses as required by the track.
 - b. Select members of the OSAT and develop meeting schedule and submit OSAT Review Form following meetings.
 - c. Take online courses in spring and fall per track schedule.
 - d. Meet regularly with OSAT (at least two meetings each year).
3. Approximately six months to one year in Mid-Program Phase:
 - a. Identify possible members and form FACT.
 - b. Write Project Proposal.
 - c. Complete mid-program evaluations by the OSAT, FACT and DMin Committees.
 - d. Develop and obtain approval for Human Subjects Review of project proposal.
 - e. Upon completion of all items gain admission to candidacy.
4. Complete the Project in approximately six months to one year:
 - a. Execute the project and evaluate the results.
 - b. Develop the project, revise as necessary, with a final draft prepared no later than the last day of March of the anticipated graduation year.
 - c. Orally defend the project with success.
 - d. Present the project results with OSAT and upload final form of the project paper in ProQuest.
5. Receive recommendation from DMin Committee and approval by seminary faculty for graduation.

D. Program Flowchart



PROGRAM TRACKS

A. Community Organizing

(a) Track Description

Community organizing is the practice of forging relationships among diverse peoples in order to create long-term strategic and systemic change involving access to power and resources. Beyond organizing for immediate change, the hope of community organizing is to create permanent networks of people that are always ready and able to be proactive in responding to issues important to the immediate and the broader community. These networks become a moral conscience for the community with the political will and organized power to bring about social, political, and economic change.

This track provides clergy and other community leaders with the knowledge and skills to help direct and focus the physical, theological, spiritual, and moral energies of ordinary people to do community organizing. Students in this track would expect to learn about theories of social change and ethnographic research methods beyond what the DMin program generally offers. They also will be trained to:

- organize and reorganize people within the congregation and outside in the community
- engage and prevail on issues important to both church and community
- do relational meetings
- undertake a power analysis
- understand the motivating self-interest different groups have
- engage in exegesis of biblical texts using community organizing principles

(b) Track Mission Statement

The G-ETS Community Organizing (CO) track brings together clergy, lay people, and an interdisciplinary group of organizer-scholars who practice various forms of community organizing in local, national, and international contexts. Together, they teach and learn the theological, philosophical and practical skills of community organizing, while conducting ground-breaking research on the practice of organizing in congregations and communities. The intent is to raise up a generation of leaders who use community organizing skills and practices to rebuild, start, and merge new congregations, associations, and groups.

(c) Track Learning Goals

- **Knowing**
 - Demonstrates a grasp of the broad contours of the theoretical, philosophical, and practical expressions of community organizing.
 - Evidences basis knowledge of the history of organizing in the United States.
 - Develops organizational competencies needed to organize people and money for power, action, and justice.
 - Recognizes the differences and similarities between community development and community organizing.
 - Articulates a theology of organizing.

- **Being**
 - Is emotionally mature, self-aware with respect to the difference between congregational power and empowering congregations.
 - Understands how and why congregational power can and should be used to reorganize power arrangements for justice.
- **Doing**
 - Develop the ability to organize/reorganize a community, a congregation, or an association.
 - Learns how to do ethnographic, anthropological, theologically-sound research on a topic related to community organizing.
 - Applies principles learned in their home ministry context.

B. Congregational Leadership

(a) Track Description

In recognition of the complex demands placed on pastoral leaders to serve as heralds of the gospel, teachers of the Christian heritage, chief administrative officers of the church, long-range planners, budget directors, program innovators and implementers, and personnel managers, the G-ETS Congregational Leadership track, alongside of the Nonprofit Center at Northwestern University's Kellogg School of Management, offers a noteworthy mix of practical management training and theological education to enhance a pastor's ability to be a more effective leader. Students in this track will develop the necessary skills to understand their own leadership styles, recognize how to best lead in their local congregations, and prepare their congregations to be change agents in their respective contexts.

(b) Track Mission Statement

The Congregational Leadership (CL) track understands that leadership in the church is grounded in the mission of God, and it equips students to envision, inspire, communicate, and manage systemic improvement in a ministry site's administrative practices in a way that is faithful to that mission. In doing this, the track seeks to make students into leaders of leaders who can influence and guide other leaders in the church.

(c) Track Learning Goals

- **Knowing:**
 - Understands the broad contours of the theory of leadership as developed in the literature.
 - Has a clear grasp of the basic administrative competencies necessary to manage an organization.
 - Recognizes the differences between situations requiring technical or adaptive challenges.
 - Articulates a theology of leadership.

- **Being:**
 - Is self-aware of how the student's character formation affects the student's practice of leadership.
 - Is spiritually disciplined to guide character formation as a leader intentionally.
- **Doing:**
 - Communicates the strategic interventions the student wants to bring about within her or his ministry site.
 - Analyzes administrative practices that are taking place at the ministry site.
 - Engages in work that moves the ministry site toward more full participation in the mission of God, and that can be used as a guide to help other church leaders in their ministries.

C. Preaching as Leadership in Hispanic/Latinx Congregations

(a) Track Description

Effective congregational leadership for pastors involves communication that brings preaching alive in a way that enhances the spiritual life of individuals and facilitates the administrative life of the community. That is especially important in Hispanic/Latinx congregations that are challenged by societal strictures that compound the normal issues that confront any group of persons, even those whose focus is to advance the Christian discipleship of the gathered community.

This track is targeted to pastors who serve in a predominately Spanish-speaking ministry context. The curriculum is geared toward helping these pastors develop their preaching skills in a way that is representative of effective pastoral leadership as public theologians who offer the good news of the gospel prophetically to their community and thereby contribute to both the spiritual and numerical growth of the congregation. It is also focused on developing management and leadership skills essential to guiding and developing the congregation. It is anticipated that students will be able to function bilingually.

Students will participate in seminars taught by the Kellogg School Nonprofit Center as well as the courses taken at Garrett. The Nonprofit Center seminars are taught in English but will allow students time to process the material covered in Spanish, so they can apply the skills they learn there more easily in their congregations. The specific courses that relate to this track are taught in Spanish by instructors selected intentionally to be able to communicate in the native language of the students. This will facilitate the pastors' ability to experience the preaching and leadership instruction in the language they use in their ministries.

(b) Track Mission Statement

The Hispanic/Latinx Preaching and Leadership track recognizes the need for pastors to be effective leaders and communicators of their congregation in areas of both preaching and management. This program focuses on developing greater preaching skills relevant to the contextual needs of Hispanic/Latinx congregations primarily in the United States and enhancing their communication,

financial and strategic planning skills in order to enable them to lead healthy, viable and effective local churches.

(c) Track Learning Goals

- **Knowing**
 - Demonstrates a grasp of the key literature related to preaching in the Hispanic/Latinx context.
 - Recognizes strategies for communicating in settings both internal and external to the church.
 - Develops new financial and strategic skills to support the administration and fundraising of a local congregation.
 - Articulates a theology of preaching and leadership.

- **Being**
 - Is an effective communicator within and beyond their local congregation.
 - Is an inspiring leader who understands and helps to advance the stewardship of congregational resources for the mission of the church.
 - Is a knowledgeable and competent administrator who can support appropriate financial practices on behalf of the congregation.

- **Doing**
 - Uses new preaching, communication and administrative skills to develop and lead effective congregations
 - Develops and implements effective congregational structures and systems aimed at enhancing the church's mission and ministries.

A complete description of this track, written in Spanish is available in the Doctor of Ministry Preaching and Leadership in Hispanic/Latinx Congregations Handbook on the myGets website.

D. Spiritual Direction

(a) Track Description

Effective leadership at the national and local level in churches, in non-traditional settings, and in one-on-one relationships requires a deep orientation to spiritual values and practice. That orientation requires acquaintance with the varieties of spiritual practice that a leader might encounter. This includes an understanding of the history and theology of Christian spirituality and orientation to the diversity of the global landscape in which leaders serve.

The Spiritual Direction (SD) track is designed to provide today's leaders with that knowledge base, exploring the historical, theological, and contextual dimensions of global spirituality. The structure and content of the program is also intended to meet the practitioner's need for knowledge of spiritual practice and the challenges presented by the rapidly changing global context in which participants live and serve.

In addition to coursework, an imbedded practicum also makes it possible for students to begin applying the knowledge gained to the specific settings in which they engage their ministry. Students in the Spiritual Direction track are required to have a spiritual director and should meet with that director at least once a quarter, beginning with the year in which they begin their course work. That relationship should be sustained for the duration of the program.

In addition, students in this track may work toward a Certificate in Spiritual Direction. Each of the five courses in the Spiritual Direction track includes a spiritual direction module, which, when successfully completed, leads to the certificate, which is granted by the seminary, in addition to the Doctor of Ministry degree. The skills gained through these courses may be used in direction setting, but they may also inform and enhance the student's approach to leadership, preaching, teaching, and pastoral counseling. In order to receive the certificate in spiritual direction, the student must take all of the following five courses in the Spiritual Direction track:

1. The History and Theology of Christian Spirituality

Focuses on the history of Christian spirituality, examining the theological assumptions that have shaped that history.

Module One: History, Theology, and Models of Spiritual Direction

2. Spirituality, Diversity, and the Global Landscape

Examines the multi-cultural, ethnic, and religious dynamics that shape spiritual practice and the context in which spiritual formation is taught and nurtured.

Module Two: The spiritual journey, developmental issues, and the use of evaluative tools, including the Myers-Briggs Inventory and the Enneagram

3. Spiritual Practice

Focuses on the varieties of Christian spiritual practice, experience with that practice, and the process of Christian formation.

Module Three: Spiritual Direction, Therapy, and Pastoral Counseling

4. Spiritual Formation and the Leader

Focuses on the essentially spiritual nature of the leadership task, a theology of spiritual authority, and the application of spiritual practice and understanding to the leadership challenge.

Module Four: Applied Skills, including "holy listening" and other techniques.

5. Practicum in Spiritual Formation

Focuses on the evolving challenges facing leaders engaged in spiritual formation, relying upon student projects as laboratories for defining and dealing with those challenges.

Module Five: Practicum, including verbatims, in-class exercises, the integration of knowledge, and assessment of the student's direction skills.

(b) Track Mission Statement

The Spiritual Direction track in the Doctor of Ministry Program participates in the seminary's mission by preparing students to become acquainted with the history, theology and practice of Christian spirituality and, specifically, the practice of Spiritual Direction. Through this program, the seminary

seeks to prepare leaders that are equipped to draw on the resources of the Christian spiritual tradition in ways that are deeply grounded and informed by that tradition.

(c) Track Learning Goals

To demonstrate that the program is fulfilling its mission, it strives for students to be formed in knowledge of appropriate theories, in their role as a ministry leader, and in the practice of ministry. The following are the program's learning goals for each of these areas of Christian spirituality and the practice of Spiritual Direction.

- **Knowing:**
 - Demonstrates a grasp of the basic knowledge of the history and theology of Christian spirituality and Spiritual Direction.
 - Understands Christian spiritual practice and the methods deployed in the effective practice of Spiritual Direction.
 - Understands the theological and spiritual categories essential to evaluating progress in spiritual formation and direction.
 - Articulates a theology of spiritual direction.
- **Being:**
 - Is self-aware of how the student's own experiences and contexts have shaped his or her spirituality.
 - Has a life and vocation informed and shaped in conversation with the history of Christian spirituality.
 - Demonstrates a capacity for listening and open questions that inform the practice of Spiritual Direction and its application to the task of leadership.
- **Doing:**
 - Ability to formulate leadership strategies and interventions that include the practice of spiritual disciplines.
 - Applies new leadership practices, relying on the sensibilities and methods associated with Spiritual Direction.
 - Introduces others to the spiritual practice of the church, the value of spiritual direction and the theological categories that shape both.

E. Strategic Leadership in the Black Congregation

(a) Track Description

The Black Church has a unique history and culture that impacts every aspect of its life, including its worship style, forms of Christian education, methods of administration and governance, and interpersonal relationships within local congregations. The G-ETS Strategic Leadership in the Black Congregations track recognizes this uniqueness and offers students an opportunity to enhance their capacity to engage effectively in ministry within this context. For this reason, students admitted into this

track must be engaged in ministry that is significant to persons of African descent or the Black Church context.

Students will cover such issues as how to approach public theology, prophetic preaching, Christian education, evangelism, biblical studies, community engagement and church administration from a Black Church perspective to foster a vital, vibrant, relevant and transformative congregation for the 21st century. In addition to these core courses, the Strategic Leadership in the Black Congregations track requires students to expand their general skills in management and leadership by their participating in Northwestern University's Kellogg School of Management Executive Scholars program.

(b) Track Mission Statement

The Strategic Leadership in the Black Congregations (SLBC) track aligns with the Doctor of Ministry Program by connecting effective Black Church leaders with each other, with scholars recognized in their fields, and with distinguished practitioners of Christian ministry in the Black Congregation context. The track's further mission is to effectively engage Black Church leaders in exploring traditional and contemporary culture(s) of the Black Church as well as explore the pastoral and administrative leadership needed to foster a vital, vibrant, relevant and transformative congregation for the 21st century.

(c) Track Learning Goals

- **Knowing**
 - Demonstrates a grasp of the broad contours of the theory of leadership as developed in the literature.
 - Demonstrates a grasp of basic administrative competencies necessary to manage a Black Church.
 - Recognizes the differences between situations requiring technical or adaptive challenges.
 - Articulates a theology of leadership for Black Congregations.

- **Being**
 - Is self-aware of how the student's character formation affects the student's practice of leadership.
 - Is spiritually disciplined to guide character formation as a leader intentionally.
 - Shows competence in leadership practices and skills.

- **Doing**
 - Communicates the strategic interventions the student wants to bring about within her or his ministry site.
 - Analyzes administrative practices that are taking place at the ministry site.
 - Engages in work that moves the ministry site toward full participation in the mission of God, and that can be used as a guide to help other church leaders in their ministries.

F. ACTS Preaching Program

(a) Track Description

Effectiveness in preaching necessitates openness to the Holy Spirit, imagination, creativity, and embodiment of the good news of Jesus Christ. The power and authority to proclaim the Word of God calls for engagement of mind and spirit, and a healthy dose of divine grace in the life and work of the preacher. Growth in preaching results from the preacher's willingness to be fully engaged in all aspects of the sermonic task.

The ACTS Preaching track is offered collaboratively with partner schools in the Association of Chicago Theological Schools (ACTS). The following description is taken directly from the ACTS DMin in Preaching 2019-2020 Program Manual.

The *ACTS Doctor of Ministry (D.Min) in Preaching program* offers a unique learning experience for preachers of the gospel. Pastors and other preachers are taught to use their preaching skills to accomplish a specific task or enhance a particular area of ministry through a defined Preaching Ministry Project. This three-year program combines a learning component that is accomplished during each year's Summer Residency, and the practice of learned skills that is appropriate to each preacher's individual preaching context. The Summer Residency brings preachers together from a variety of cultures, countries, and contexts of ministry to develop their proficiency as preachers, as well as to contribute to the growth of their fellow students' preaching skills. During this concentrated period of study, students work collaboratively with professors, advisors and peers, through courses, lectures and discussion to identify specific Learning Goals that are appropriate to their selected areas of homiletical engagement. The tools they gain during the Summer Residency are used to accomplish specific preaching goals for the year.

(b) Track Mission Statement

The mission of this program is to offer preaching practitioners the opportunity to use their homiletical gifts to advance the work of ministry to which they have been called, and through academic study and praxis in their ministry setting, to hone their preaching skills and most importantly to advance the church's mission of making disciples of Jesus Christ and make real the reign of Christ in the world.

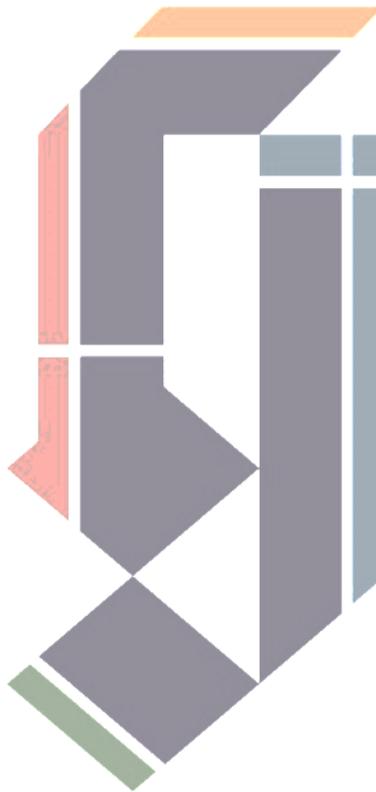
(c) Track Learning Goals

- **Knowing**
 - Develops competency in creating sermons and in preaching that is relevant to their faith community and program focus.
 - Cognizant of the homiletical literature and methodologies related to preaching in their context of ministry.
 - Articulates a theology of proclamation.
 - Recognizes methods of proclamation that are effective for their particular arena of ministry.

- **Being**
 - Is an effective proclaimer of the good news of the gospel.
 - Is a relevant preacher in their particular setting that is their ministry context.
 - Is aware of the strengths and weaknesses of one's own style of preaching through personal assessment.

- **Doing**
 - Collaborates with members of the ministry site in an ongoing process of reflecting on one's preaching.
 - Uses relevant preaching methods and models to accomplish ministry projects and goals.
 - Engages congregational resources methodically in and beyond preaching for ministry effectiveness.

Please consult the ACTS Doctor of Ministry in Preaching Manual for specific details concerning this program.



PROGRAM STRUCTURE

The Program utilizes a phased structure that leads to the completion of a defined project or area of research that is directly related to an area of ministry in the student's context. The program has three phases, more distinct in some than in others, but all students must pass through and complete the requirements of each successfully as they move toward completion. The phases are:

1. **Coursework** that focuses on theoretical material that may be identified as foundational to the work of engaging doctoral study or focused on particular subjects that relate specifically to the designated track. In the non-preaching tracks, the courses deemed foundational are taken online by all students, thus students in multiple tracks may take the course together. Track courses are taken by all students in that track according to the schedule for the program. There are no elective courses and students must take both foundational and track courses according to the pre-defined schedule for the track.
2. **Mid-program** focuses the student on developing the paperwork that is necessary to move the student forward into the candidacy phase. Although the required contents differ slightly, in all tracks, students produce a **Project (or Thesis) Proposal**. Students must also complete a **Human Subjects Review**. These documents are necessary to move the student into the Candidacy phase.
3. **Candidacy** is the final phase during which the student develops, documents and defends the approved project or thesis in order to be awarded the DMin degree.

TRACK GRIDS

The following pages are the grids for each track in the Garrett-Evangelical DMin program, indicating the specific courses each track requires for graduation. The structure and courses for the ACTS Preaching program is available in the ACTS Doctor of Ministry Program Manual.

ID#:

Name:

Advisor:

COMMUNITY ORGANIZING

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701	Cultural Values in Congregational Life		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations of Practical Ministry		3

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-720	Church and Community		3
DM-723	Methods, Models and Tools of Community Organizing Capstone Course		3
DM-724	Introduction to Community Organizing and Social Scientific Method		3
DM-725	Hermeneutics of Race, Class, Gender and Age		3
DM-726	Financial Implications of Community Organizing		3

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-795	Project Research and Writing		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

ID#: _____ Name: _____ Advisor: _____

CONGREGATIONAL LEADERSHIP

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701	Cultural Values in Congregational Life		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations of Practical Ministry		3

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-xxx	Effective Communication for Leaders		3
DM-712	Strategic Techniques for Leadership		3
DM-743	Spiritual Formation and the Leader		3
DM-764	Kellogg Seminar – Finance		2
DM-773	Kellogg Seminar – Faith & Leadership Week		2
DM-779	Kellogg Seminar – Executive Capstone (requires approval)		2

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-795	Project Research and Writing		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements 2019-2020



ID#: _____ Name: _____ Advisor: _____

PREACHING AS LEADERSHIP IN HISPANIC/LATINX CONGREGATIONS

YEAR 1- 8 hours

COURSE#	TITLE	GRADE	HOURS
DM-750	Preaching as Testimony		3
DM-751	Performance in Preaching		3
DM-764	Kellogg Seminar – Finance		2

YEAR 2- 12 hours

COURSE#	TITLE	GRADE	HOURS
DM-752	Contemporary Biblical Interpretation for Preaching		3
DM-753	Contemporary Theology for Preaching		3
DM-756	Narrative Preaching for Social Transformation		3
DM-757	Pastoral Leadership: Preaching and Intercultural Competences		3

YEAR 3- 10 hours

COURSE#	TITLE	GRADE	HOURS
DM-773	Kellogg Seminar – Faith and Leadership Week		2
DM-779	Kellogg Seminar – Executive Capstone – The Leader Within		2
DM-791	Project Design and Methodology		3
DM-795	Project Research and Writing		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements 2019-2020



ID#:

Name:

Advisor:

SPIRITUAL DIRECTION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701	Cultural Values in Congregational Life		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations of Practical Ministry		3

TRACK COURSES- 15 hours (classes must be taken in order)

COURSE#	TITLE	GRADE	HOURS
DM-740	History and Theology of Christian Spirituality (includes SD Module 1)		3
DM-741	Spirituality, Diversity, and the Global Landscape (includes SD Module 2)		3
DM-742	Spiritual Practice (includes SD Module 3)		3
DM-743	Spiritual Formation and the Leader (includes SD Module 4)		3
DM-744	Practicum in Spiritual Formation (includes SD Module 5)		3

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-795	Project Research and Writing		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

ID#: _____ Name: _____ Advisor: _____

STRATEGIC LEADERSHIP IN THE BLACK CONGREGATION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701	Cultural Values in Congregational Life		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations of Practical Ministry		3

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-720	Church and Community		3
DM-731	Seminar on the Black Church		3
DM-732	Stewardship for Institutional Development		3
DM-764	Kellogg Seminar – Finance		2
DM-773	Kellogg Seminar – Faith & Leadership Week		2
DM-779	Kellogg Seminar – Executive Capstone – The Leader Within		2

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-795	Project Research and Writing		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

COURSEWORK PHASE

This is the initial phase and lasts typically for the first two years of the program. During this phase the student is involved in completing the foundational and track courses. Early in this phase the student will create the On-Site Advisory Team (OSAT), consisting of persons who are potential stakeholders in the student's ministry. The student is expected to meet with the OSAT at least twice a year during this phase.

The syllabi for all courses will be posted on the Garrett-Evangelical website around the time that registration begins and prior to the start of the courses. Most courses require significant reading and writing prior to the first session. It is the student's responsibility to check the website for syllabi and to complete assignments on time. Most courses also have a final paper due following the last session. The due date for the final paper is set by the professor.

There are three types of courses that students take during the coursework phase: foundational courses, track courses and writing courses.

- (a) **Foundational Courses** – These are three courses that all students are required to take regardless of the track in which they enroll. All three of these courses are offered online in the Spring or Fall terms. These courses are meant to prepare students for their final project as they move through their coursework. These courses are:
 - i. Cultural Values of Congregations
 - ii. Research Design and Methodology
 - iii. Biblical and Theological Foundations of Practical Ministry

- (b) **Track Courses** – These are courses that specialize in the topic covered in the respective tracks and are required for graduation out of that track. For those tracks that include seminars taken at the Kellogg School of Management of Northwestern University, students take the courses designated for their specific track. Students also select a capstone seminar for those approved for their track. In such cases students take a total of five units in the School of Non-Profit management to obtain Kellogg certification.

- (c) **Research Design and Methodology Course** – During this first phase of coursework, students are instructed in the methodologies for research design and analysis associated with the qualitative research required for the final DMin projects.

2019/2020 COURSEWORK SCHEDULES

A. Community Organizing

Spring 2020

- DM701 – Cultural Values in Congregational Life (online) Instructor: Mark Teasdale

Summer 2020

- DM724 – Introduction to Community Organizing and Social Scientific Method. June 15 – 18. Instructors: Angela Cowser
- DM720 – Church and Community. June 22 – 26. Instructor: Joe Daniels

Fall 2020

- DM703 – Biblical and Theological Foundations for Practical Ministry (online): Instructor: Dr. Felicia LaBoy

January 2021

- DM726 – Financial Implications of Community Organizing. January 11 – 15. Instructor: Gerald Taylor
- DM725 – Hermeneutics of Race, Class, Gender, Age. January 18 – 22. Instructor: Angela Cowser

Spring 2021

- DM702 – Research Design and Methodology (online) Instructor: Rolf Nolasco

Summer 2021

- DM723 – Methods, Models, and Tools of Community Organizing (Capstone Course) June 20 – 24. Instructors: Angela Cowser and Gerald Taylor
- DM790 – Proposal Research and Writing. June 27 – 31. Instructor: Angela Cowser (includes Human Subjects Review)

Fall 2021 – Spring 2022

- DM795 – Project Research and Writing

Graduation – May 2022

B. Preaching as Leadership in Hispanic/LatinX Congregations: Start Date – Summer 2018

Summer 2018:

- DM750 – Preaching as Testimony – Completed
- DM751 – Performance in Preaching – Completed

February 2019:

- DM764 – Kellogg Seminar – Finance – Completed

Summer 2019:

- DM752 – Contemporary Biblical Interpretation for Preaching. June 24 – 28. Instructor: Dr. Osvaldo Vena – Completed
- DM753 – Contemporary Theology for Preaching. July 1 – 5. Instructor: Dr. Javier Goitia-Padilla – Completed

January 2020:

- DM756 – Narrative Preaching for Social Transformation. January 13 – 17, 2020. Instructor: Dr. Danny Román-Gloró
- DM757 – Pastoral Leadership: Preaching and Intercultural Competences. January 20 – 24, 2020. Instructor: Dr. Tercio Junker

Summer 2020:

- DM773 – Kellogg Seminar: Faith and Leadership Week. June 15 – 19, 2020
- DM791 – Project Design and Methodology (On Campus). June 22 – 26, 2020 (includes HSC approval)

Fall 2020 – Spring 2021:

- DM779 – Kellogg Seminar – Executive Capstone –The Leader Within. September 13 – 18, 2020
- DM795 – Project Research and Writing

Graduation – May 2021

C. Spiritual Direction: Start Date – January 2019

January 2019:

- DM740 – History and Theology of Christian Spirituality – Completed
- DM741 – Spirituality, Diversity, and the Global Landscape – Completed

Spring 2019:

- DM701 – Cultural Values in Congregational Life – Completed

Summer 2019:

- DM742 – Spiritual Formation and the Leader. June 17 – 21. Instructor Dr. Fred Schmidt
- DM743 – Spiritual Practice. June 24 – 28. Instructor Dr. Karla Kincannon

Fall 2019:

- DM702 – Research Design and Methodology (online). Sept 3 – Dec. 13. Instructor: Dr. Rolf Nolasco
- DM703 – Biblical and Theological Foundations for Practical Ministry (online). Sept 3 – Dec. 13. Instructor: Dr. Felicia LaBoy

January 2020:

- DM744 – Practicum in Spiritual Formation. January 21 – 24, 2020. Instructor: Dr. Fred Schmidt

Spring 2020: (in tandem with DM744 - not a separate course)

- DM790 – Proposal Research and Writing. Instructor: Dr. Fred Schmidt

Summer 2020 – Spring 2021:

- DM795 – Project Research and Writing

Graduation – May 2021

D. Strategic Leadership in the Black Congregation: Start Date – Summer 2019

Summer 2019:

- DM731 – Seminar on the Black Church. June 17 – 21. Instructor: Dr. Michael Nabors
- DM732 – Stewardship and Institutional Development. June 24 – 28. Instructor: Dr. Reginald Blount

Fall 2019:

- DM702 – Research Design and Methodology (online). Sept 3 – Dec. 13. Instructor: Dr. Rolf Nolasco
- DM703 – Biblical and Theological Foundations for Practical Ministry (online). Sept 3 – Dec. 13. Instructor: Dr. Felicia LaBoy

Spring 2020:

- DM701 – Cultural Values in Congregational Life (online). Feb 1 - May 12. Instructor: Dr. Mark Teasdale

Summer 2020: (All Kellogg courses are scheduled by Kellogg)

- DM773 – Kellogg Seminar – Faith and Leadership Week. June 15 – 19, 2020
- DM720 – Church and Community. June 22 – 26. Instructor: Dr. Joe Daniels

Fall 2020 – Spring 2021: (All Kellogg courses are scheduled by Kellogg)

- DM764 – Kellogg Seminar – Finance I – TBD
- DM765 – Kellogg Seminar – Finance II – TBD
- DM779 – Kellogg Seminar – Executive Capstone –The Leader Within – TBD

Spring 2021:

- DM790 – Proposal Research and Writing

Fall 2021 – Spring 2022:

- DM795 – Project Research and Writing

Graduation – May 2022

MID-PROGRAM PHASE

Upon completing coursework, the student enters the mid-program phase during which the student develops the Project Proposal in sufficient detail to describe clearly how the student intends to engage the selected area or focus of ministry in their ministry site. Additional instruction in Proposal Writing and Research is provided in concert with or by the student's adviser and may be a separate course or may be the focused work on developing the project proposal, which is engaged by the adviser and the student.

(a) **Project Proposal** –The project proposal offers a comprehensive description of the work the student hopes to undertake in the course of their program that will impact their chosen area of ministry. It describes in preliminary form the anticipated research to be undertaken in order to demonstrate the student's facility with the selected topic and provides a sketch of the methodology the student will use to accomplish the project. The contents of the Project Proposal are as follows:

1. Proposed Title:
2. Proposed Problematic: An explanation of why the particular problematic is appropriate to the ministry site.
3. Proposed Thesis: A short paragraph laying out how you anticipate your project will answer the problematic.
4. Ministry Setting: A description of the ministry site in which the project is to be implemented and administered (e.g., a local congregation, a cluster group, a judicatory, a chaplaincy).
5. Proposed Learning Goals: The goals that are pertinent for your project for:
 - Yourself: At least one goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project.
 - Your Ministry Setting: Include at least one goal explaining how the ministry setting in which you engage the project will develop a stronger capacity to continue engaging in the practice of ministry it explores through your project.
 - The Wider Church: There should be at least one goal that explains how your project may be of benefit to other similar ministry settings.
6. Biblical and Theological concepts that help to shape the project.

7. Literature Review: This includes both a bibliography of pertinent literature and a review of the literature dealing with the specific practice of ministry sufficient to resource the research of the topic.
8. Research Methodology: Briefly describe the methodology that will be used to implement your project. This includes all research protocols, including (but not limited) to surveys, interview questions, and consent forms to be used to gather the information necessary to the project.
9. The proposed timeline for completion of the project.

The Project Proposal should be not less than 10 pages and not more than 15 pages in length, excluding Appendix and should be submitted to the On-Site Advisory Team (OSAT) and the Faculty Advisory Team (FACT) for their review and approval.

(b) **Mid-Program Evaluations** – To verify the feasibility of the intended project, the Project Proposal will be evaluated at three subsequent levels:

- i. OSAT Evaluation: In accord with the consultative engagement with this group, the student will meet with the On-Site Advisory Team to review the Project Proposal. The student's advisor is encouraged to be part of this evaluative meeting that reviews:
 1. The student's capacity to articulate the importance and main terms of the proposal.
 2. Evidence of the connection between coursework and the practices of in ministry that are the focus of the project.
 3. The way in which the research study will challenge the student's present practice of ministry and its promise for future ministry.

The team reports the result of the evaluation with appropriate recommendations. Successful completion of this evaluation, including any recommended revisions to the project proposal is required in order for the student to move to the FACT evaluation.

- ii. FACT Evaluation: After the OSAT evaluation has been completed successfully, an evaluation of the Project Proposal is conducted by the Faculty Advisory Team (FACT). This evaluation is chaired by the student's faculty adviser. The purpose of the conference is to test the academic merit of the research proposal in light of the recommendations made by the on-site advisory team. This evaluation focuses on the student's:
 1. Capacity to articulate the importance and main terms of the proposal, relating them to the student's coursework and the inclusion of learning gained in developing the ministry project.
 2. Facility in articulating the intended impact of the project on the ministry site.
 3. Ability to defend the proposal, as well as to identify limitations and shortcomings, and modifications needed.

This team also reports the result of the evaluation, including recommendations for next steps. Depending on their recommendations, the team may require a formal repeat of the evaluation. Successful completion of this evaluation signals the readiness of the proposal to be sent to the DMin committee. The report(s) and recommendations are filed in the registrar's office.

- iii. DMin Committee: The DMin Committee is primarily concerned with the consistency and cogency of the project proposal and will look to be certain that the proposed problematic, thesis, learning goals and methodology are in harmony with each other and are seeking to accomplish a valuable intervention in ministry. The Committee is responsible for recommending the student to the seminary faculty for candidacy. Based on their evaluation of the Project Proposal, they may take such action or may require changes to be made to the proposal before candidacy is recommended. The committee may also require significant correctives be made and the proposal resubmitted for evaluation.

- (c) **Human Subjects Review** - This is an independent review of the student's proposed methodology for the project to make certain that the student appropriately safeguards the people who will participate in the project. The review is conducted by a committee of Garrett-Evangelical faculty members. Upon successful completion of the evaluations by OSAT and FACT, the student may submit the materials required to the Human Subjects Committee. The forms and requirements for submission may be found under the heading of DMin forms on myGETS, the seminary's administrative website.

Approval of the proposed plan by the Human Subjects Review committee must be received in order for the student to begin work on the project. The student may NOT begin work on the project until such approval is granted.

A copy of the Garrett-Evangelical requirements for Human Subjects Review is included as an appendix in the DMin Handbook.

CANDIDACY PHASE

Once a student has successfully completed the Mid-Program Phase, the student enters the candidacy phase and works on the project approved by the seminary. The output of candidacy is a report detailing this project and including an Abstract of the project based on the guidelines provided on the Research in Ministry form found in the forms section of this handbook. Once the project and report are completed, the student meets with the FACT to present an oral defense of the project and with the OSAT to consider practical applications of the project in the ministry site. Successful defense of the project report enables the DMin Committee to recommend to the faculty that the students be granted the Doctor of Ministry degree. The student is approved for graduation upon the vote of the faculty.

Following approval for graduation, the student must submit the project report to ProQuest. Submissions to ProQuest are made online through a special web portal made available to students before graduation. All fees for the service will be collected by ProQuest at time of submission.

The student must also submit the project abstract to the Styberg Library for submission to Research in Ministry (RIM). RIM makes the student's abstract searchable in multiple research databases.

PROGRAM OUTPUT

The ultimate output of the Doctor of Ministry Program is a leader in the church that is equipped with skills and tools necessary to be effective in ministry and more specifically, in the area of ministry that has been the focus of their study in the program track of choice. In the course of study, students are engaged in the practice of ministry in a particular setting or ministry context. The focus of the work is described and detailed as a project to be undertaken during the years of the program. The progress of the project and its impact on their ministry is reviewed, analyzed and tracked in several ways during the course of both study and practice. The results and overall outcome of the project are reported in a final Project Paper which the student prepares. This final document is the basis for evaluation and defense of the work accomplished by the student and its effect on the ministry context.

A. Nature and Purpose of the Project

The project is conceived as an effort in creative ministry, to be developed and carried out in relation to the student's context of ministry. It takes a significant approach to a problem or area of study related to the theory and practice of ministry. It involves the application of a theology of ministry and data from research to an aspect of professional ministry. The purpose is to identify, develop, implement and evaluate an original, investigative program and its contribution to the practice of ministry. The project facilitates the demonstration of professional excellence in the ability of the student to contribute to the practice of ministry through research, design, implementation, analysis and evaluation of results.

The written output of the project is a Project Report that describes the structure, research, analysis and results of the project. The student works closely with the faculty adviser as research and writing progresses. This involves review and recommendations for revisions by the adviser and other faculty advisory team members as appropriate. As much as possible, the adviser should review and verify that both the research and the writing undertaken by the student is in tandem with the criteria by which it will be judged. Upon completion of the project, an oral defense of the project is undertaken by the student with the members of the faculty advisory team (FACT).

The research project will be evaluated according to the following criteria:

- (a) Engagement with the classical theological disciplines: biblical studies, theology, ethics, and church history.
- (b) Demonstration of the connection between theological reflection and its relationship to Christian practice.
- (c) Articulation of the theological and practical significance in relation to the challenges of the specific practices of ministry covered in the track and applied to the student's ministry context.
- (d) Contribution, in content and argument, to the area of professional ministry.

Following the oral defense, the FACT may take one of the following actions:

- (a) Recommendation of graduation to the DMin committee.
- (b) Recommendation of graduation pending further revisions/rewriting of the Project Report to be completed under the direction of the project adviser.
- (c) Termination from the program, given the inadequacy of the project and the impossibility of adequate or appropriate revisions/rewriting.

Recommendations for graduation will be made to the DMin Committee, for concurrence with the decision of FACT and presentation to the complete seminary faculty for their approval.

B. Structure and Content of Project Report

The Project Report follow the structure defined for use in the program to facilitate the delivery of their content. This content ties directly to the courses taught, which is tied directly to the assessment of the material presented in the report. The structure of the Project Report follows the style described in the Project Report Style Description section of the DMin Handbook and is as follows:

- (a) **Title page**
- (b) **Approval page**
- (c) **Abstract** (maximum: 100 words): This is a concise summary of the development and conclusions of the project and appears just after the approval page. Follow the American Theological Library Association guidelines (these are also found on the Research in Ministry form):
 - a. Write in complete sentences, preferably in the third person active voice.
 - b. Be brief. The abstract should be approximately 100 words in length.
 - c. State your thesis.
 - d. Describe the method of study or research.
 - e. State the result of the research or the conclusion reached in the study.
- (d) **Acknowledgements** (optional), on which the writer may express appreciation for persons who have contributed to the project in any way.
- (e) **Table of contents**, listing titles and page numbers for chapters and major sub-sections.
- (f) **Chapter 1** (4000 – 4800 words) – Introduction of problem to be addressed, presentation of thesis, description of ministry site, informed personal perspective, and explanation of who the audience is that could most benefit from this project
 - a. Primarily informed by Cultural Values of Congregation course.
 - b. Related to the “Being” aspect of the rubric.
- (g) **Chapter 2** (3000 – 3600 words) – Review (in essay format) of the literature on the practice of ministry being covered, status questions of theory
 - a. Primarily informed by track courses.
 - b. Related to the “Knowing” and “Doing” aspects of the rubric.
- (h) **Chapter 3** (4000 – 4500 words) – Biblical and theological grounding for the practice of ministry
 - a. Primarily informed by Seminar on Practical Theology.
 - b. Related to the “Being” aspect of the rubric.
- (i) **Chapter 4** (3000 – 4500 words) – Description of methodology used in the project (appendices for measurement tools and raw data), acknowledgment of replication issues

- a. Primarily informed by Research Methodology and Cultural Values course.
 - b. Related to the “Knowing” and “Doing” aspects of the rubric.
- (j) **Chapter 5** (4000 – 4500 words) – Results of the project, interpretations of the data collected
- a. Primarily informed by Research Methodology and Cultural Values course.
 - b. Related to the “Knowing” aspect of the rubric.
- (k) **Chapter 6** (3000 – 4500 words) – Conclusions, implications of the project and next steps for the specific ministry setting, lessons learned for those that would replicate the project
- a. Primarily informed by track courses.
 - b. Related to the “Knowing,” “Being,” and “Doing” aspects of the rubric.
- (l) **Appendices** (no limit on word count) – All measurement tools and raw data collected. Please be certain to include this data in a form that can be converted into a single pdf document with the rest of the paper.
- (m) **Bibliography** of resources used.

C. Sequence of Project Development Activities

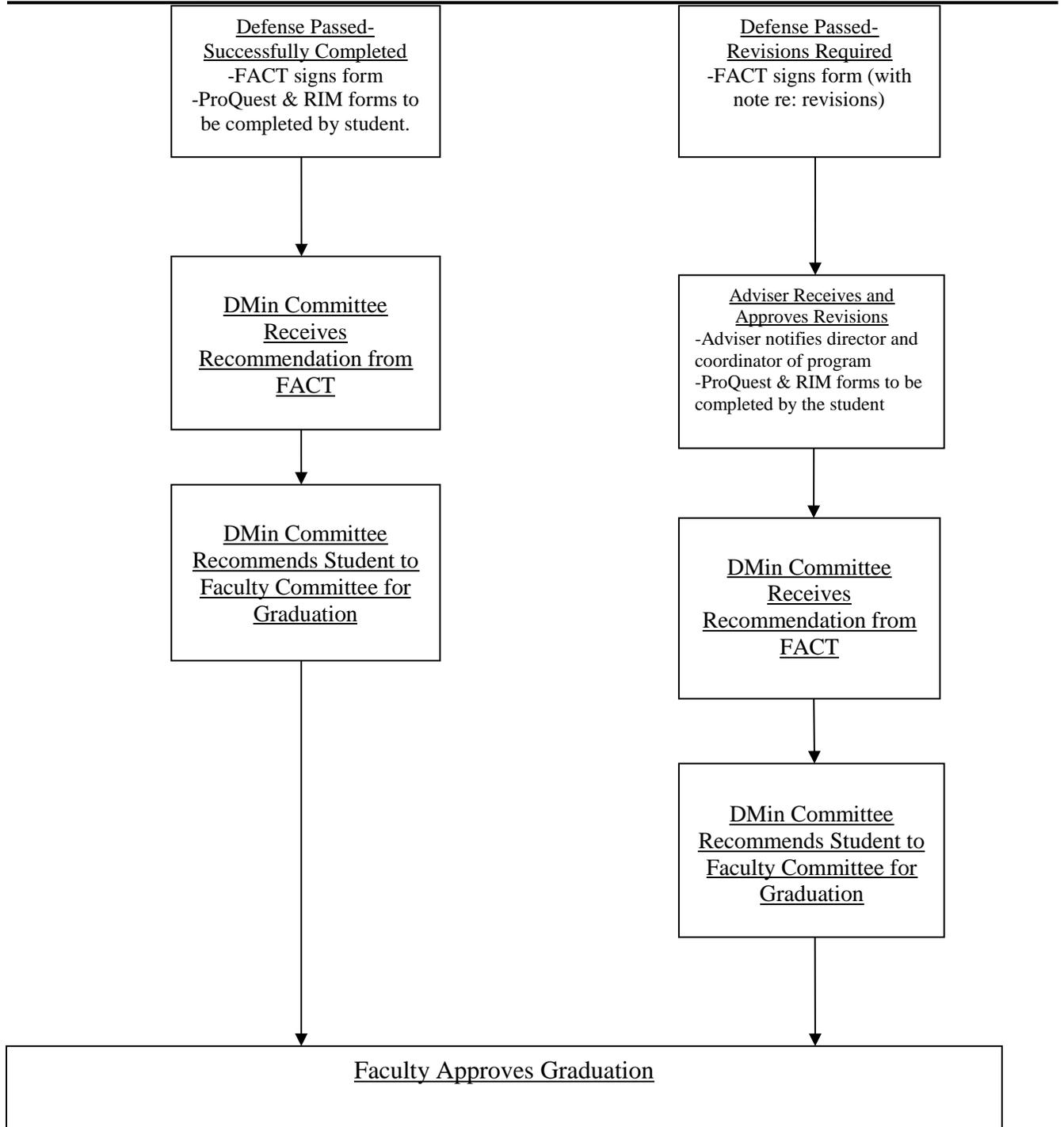
The following steps show the normal progression in developing and reporting the project. Variations must be negotiated with the faculty adviser and track coordinator as part of the learning contract.

- (a) The student discusses possible approaches to the project with the OSAT throughout the coursework phase. The student would be advised to discuss these ideas with the faculty adviser.
- (b) A tentative focus for the project is developed by the student in consultation with the faculty adviser and the OSAT, as well as with any other faculty the student has contacted. This focus could include the preliminary identification of:
 - i. The objective of the project
 - ii. Area of investigation
 - iii. Resources to be consulted
 - iv. Overall plan
 - v. Proposed steps for implementation
 - vi. Means of evaluation
 - vii. Format of reporting
- (c) The project proposal is drafted in consultation with student peers, OSAT, and the FACT, utilizing coursework as the basis for framing the ideas in it.
- (d) The project proposal is reviewed in the mid-program evaluations. All groups conducting the evaluations must approve the student for candidacy.
- (e) Human subjects review of project proposal is completed, with any changes implemented to secure approval. *Approval is required before initiating research.*

- (f) The project is executed. During execution the student consults with the OSAT and receives feedback as to how the ministry site might best implement the information in the project.
 - (g) The first draft of the research project report is due to the advisor in February of the year of graduation and must be prepared in accordance with the guidelines for field or research project provided in the DMin Handbook. The report should be accompanied by the review form completed by OSAT.
 - (h) After revision, the final draft of the project report is submitted to the FACT for review and evaluation of its contents, format and presentation. This review process also identifies any punctuation, spelling, grammatical and other writing errors.
 - (i) The student will engage in an oral defense of the project and report before the FACT and any additional faculty members chosen at the time of candidacy. This defense will occur at the seminary. There are three possible outcomes of the defense: Pass, Pass with Revisions, or Fail.
 - i. Pass: The student is referred to the DMin Committee for their concurrence regarding the student's fitness to receive the DMin degree.
 - ii. Pass with revisions: The revisions must be submitted for review to and approved by the advisor before the FACT can pass the student to the DMin Committee.
 - iii. Fail: The student has not only failed to defend the project but the work itself has been deemed lacking to such an extent that it cannot be salvaged. In such a case the student may be dismissed from the program.
- For students planning to graduate in May, the oral defense and all revision should be completed prior to the final meeting of the DMin Committee. See the diagram on the next page for more information.
- (j) The DMin committee receives the title of the finished project and the feedback from the FACT and recommends the student be granted the degree by the faculty.
 - (k) The student must submit an appropriately formatted manuscript of the project paper to ProQuest. This is done by the student online.
 - (l) The student must submit the Research in Ministry (RIM) form with an appropriate abstract to the library. This is done by the student online.
 - (m) The faculty vote to confer the degree to the student. The student graduates in May.

D. Process from Defense through Graduation

(Defense completed and revisions submitted before last DMin Committee meeting of the year)



E. Rubric for Assessing the Project Paper

This rubric is used for both student and program assessment and offers guidelines for how the final projects will be assessed.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Knowing	Knowing	Knowing	Knowing	Knowing
1. Review of the Literature	Demonstrates exceptional grasp of and ability to engage critically with appropriate texts for the chosen practice of ministry. Uses appropriate citation.	Demonstrates grasp of appropriate texts but does not always engage the texts critically. Appropriate citation is used.	Either few texts are engaged, or those texts that are engaged are only engaged in a superficial way. Citations may be lacking or poorly constructed.	Little or no engagement with texts beyond occasional proof-texting. Citations are lacking and/or are poorly constructed.
2. Methodology	Deploys and articulates clearly methodology appropriate to reflecting critically and theologically on the chosen practice of ministry in a way that informs to readers who are unfamiliar with the student's ministry site.	Deploys a methodology appropriate to the chosen practice of ministry, but without sufficient support for the methodology used, or critical theological reflection.	Offers only a basic outline of methodology presented, with little explanation of how the methodology will provide insight into the chosen ministry practice.	No clear methodology articulated. Unclear as to why the ministry intervention undertaken will address the chosen practice of ministry.
3. Data Analysis	Draws informed, critical and provocative conclusions from the data gathered with compelling, practical, precise implications for improving the chosen practice of ministry.	Draws informed, critical and provocative conclusions from the data gathered in accessible, but less than precise or compelling implications for improving the chosen practice of ministry.	Draws weak or unsustainable conclusions that demonstrate insufficient analysis of the implications for improving the chosen practice of ministry.	No data presented or data that is presented is superfluous to the thesis or that makes unwarranted or unsubstantiated conclusions for improving the chosen practice of ministry.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Being	Being	Being	Being	Being
1. Self-Awareness	Demonstrates self-awareness and maturity by reflecting critically on personal experiences in the practice of ministry. Avoids both trying to be an objective outside observer perspective and narcissism.	Demonstrates self-awareness by and points of growth, but without integrating them with the actual practice of ministry. May present autobiographical data in a way that suggests narcissism.	Minimal self-awareness locates the student as an outside observer of the project. Minimal critical reflection on the student's practice of ministry. Primary source for conclusions and claims about ministry is strictly personal.	Self-awareness is absent due to total focus on the analytical, or with no critical reflection, or student's lack of awareness of personal participation. May demonstrate narcissistic tendencies with little recognition of the ministry.
2. Biblical and Theological Insight	Draws on biblical and theological sources in a thoughtful and reflective way that both draws out the student's own theological identity and provide a Christian ministry context for engaging the project.	Draws on biblical and theological sources in a thoughtful and reflective way but lacks proper integration into the project and/or the personal theology of the student. The biblical and theological work is limited as an academic addendum to the project.	Draws on biblical and theological sources in a cursory way, only using them to proof-text assertions made by the author about his or her theology and about the project.	Lacks substantial engagement with biblical and/or theological resources. What engagement is evident is devoid of significant scholarship and appears only to be a devotional exercise by the student.
3. Contextual Understanding	Recognizes and engages contextually nuanced data expansively and resources that draws on the student's social or cultural identity within the ministry context for	Recognizes and engages contextually nuanced data and resources but does not recognize or integrate student's personal social or cultural identity within the ministry context of the chosen project.	Recognizes contextual data and resources but not the nuanced impact of personal social or cultural identity on the ministry context of the chosen project.	Little or no engagement with contextualized data and resources and misses the significance of such nuanced data or the impact of one's social or cultural identity on the

	engaging the chosen project.			context of the chosen project.
Doing	Doing	Doing	Doing	Doing
1. Systems Analysis	Demonstrates awareness of the larger context of the ministry site, recognizing that all practices of ministry are part of larger congregational systems and cultures.	Articulates the culture and various systems in the ministry site but does not make the connection between these and the chosen practice of ministry.	Describes only the larger ministry context as it pertains directly to the practice of ministry without recognizing the larger context.	No recognition of larger congregational context in which the chosen practice of ministry is enacted.
2. Research Tools	Research tools such as interviews, surveys, and other data collection practices were appropriate to gathering the data necessary to answer the basic question laid out in the project.	Research tools were appropriate to gather the necessary data but were not deployed to sufficient effect, causing some loss of quality or quantity of otherwise helpful data.	Research tools were useful but inadequate in gathering necessary data, and/or the research tools were poorly deployed.	Research tools were incapable of gathering data necessary to address the project's purpose and/or they were administered inappropriately, resulting in superfluous data.
3. Replication	Audience for the project is clearly stated, and appropriately informed by the methodology presented in the project to facilitate replication of the project.	Audience for the project is clearly stated, and members of that audience could appreciate the methodology presented in the project, but there was insufficient information to facilitate replication of the project.	Audience is evident, but not clearly stated and project cites general principles, but the work lacks clear presentation of the methodology or the specifics of the project to facilitate replication.	Audience is not clearly stated and difficult to ascertain. The project seems entirely idiosyncratic, with no clear method for either its use or as a model for replication.

HUMAN SUBJECTS RESEARCH REVIEW POLICIES AND PROCEDURES

Rationale

Both the extension of human knowledge and the demands of justice to protect the vulnerable are commitments grounded in the Christian Scriptures and tradition. Exceptional care is required when these two commitments interact. The communal nature of Christian faith also demands our mutual accountability to each other. In all of the expressions of our lives together, including our work and research, these commitments should find their fullest expression.

Anyone performing research on human subjects must identify threats to the rights or wellbeing of persons or groups of persons who participate in that research. The Researcher must then establish appropriate research protocols to protect participants from this potential harm. To guide Researchers in identifying these threats and establishing the necessary protocols, they are required to receive authorization for their research from the Human Subjects Committee.

The Purpose and Scope of the Human Subjects Committee (HSC)

The Human Subjects Committee (HSC) oversees the review and approval of research protocols for research conducted at Garrett-Evangelical related to human subjects. The process of submitting the protocols to the HSC is referred to as the Human Subjects Review (HSR).

The HSC is how Garrett-Evangelical Theological Seminary enacts the ethics of scholarship accreditation guideline: “The institution shall define and demonstrate ongoing efforts to ensure the ethical character of learning, teaching, and scholarship on the part of all members of the academic community, including appropriate guidelines for research with human participants.” (ATS, *General Institutional Standards*, 3.3.5)

The purview of the HSC is to review and approve research protocols related to the safety and wellbeing of humans who are participating in research related to Garrett-Evangelical. It is not to review and approve the value, methodology, or feasibility of the research. This is something to be worked out by the Researcher in conjunction with others (e.g., between a doctoral Student and an Advisor).

Research Requiring HSR

The HSC provides the Research Risk Assessment Rubric to help determine the types and levels of risk that a research project may present to participants. The Researcher should score their project on the Rubric. If the risk is low enough, the project may not require HSR approval. This rubric can be found on the Garrett-Evangelical website under the “Student Forms” section of myGETS.

See below categories of research projects to see if any further steps are required.

1. Classroom Projects

All courses requiring research with human subjects must include the Research Risk Assessment Rubric in the syllabus and time should be taken in class for the instructor to make students aware of the possible risks of doing research with human subjects.

In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee because they present low risks to the human subjects. Examples of projects which involve low risk include:

- (a) Recording of data from Subjects 18 or older using non-invasive procedures.
- (b) Anonymous voice recordings for research purposes.
- (c) Participation observation in a public venue such as worship services or other community gathering places.
- (d) Study of existing data, documents, or records.

In the case that an instructor determines that the risk of the classroom assignment is sufficient to require HSR approval, the instructor will submit the classroom assignment to the HSC for review. Once passed, the assignment will be considered approved for all Students taking the course provided the Students follow the approved protocols.

2. Major Student Research Projects

Students at Garrett-Evangelical who seek to engage in major research projects involving human subjects must ensure that their research is authorized under Human Subjects Review at G-ETS. If a Student is doing research with another organization and receives approval from an outside review board, that approval must be submitted to the HSC chair so that it is recorded at Garrett-Evangelical.

Major student research projects include, but are not limited to:

- Doctor of Ministry Projects
- Doctor of Philosophy Dissertations
- MTS major papers
- MDiv final projects

Students engaging in these projects must complete the Research Risk Assessment Rubric to determine the extent of human subjects risk their research entails. Some projects (like DMin Projects) must receive HSR approval regardless of their score on the Rubric. Students should check with their program handbooks and Advisor to determine if this is the case.

3. Faculty Research

Members of the Faculty at Garrett-Evangelical who seek to engage in extended research projects involving human subjects must ensure that their research is authorized under Human Subjects Review either at G-ETS, a sponsoring institution, or funding agency (if the research is done collaboratively with scholars at other institutions). Faculty may submit an HSR application for HSC review.

If a faculty member receives approval from an outside review board, that approval must be submitted to the HSC chair so that it is recorded at Garrett-Evangelical. If there is no outside review board, but the faculty member is doing work on human subjects, the faculty member should use the Research Risk Assessment Rubric to determine whether HSR approval is needed.

4. Outside Researchers Doing Research with Human Subjects at Garrett-Evangelical

If an outside Researcher seeks to do research among human subjects related to Garrett-Evangelical (including, but not limited to, students, faculty, staff, and administrators), the Researcher must receive approval prior to beginning research either from the HSC or from an outside organization's review board. If the Researcher receives approval from an outside review board, the Researcher must submit

both a completed Research Risk Assessment Rubric and a copy of the outside review board's approval to the HSC Chair. This will allow the HSC to have on file both the expected risk level of the research and the approval provided by the outside review board.

5. Research with Minors

Research with those seventeen (17) years of age or younger, regardless of the setting for the research, must receive HSR approval. It must demonstrate that it will only be conducted in a way that is minimal risk or that has significant benefits to counterbalance greater risks, per the Research Risk Assessment Rubric. It will also require parental consent. This form can be found on the Garrett-Evangelical website under the "Student Forms" section of myGETS.

The Process of Submitting a Research Proposal for HSC Approval

All research requiring HSR approval must be reviewed and approved by the HSC before the research commences. Beginning research prior to approval is an ethical breach by the Researcher and will be submitted to the Dean of Academic Affairs for investigation.

1. Researcher develops conceptualization and design of project. Researcher completes the Research Risk Assessment Rubric to determine the type and extent of human subjects risk their research entails. If the Researcher is a Student, the Student should discuss the outcome of the Rubric with the Advisor.
2. If required by the Rubric, Handbook, or Advisor, the Researcher completes HSR Application and submits it along with all supporting paperwork (Consent Form, data collection instruments, etc.) to the Chair of HSC along with the completed Rubric. If the Researcher is a Student, the Student must obtain the Advisor's approval of the completed application with the Advisor's signature *prior* to submitting the application to the HSC Chair. Note that the Consent Form should directly acknowledge and address the risks illuminated by the Rubric. This consent form can be found on the Garrett-Evangelical website under the "Student Forms" section and myGETS.
3. HSC Chair reviews the submitted application to ensure all research protocols are satisfied. If the application is properly completed, HSC Chair sends the application through HSC's review process (which normally involves careful evaluation by a Second Reviewer and vote of the whole committee). HSC Chair records and communicates committee recommendation to the Researcher. If the Researcher is a Student, the recommendation is also provided to the Advisor.
4. If the HSR Application is approved, the Researcher may commence research. If revision is necessary, then Researcher must submit a revised application to HSC Chair, who evaluates and gives final approval in consultation with a Second Reviewer.

Typically, the HSC is no longer involved with the project after its approval. However, the Chair of the HSC or the convened HSC may suspend a study at any time if it is determined that the study requires further review or evaluation. This determination may be made due to an adverse event, noncompliance, or other danger to human subjects. Once a study has been suspended, the convened HSC will review the study and either require changes to the protocol, allow the study to restart, or terminate the study. Although the Chair may suspend a study, only the convened HSC can make the decision to terminate a study.

HSR applications may be submitted on the 1st of each month between September and November in the fall semester, and between February and April in the spring semester. New and revised applications submitted on the 1st of each month will receive committee response by the end of that month.

Required Research Protocols

Researchers must attend to the following five areas of research protocol in order to receive HSC approval. These areas correspond to what is required on the Consent Form Checklist and the areas that are considered in the Human Subjects Review.

1. Protection of Subjects

- Is the Subject assured of anonymity?
- Is there adequate explanation of how data will be stored securely?
- Is the Subject assured of the protection of response data for (at least) three years?
- Is there a clear explanation that the data will be destroyed at a certain point?
- Has the Researcher adequately thought through potential adverse effects? The Rubric will help illuminate these.
- Has the Researcher addressed how they will protect research Subjects from potential violations of the Subject's rights?
- Has the Researcher addressed the different levels of risks to participants of the research?
- Has the Researcher adequately addressed potential conflicts of interest or breaches of confidentiality?
- Is there an adequate plan for dealing with adverse effects?

2. Full Disclosure

- Is there an adequate (clear, accessible) description of the project and its purpose given to research participants (in the consent form)?
- Has the Researcher explained why the particular Subject(s) was/were chosen?
- Is the Subject informed about the potential benefits and risks of the project? The Rubric provides language to explain this.
- Are research Subjects informed that they may opt out of the research at any point without negative consequences? (Is this clearly reflected in the consent form?)
- Is the Subject informed of how the research will be used/reported?
- Is the Subject informed that the research may be published (and, if so, where)?

3. Consent

- Is there a complete consent form that includes all pertinent information (as requested in the "Consent Form Checklist"), with adequate contact information and addressing of the risks illuminated by the Rubric?
- If a conversation is to be recorded, is consent to be recorded included?

4. Mandated Reporting

- Is the Subject informed that Researcher(s) will comply with mandatory reporting requirements?

5. Research Instruments

- Is there inclusion of research tools for review (including, but not limited to, interview questions, surveys/questionnaires, focus group protocols)?

The complete documentation including the required forms to be completed and the rubrics that determine adherence to the HSC policies are available on and must be accessed by all students from MyGets. Students CANNOT begin their projects until they have approval from the HSR that they are adequately protecting their human subjects.

ADVISING

A. Student Adviser

The adviser is the primary link between the student and the program. The role of the adviser is to help students understand the requirements of the particular track and to be a source of support and encouragement, review and feedback as the students navigate through the program.

Additionally, the program director may also serve as a faculty adviser. Other seminary faculty may also serve as in the role of adviser depending on the specificity of the student's work. In such cases, those faculty members will be included on the student's FACT for research support.

The Director of the Program remains available for questions concerning advising and plans of study throughout the tenure of the student's course of study

The adviser's specific duties are:

- (a) Be available for routine contact with advisees.
- (b) Be able to guide advisees through coursework and troubleshoot with students who fall off the established routine.
- (c) Guide the student in building relationships with other faculty members who may be helpful in the student's studies.
- (d) Be available to help advisees as they develop their On-Site Advisory Team (OSAT) and to answer any questions the members of the OSAT have, especially during the mid-program review.
- (e) Work with advisees to develop their project proposal and chair the proposal review.
- (f) Work with advisees to develop their final projects and Project Report including the development of the timeline for submission of Project Report.
- (g) Coordinate as needed with other faculty readers who will support the student in developing their proposals and thesis papers.
- (h) Chair the FACT for the on-campus mid-program evaluation conference, will be the primary supervisor the research project itself, and will chair the oral defense.
- (i) Chair the project defense and report results to the DMin Committee.
- (j) Oversee and approve any revisions to the Project Report for graduation purposes.

B. On-Site Advisory Team (OSAT)

The OSAT provides a vital link for the student with her or his ministry setting and should be comprised of leaders within that setting as well as other persons who may accompany the student on their journey and help offer accountability and feedback to the student throughout the degree work. Students should select persons for OSAT based on who they think will best support them in their degree work. Students are not permitted to have family members on the OSAT. The student must submit a list of the OSAT members including the rationale for their selection.

An important role of the OSAT is to be a liaison with the student's broader ministry site about the work the student is doing in the degree program. Where appropriate, and at the student's discretion, it may be helpful for the OSAT to share the student's progress with a pastoral oversight committee if one exists at the ministry site.

The student forms the OSAT within the student's first term of coursework and meets with the team throughout the degree program. The final meeting of OSAT occurs when the student presents the final project to the OSAT and receives their feedback. As the student passes through the various phases of the program, the OSAT will have different functions. The responsibility for establishing, coordinating, and leading the team meetings belongs to the student. The functions appropriate to the three program phases are:

(a) **Coursework:**

- a. Allow the student to share learning gained, including any new insights the student developed, through coursework and readings. Offer reflections on these insights including suggestions for possible ways of connecting the insights with the practice of ministry in the ministry setting.
- b. Help the student consider the question the student might seek to answer through the project. Be aware that the final decision on the choice of project is made after coursework is completed, but that having regular conversation as to the choice of the project will prepare both the student and the ministry site for its implementation.
- c. At the first meeting, complete the OSAT Review Form for the first time and submit it to the Program Coordinator. The advisor may also be given a copy of the form.

(b) **Mid-Program:** The OSAT reviews the student's project proposal, offering feedback on its appropriateness and relevancy to the student's ministry setting. Offer recommendations as appropriate and approve the proposal for submission to FACT as a part of admission to candidacy.

(c) **Candidacy:** Review the completed project and findings as presented by the student and complete the OSAT Review Form which should signify their approval and recommendation of the project. The student submits the OSAT Review Form electronically to the Program Coordinator.

While it is recommended that the OSAT take minutes during each of its meetings for the sake of continuity of their discussions, the only paperwork due to the Program Coordinator from OSAT is the initial form stating who is on the OSAT and the OSAT Review Form, which is submitted twice: from the first meeting of the OSAT and from the final meeting of the OSAT.

C. Faculty Advisory Team for Research (FACT)

The FACT is assigned after completion of the coursework phase and will normally be composed of two G-ETS faculty members, one of whom is the adviser, and the third may member from the church at-large. That person must have an earned doctoral degree. Approved adjunct or affiliate faculty members may be nominated, as well as others proposed by the student.

The adviser chairs the FACT. Other members of the FACT are suggested by the student and approved by the Program Director. However, the student may find it helpful to consult with the adviser on the selection of the additional faculty who will comprise the Faculty Advisory Team for Research.

The FACT has two primary responsibilities:

- (a) **Mid-Program Evaluation Conference** – held following the student’s meeting with the OSAT to review the student’s Project Proposal. The student will be advanced to the DMin Committee for consideration on being entered into candidacy.
- (b) **Project Examination and Approval** – The FACT reads, provides feedback, and examines the student on the final project. The student will develop a timeline for submitting sections or drafts of the project report to the FACT for review and response. Based on that review, the FACT will entertain an oral defense of the project by the student.

REGISTRATION

A. Good Standing Status

A student is in good standing with the program if all the requirements of the program have been met in a timely fashion. It is possible to obtain extensions on coursework under certain clearly defined conditions. Failure to remain in good standing with the program is grounds for remedial action or administrative withdrawal by the DMin committee.

B. Registration Deadlines

Students must register for their courses by the deadlines set by the registrar on the Academic Calendar (published on myGETS). This includes courses taken at Garrett-Evangelical and approved seminars taken through Kellogg or at other schools. In order to register, students must have cleared all holds on their account prior to these registration deadlines. Holds do not constitute an excuse for missing the deadlines.

C. Grading and Extension

- (a) **Due Dates for Grades** – Faculty must submit grades to the registrar by the date specified in the Academic Calendar for the term in which they are teaching. Faculty may set their own due dates for all assignments in their courses, provided it gives them sufficient time to submit their grades on time.
- (b) **Types of Grades Given** – All foundational courses – Research Methodology, Cultural Values of Congregations, and Biblical and Theological Foundation for Practical Ministry – receive a grade of Pass or Fail (P/F). Courses taken at Kellogg also receive a P/F grade. All other courses are graded A-F.
- (c) **Extensions for Coursework** – All work must be submitted by the due date provided by the professor or it will be failed. When an extension is absolutely necessary, students must request it before the work is due and it is subject to the decision of the course instructor.
- (d) **Program Deadline Extensions** – An extension may be obtained to allow the student's program to move beyond the standard six-year period. The request for such an extension including a timeline during which the student proposes to complete all requirements for the program and graduate must be submitted in writing to the DMin Director prior to the existing program deadline. The DMin committee will review the request and determine a final program deadline. This extension will involve additional expense.

D. Tuition Costs and Continuation Fees

The pricing for each track in the DMin program is based on the assumption that all students will graduate within three years from the time of enrollment. Students are billed by the Business Office twice per year for three years. Please see the pricing for your track and cohort.

Additional fees will accrue to the student beyond the initial price in the following cases:

- (a) **Leave of Absence** – The student will be assessed a fee for each term the student is on leave in order to keep the student’s registration active while the student is on leave.
- (b) **Continuation** – If a student continues in the program beyond the end of the third year, in order to graduate, the student will be assessed a continuation fee for each additional year or fraction thereof.

E. Withdrawals

A student may request in writing to be withdrawn from the program. This means that the student ends participation in the degree program completely and is no longer a student of the seminary. The procedure for such withdrawal is done in consultation with Registrar. If a student simply stops attending classes or discontinues work in the program for more than a full school year, without either contacting the seminary or responding to Registrar repeated attempts at contact by seminary personnel, the student will be withdrawn or dropped from the program by vote of the DMin Committee.

F. Leave of Absence

Leave of Absence (LOA) status is highly discouraged for DMin students in part because of the cohort model of the program which is highly valued as a pedagogy of success especially for DMin programs.

Except in extenuating circumstances, Leave of Absence status may only be received once during a student’s time in the program and can last for up to one academic year. Students must address the request for Leave of Absence in writing to the Program Director.

Following are policies that relate to the granting of a Leave of Absence:

- (a) Under normal circumstances, time on Leave of Absence continues to count against the six-year program deadline. Students may have the six-year program deadline extended because they have been on leave of absence by appeals to and receipt of variance from the DMin Committee. The student must submit a written request directly to the DMin Director explaining why the time on leave of absence should not count against the degree time limit.
- (b) Students will not be registered for courses at Garrett-Evangelical during their Leave of Absence. As a result:
 - a. Students will have their regular payments for the DMin program frozen so that they do not have to pay them during their time on leave. However, students will be required to pay a Leave of Absence fee for each term they remain on leave. When students return from leave they will resume paying their regular installments of the DMin tuition and fees.
 - b. While on LOA students are not eligible for in-school deferment status on their student loans.
 - c. International students are responsible to ensure that their visa status is valid during their Leave of Absence. To do so, the student must remain in contact with the Dean of Students and the Director of the DMin Program to arrange for reactivation in the program when required.

G. Finances and Business Holds

The total cost of each DMin program is calculated for the normal 3-year period of the program. Students are billed a total of six payments, two in each of three years. Students that continue beyond the 3 years are charged a continuation fee each year or term as appropriate.

Business holds are automatically applied to any student with an outstanding balance. Students with business holds are not permitted to register for courses and their work is not subject to evaluation by OSAT or FACT while they remain in arrears of required payments. An exception to this is that students are automatically registered for the mid-program phase by the registrar upon their completion of the coursework phase regardless of business holds.

Students will be prevented from entering the mid-program phase if they have a business hold. Students must arrange with the business office for the hold to be lifted.

Ultimately, any student, even those who have completed all requirements for a DMin degree, will not be awarded a degree if there is an outstanding balance on his/her account.

H. Course Drop Policies

If a student withdraws from a course before the end of the published drop date, the course is removed from the transcript, no tuition is charged, and the student may repeat the course without penalty. If a student withdraws from a course after the final drop date, the professor's approval is required. A notation of withdrawn (W) will be entered and the student is responsible for the applicable tuition. A student who fails to withdraw from a course by this official procedure will receive a grade of F and be responsible for applicable tuition.

If a student drops a Kellogg seminar fifteen days or less before the seminar is scheduled to start, the student will be responsible for paying the Seminary for the cost of the seminar. Although the cost of the Kellogg seminars is included in the total cost of tuition, because Kellogg bills these courses to Garrett-Evangelical and the program may require the student to take the class, late withdrawal will accrue an additional cost to the student. This amount will be added to the student's existing tuition and fees.

ACADEMIC POLICIES

A. Academic Handbook and Specific DMin Policies

Students in the DMin program are required to abide by all policies in the Academic Handbook and Student Life Handbook of Garrett-Evangelical Theological Seminary, including policies concerning plagiarism, discrimination, and sexual harassment, as well as others. This section of the DMin handbook includes supplemental policies students must follow.

- (a) **Plagiarism** – This is the same as noted in the Academic Handbook, and DMin students must complete the Plagiarism tutorial required by the seminary within the first year of the program.
- (b) **Non-attendance** – Since the DMin courses are intensive, missing even a single session places the student at a serious disadvantage in being able to master course material. Moreover, instructors often develop course activities based on the assumption that all the students enrolled in a course will attend and be prepared for engagement with the material. Therefore, lack of attendance is a detriment to the entire class, not just the individual student.

If a student misses more than seven (7) hours of a course, whether consecutively or cumulatively over the course of the intensive, the student fails the course. A student who misses any time from the course, even if it is less than seven hours, may still receive a grade penalty from the instructor of the course at the instructor's discretion. Similarly, a student who misses more than one (1) hour of a Kellogg seminar will fail the course.

All failures count toward the number of failures that lead to dismissal.

- (c) **Lack of pre-course work** – DMin courses are generally taught in intensive sessions, these courses may require substantial pre-course work, possibly including reading, writing, or other assignments necessary to prepare for face-to-face instructional time. This work is assigned by the instructor and will vary from course to course. If a student fails to do this work, the student not only is at a personal disadvantage in the course, but often disrupts the course because the instructor develops course activities based on the assumption that the students are all familiar with the material assigned prior to the start of the course.

A student that does not do pre-course work is unprepared for the coursework and may be required to drop the course at the discretion of the instructor and the director of the program. If such a student is admitted to the course, the instructor will still require the pre-course work to be done and may penalize the student's grade for the lateness of completing at work.

- (d) **Late work** – Work is considered "late" if it meets two criteria. First, it is submitted after the due date established by the instructor. This means that what constitutes "late" will change from class to class based on the deadlines set by the various instructors. Second, there is no prior communication by the student with the instructor about making arrangements for the work to be submitted after the due date. If there is prior communication and the instructor comes to an agreement that allows the student to turn in the work past the due date, then the work is not late. Note that it is the student's responsibility to initiate this communication, and that it should be

done as soon as the student recognizes the possibility that the assignment will not be completed on time.

The instructor's deadlines for all work within that instructor's course are final. Instructors are under no obligation to accept late work. As such, instructors are free to fail the work, accept it with a penalty to the grade, or take any other action that they deem appropriate when dealing with late work. They are not required to grant later due dates.

In addition to whatever penalty the instructor sees fit to assign within the course, if a student is habitual turning in late work for subsequent courses, this may be deemed grounds for dismissal from the program.

- (e) **Receiving a Grade of D or F** – DMin students who receive a failing grade – D or F – will be placed on probation. The director of the DMin program and advisor will be notified. A student who receives two failing grades is subject to dismissal hearing with the advisor and the DMin Director after the student receives the second course failure.

If a student fails a course, in addition to being placed on academic probation, the student will have to retake the failed course. The student will be required to pay additional tuition for the repeat course and will not be eligible for financial aid (either scholarships or loans) to pay for the repeated course.

If the course is completed successfully the student petitions for a grade change of the original grade. The professor of the original course and the student's advisor must sign the petition request. Students who fail the same course twice are dismissed.

- (f) **CUM GPA Below 2.5** – When a student's cumulative GPA falls below 2.50 the student is placed on academic probation. In order to graduate a student must have a cumulative GPA of 2.50 or higher. A student is dismissed if the cumulative GPA is below 2.50 for two semesters of full-time course work.
- (g) **Removal from Probation** – When the number of failing grades is reduced to less than the minimum required for probation (due to a grade change) a student will be removed from probation. If a student was placed on probation due to a cumulative GPA less than 2.5, a student is removed from probation when the CUM GPA rises to 2.5 or higher.
- (h) **Failure to Return from Leave of Absence** – If a student is granted leave of absence but does not return to active status at the time agreed upon for the leave to end, that student will be dismissed from the program.
- (i) **Lack of Communication** – If a student does not communicate with professors, administrators, or other representatives of the seminary for one full academic year and have not responded to documented overtures from representatives of the seminary, that student may be dismissed from the program.

B. Mechanisms for Enforcement of Policies

To enforce the policies, the DMin Program has two primary tools:

- (a) **Academic Probation** – If a student is placed on academic probation, the student, the student’s advisor, and the director of the program will meet. The reason the student has been put on academic probation status will be explained to the student, and a formal letter stating the reason for the probation will be added to the student’s file. A plan will be set out by which the student can rectify the situation that resulted on probation status.

- (b) **Dismissal** – If a student has violated general Student Handbook and/or DMin degree program policies or maintained poor academic performance through either failing two courses or remaining at a 2.5 CUM GPA for two semesters, the director of the program may dismiss the student from the program. The student will be notified officially of the reason for the dismissal.

Please see the current Garrett-Evangelical Theological Seminary Academic Handbook on Enrollment Status, for more detail on these issues.

GOVERNANCE AND SUPPORT OF THE PROGRAM

A. The Doctor of Ministry Committee

This committee has general oversight of the program and is responsible to the seminary faculty. It is composed of members of the faculty appointed by the academic dean, one of whom has been named as the program director, as well as other staff from administrative offices whose work directly influences the DMin program. The academic dean may be a member (*ex officio*) of the committee.

The committee meets at least twice per term to make decisions on all matters relating to the academic administration of the program and student progress. These responsibilities include program changes, appointment of teaching faculty, reviewing applications for admission, recommendations to the faculty for admission to candidacy or graduation, and administrative withdrawal of students from the program. Administrative matters relating to the financial status of students in the program are the responsibility of the business office and are dealt with in a manner commensurate with other seminary degree programs. The business office and the Doctor of Ministry committee should formally communicate decisions to students that may impact their progress through the program.

Minutes of each meeting are taken and are subject to approval by the committee at the commencement of each subsequent meeting.

B. Program Director

The program director shall be appointed by the Academic Dean. The director's job description shall consist of the following:

- (a) Convene and facilitate all Doctor of Ministry Committee meetings. The director shall set the agenda for these meetings. In the case that a decision has to be made touching on one of the responsibilities of the committee listed in the above The Doctor of Ministry Committee section, the director may state the issue to the committee via email or other electronic means and receive a vote through email to make the decision.
- (b) Remain in contact with the Academic Dean and/or Registrar concerning faculty deployment and other resources needed by the program.
- (c) Remain in contact with the Admissions office and the Development office to provide current material for use in marketing the program to prospective students. The director will also meet with prospective students as available.
- (d) Work with the Doctor of Ministry Program Coordinator in the Registrar's Office in organizing special events hosted by the program, in compiling and publishing the program handbook, and in students' progress in the program as they work toward completion of the degree.
- (e) Decide on procedural matters for the maintenance of the program as needed, provided the decision is in accordance with the existing policies and procedures of the program and the seminary.
- (f) Be knowledgeable about the ATS regulations concerning the Doctor of Ministry degree and ensure that the program abides by these regulations. This includes working with the Associate Dean for Institutional and Educational Assessment of the seminary to bring the program into line with initiatives based on maintaining accreditation.
- (g) Report to the faculty as required about the state of the program.

- (h) Remain in open communication with the students collectively and individually to assist them as needed in moving through the program successfully.
- (i) Engage in any meetings with students who have violated policies of the Program or in the Academic Handbook.
- (j) Recruit, negotiate, and sign contracts with adjunct and overload faculty as needed.
- (k) Maintain a course rotation for the tracks in conversation with the track coordinators.
- (l) Maintain regular communication with recruitment, admissions and the DMin Committee to ensure that tracks are functioning effectively and to verify the effectiveness of the curricula in the respective tracks.
- (m) Oversee the DMin budget in consultation with the Business Office.
- (n) Recommend to the President's Office the tuition costs and financial aid for each academic year in consultation with the Office of Financial Aid, the Admissions Office, and the Business Office.
- (o) Serve as the liaison with any external organizations connected to the curriculum of the DMin Program (e.g., Kellogg School of Management)

D. Program Coordinator and Administrative Support

Inquiries regarding the DMin program are directed to the admissions office. Prospective students send their completed applications to the admissions office. The program coordinator and faculty advisers assist prospective students with program related questions.

After an applicant is admitted to the program, the program coordinator in the registrar's office is responsible for tracking student progress in meeting program requirements and research project requirements, arranging housing and food service during intensives, scheduling evaluation conferences and oral defenses, and graduation matters.

All forms that need to be submitted to the Program Coordinator in the registrar's office are available in the following pages of the handbook. They can be downloaded from myGETS:

1. <http://mygets.garrett.edu>
2. Log in with your Student ID# and Password
3. Click on 'Students'
4. Click on 'Student Forms'
5. Scroll down to 'General Student Forms' for the Human Subjects Review form and to 'DMin Forms' as needed.

Most forms also available electronically on myGETS. Look under DMin forms at the web address: https://mygets.garrett.edu/ICS/Student/Student_Forms/Default_Page.jnz?portlet=DMin_Handouts

ON-SITE ADVISORY TEAM (OSAT) FORM

Please complete this form at the first meeting of the OSAT and forward it to the Program Coordinator to be put on file at the Garrett-Evangelical Registrar's Office.

Name of Participant _____

Date and Location of Meeting _____

The following persons are named to the On-Site Advisory Team (include all persons)

Name:

Reason this person is chosen:

Signature of Recording Secretary

Signature of Student

Please email this form to the Program Coordinator after the first meeting.

OSAT REVIEW FORM

Please email this form to the DMin Program Coordinator at Garrett-Evangelical after the first and final meetings of the OSAT (note that you use the same form for both meetings).

Name of Student:

Date and Location of Meeting:

Those in Attendance:

Please rate the student during your mid-program and final evaluations on the scales below.
 1= very little, 5= very much

1. Understands the strengths and weaknesses of the ministry site.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

2. Considers the implications of DMin coursework he or she has taken to the practice of ministry at the ministry site.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

3. Considers the implications of the DMin project he or she is undertaking to the practice of ministry at the ministry site.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

4. Communicates academic theory in a way that is understandable and applicable to the ministry site.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

5. Balances schoolwork, ministry work, family and/or personal life.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

6. Demonstrates improvement in his or her own practice of ministry.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

7. Demonstrates an awareness of how the DMin project may strengthen the practice of ministry in ministry sites beyond the one represented by the OSAT.

1	2	3	4	5
Very little	Little	Reasonably	Much	Very Much

Comments:

Signature of Recording Secretary

INSERT

PROPOSAL SUBMISSION FORM FOR APPROVAL BY THE DMIN COMMITTEE

Name of Student

1. Proposed Title:

2. Proposed Problematic (A single question you are proposing to answer through your project).

3. Proposed Thesis (A short paragraph laying out how you anticipate your project will answer the problematic).

4. Proposed Learning Goals: Include whatever goals are pertinent for your project for:

- Yourself (Include the major goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project)
- The Ministry Setting in which you engage the project (Name the major goal for your ministry setting e.g., a local congregation, a cluster group, a judicatory, a chaplaincy)
- The church as a whole (Include the major goal that explains how your project will benefit other ministry settings by providing lessons about the practice of ministry)

5. Briefly describe what methodology you propose to use to implement your project:

6. Lay out your proposed timeline for completion of this project:

7. Include a copy of the letter from HSR granting you permission to you or your dated correspondence to the HSR in which you are requesting that permission. (Note that you CANNOT begin work on your project until you have received HSR approval, even if the DMin Committee has approved your project.) Please submit your Admission to Candidacy form, signed by your OSAT and FACT, with this form.

ADMISSION TO CANDIDACY FORM

After filling out your name, date, and title, please print this form. This form must be signed by both the OSAT and the Faculty Team, and the original with signatures must be given to the DMin Program Coordinator for action by the DMin Committee.

Name of Participant _____ Date of Enrollment _____

Research Project Title _____

A. Action of the On-Site Advisory Team

The members of the OSAT met on _____ (date) at _____ (place) to discuss and evaluate the readiness of the Participant to be admitted to candidacy in the Doctor of Ministry Program. After due consideration of his/her performance in the program and growth in competence in the practice of ministry, the Team voted to recommend him/her for Admission to Candidacy.

Signed _____, Advisory Team Chairperson

Signed _____, Faculty Adviser

B. Action of the Faculty Team

The members of the Faculty Team met on _____ (date) at _____ (place) to consider the evidence of this Participant's performance and progress in the Doctor of Ministry Program. After due consideration of the Participant's academic capabilities and the project proposal, the Team voted to recommend him/her for Admission to Candidacy.

Signed _____, Faculty Adviser

Signed _____, Faculty Reader

Signed _____, Faculty Reader

C. Action of the DMin Committee

Admission to candidacy voted by the DMin Committee on _____ (date).

Signed _____, DMin Program Director

D. Action of Faculty

Admission to Candidacy voted by the Garrett-Evangelical Faculty on _____ (date).

Signed _____, Academic Dean

GRADUATION FORM

*After filling out your name, date, and title, please print this form.
 This form must be signed by the Faculty Team after your Oral Defense, and
 the original with signatures must be given to the DMin Program Coordinator for action by
 the DMin Committee. In the case of an outside reader who cannot sign the form, an email
 approval attached to this form will count as a signature of approval.*

Name of Participant _____ Date of Enrollment _____

Research Project Title _____

A. Action of the Faculty Team

The members of the Faculty Team met on _____ (date) at _____
 (place) to evaluate the Project and conduct an Oral Defense with the Participant. After due
 examination, we find that the Report is acceptable, that the **Oral Defense** was successful, and that
 the Participant has thereby met this requirement for graduation.

Signed _____, Faculty Adviser

_____, Faculty Reader

_____, Faculty Reader

B. Action of the DMin Committee

Recommendation for graduation was voted by the DMin committee on _____ (date).

Signed _____, DMin Program Director

C. Action of the Faculty

Graduation was voted by the Garrett-Evangelical faculty on _____ (date).

Signed _____, Academic Dean

RESEARCH IN MINISTRY (RIM®) SUBMISSION FORM

RESEARCH IN MINISTRY (RIM® Online), an index to doctoral projects, dissertations, reports, and theses, is an abstracting and indexing service that uses author abstracts to provide a useful access tool for clergy, students, and other researchers on the practical aspects of religious ministry. Please submit the abstract of your project and other required information fields online through the library to make your project available to this database. All entries will be posted electronically after they are received and reviewed. The library will contact you directly if there are any questions or issues.

RIM ABSTRACT GUIDELINES

Be brief (300 words maximum; 100 words minimum). Abstracts over 300 words will be edited.

- 1) State your thesis.
- 2) Describe the method of study or research.
- 3) State the result of the research or conclusion reached in the study.

Write in complete sentences, preferably in the third person active voice, past tense (e.g. The author researched; he or she studied, etc.).

Go to the following website to fill out the form and submit your abstract to

RIM: <https://library.garrett.edu/research/rim>

PROJECT REPORT STYLE SECTION

A. General Formatting Requirements

- (a) For the entire project paper, the formatting should be set as follows: Left margin = 1.5"; top, bottom and right margin = 1"; double-spaced and single sided.
- (b) Unless otherwise noted below, pages should be left-justified.
- (c) Block quotations should be used for quotes that fill three or more lines. Block quotes should be indented five spaces both from the left and from the right. They should be single-spaced within the quote.
- (d) Pagination: Every page must be assigned a page number except the title page and the approval page.
 - a. Front matter: The title page, approval page, abstract page, acknowledgements page (if included), and table of contents are all considered front matter.
 - i. Front matter pages are numbered with Roman numerals (e.g., iii, iv, v)
 - ii. Front matter page numbers are centered $\frac{3}{4}$ of an inch above the bottom of the page.
 - iii. The first front matter page to have a page number on it would be the abstract page. This page number should be iii since, while they do not have page numbers on them, the title page and faculty committee page are the first two pages.
 - b. Content: Everything following the table of contents is considered content.
 - i. Beginning on the first page after the table of contents, the numbering should be reset to 1. It should continue sequentially after that through the rest of the paper.
 - ii. Content pages are numbered with Arabic numerals (e.g., 1, 2, 3).
 - iii. The first page of each chapter, the bibliography, or the appendices should have the page number centered $\frac{3}{4}$ of an inch above the bottom of the page. All other content pages should have the page number flush right $\frac{3}{4}$ of an inch below the top of the page.
- (e) The project paper should be adequately documented. The paper should be submitted in a form suitable for publication in a professional journal. Unless otherwise determined by the Faculty Adviser, DMin students are expected to follow the style manual guidelines outlined in the most recent edition of the *Chicago Manual of Style* for both the bibliography and all footnotes.
- (f) Use inclusive language throughout for human beings. Be aware of your gender-related language for God. State your perspective on this language use.

B. Sample Title Page

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY (begin 1” below margin)

(TITLE OF PROJECT)

double-spaced if more than one line

A FIELD RESEARCH PROJECT REPORT
SUBMITTED TO THE FACULTY
IN PARTIAL FULFILLMENT OF REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF MINISTRY

by

(NAME OF CANDIDATE)

EVANSTON, ILLINOIS

MAY, (year of graduation)

C. Sample Faculty Committee Page
(this is included in the upload – it does not need to be signed)

Full Title of Paper Here (1” below margin),

Name of Student Here

APPROVED BY

Type Faculty Adviser Name and Title Here and Underline It

Type Faculty Reader Name and Title Here and Underline It

Type Faculty Reader Name and Title Here and Underline It

ON date of defense here, underlined

D. Sample Abstract Page

Full Title of Project 1” below margin, left justified

Your Name (two double spaces below the title), left justified

Write your abstract (100 words maximum) in paragraph form, non-indented, beginning two double spaces below your name. The abstract is a summary of your thesis. The thesis abstract ought to be clear and precise and ought to capture the interest of the reader. It is used by the library to catalog the project for research purposes and by potential readers of your thesis to decide if they would like to read it.

The summary of your abstract ought to contain:

1. A summary of the claim you are making in your project. What main idea does your thesis support?
2. Why this concern is important academically and/or for the church.
3. The primary method and/or theory you used to develop your project.
4. A single sentence explaining the conclusion of your findings.

It is not appropriate to include quotations, dedications, words of appreciation, book titles or names of specific people within the abstract, unless the person mentioned is an actual subject of your thesis.

E. Sample Acknowledgments Page

If desired, insert acknowledgement page. Type the word “Acknowledgments” 1” below the margin and centered.

Acknowledgements should be inserted in paragraph form starting two double spaces under the word “acknowledgments.”

F. Sample Table of Contents

The words “Table of Contents” should be 1” below the margin and centered.

Entries should begin two double spaces beneath the words “Table of Contents.”

Entries should include primary chapter headings, and subheadings within chapters (remember, there is no index, so the more detailed your Table of Contents is, the more helpful it is to navigate your paper). Also, include all for all appendices.

Headings should be in the following format (single space between chapter and subheadings, double space between chapters):

Chapter 1 Title.....	page #
Subheading.....	page #
Subheading.....	page #
Chapter 2 Title.....	page #
Subheading.....	page #
Subheading.....	page #

G. Sample First Page of Chapter

Title of Chapter Here (1" below the margin and centered)

Begin typing the chapter content here in paragraph form (two double spaces under the chapter title). All content should be double-spaced.

H. Bibliography and Citation

Type word “Bibliography” 1” below margin and centered.

Entries should begin two double spaces beneath the word “Bibliography.”

ATS DEGREE PROGRAM STANDARDS
Advanced Programs Oriented Toward Ministerial Leadership

DOCTOR OF MINISTRY (DMin)

E.1 Purpose, goals, learning outcomes, and educational assessment

E.1.1 Purpose of the degree

E.1.1.1 The purpose of the Doctor of Ministry degree is to enhance the practice of ministry for persons who hold the MDiv or its educational equivalent and who have engaged in substantial ministerial leadership.

E.1.2 Primary goals of the program

E.1.2.1 The goals an institution adopts for the DMin should include an advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, the integration of these dimensions into the theologically reflective practice of ministry, new knowledge about the practice of ministry, continued growth in spiritual maturity, and development and appropriation of a personal and professional ethic with focused study on ethical standards and mature conduct in the profession.

E.1.2.2 Programs may be designed to advance the general practice of ministry in its many forms or to advance expertise in a specialized area of ministerial practice (e.g., pastoral care, preaching, missions, leadership, organizational administration, multicultural ministries).

E.1.2.3 The achievement of student learning outcomes for the DMin degree shall contribute to meeting these programmatic goals.

E.1.3 Learning outcomes

E.1.3.1 The institution shall specify demonstrable learning outcomes for the Doctor of Ministry degree that demonstrate an advanced competency in the practice of ministry, give evidence of being informed by analytic and ministerial research, and show the integration of enhanced knowledge with growth in one's ministerial capacity and spiritual maturity.

E.1.4 Educational assessment

E.1.4.1 The institution offering the DMin shall articulate the assessment strategy and criteria by which it regularly evaluates the educational effectiveness of the degree program. Institutions offering the DMin degree shall be able to demonstrate the extent to which students have met the goals of the degree program through student performance in courses, ministry experience, and a final, summative project reflecting theological insight into the practice of ministry.

E.1.4.1.1 The institution shall establish a system of gathering quantitative and qualitative data related to both student learning outcomes and degree-program goals, analyze the data gathered, and make revisions as necessary based on that assessment. This assessment cycle shall be ongoing, regularized, and sustainable.

E.1.4.2 The institution shall also maintain an ongoing assessment by which it determines the extent to which the degree program is meeting the needs of students and the institution's overall goals for the program, including measures such as the percentage of students who complete the program and report vocational enhancement of the practice of ministry.

E.2 Program content

E.2.1 DMin programs shall provide advanced-level study of the comprehensive range of theological disciplines that provides for:

E.2.1.1 an advanced understanding and integration of ministry in relation to various theological and other related disciplines;

E.2.1.2 the formulation of a comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other;

E.2.1.3 the development and acquisition of skills and competencies, including methods of research, that are required for ministerial leadership at its most mature and effective level;

E.2.1.4 a contribution to the understanding and practice of ministry through the completion of a doctoral-level project that contributes new knowledge and understanding of the practice of ministry;

E.2.1.5 the fostering of spiritual, professional, and vocational competencies that enable witness to a maturing commitment to appropriate religio-moral values for faith and life; and

E.2.1.6 engagement with the diverse cultural, religious, and linguistic contexts of ministry.

E.2.2 The DMin program shall provide for varied kinds of learning, including

E.2.2.1 peer learning and evaluation as well as self-directed learning experiences;

E.2.2.2 significant integrative and interdisciplinary activities involving the various theological disciplines and careful use of the student's experience and ministerial context as a learning environment;

E.2.2.3 various opportunities for learning and using the disciplines and skills necessary for the DMin project, including sustained opportunities for study and research on an approved campus or site of the institution offering the degree; and

E.2.2.4 opportunities for personal and spiritual growth.

E.2.3 The institution shall demonstrate how the program is attentive to global awareness and engagement as well as local settings in its educational design and delivery systems, including its efforts to form a community of learners.

E.2.4 The program shall include the design and completion of a written doctoral level project that addresses both the nature and the practice of ministry. This final summative project should be of

sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry or presentation in professional forums.

E.2.4.1 The project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results. It should also reflect the candidate's depth of theological insight in relation to ministry.

E.2.4.2 Upon completion of the doctoral project, there shall be an oral presentation and evaluation. The completed written project, with any supplemental material, should be accessioned in the institution's library.

E.3 Educational resources and learning strategies

E.3.1 Location

E.3.1.1 Because of the importance of a comprehensive community of learning, at least one-third of the course work for the degree shall be completed on an ATS Board of Commissioners-approved campus or full-degree extension site of the member institution. Upon petition by the school, the Board may grant an exception if a school can demonstrate how the program's educational design and delivery system accomplishes the learning outcomes and program goals of the Doctor of Ministry degree. The school should be able to demonstrate for the duration of the program (a) sufficient opportunity for disciplined reflection on one's ministerial experience and needs for educational growth; (b) regular and substantive interaction of students with regular full-time faculty, appropriate adjunct faculty, and other instructional personnel; (c) extended involvement in peer learning; and (d) access to the resources of the institution, such as the library and academic and professional advising.

E.3.1.2 Where DMin course work occurs away from the main campus of the institution, the program should make effective educational use of the candidate's ministerial context.

E.3.1.3 If the institution has Board approval for the requirements to be completed in branch campuses, at extension centers, or by means of distance learning, the institution must be able to demonstrate how the community of learning, education for skills particular to the DMin degree, formational elements of the program, and educational resources are made available to students.

E.3.2 Duration

E.3.2.1 The DMin program shall require the equivalent of one full year of academic study *and* the completion of the doctoral project. Normally, the degree shall require not fewer than three nor more than six years to complete, although the Commission on Accrediting may approve alternative degree designs.

E.3.3 Distinctive resources needed

E.3.3.1 In addition to a community of peer learners that is adequate in both number and quality for advanced study, resources such as particular faculty, library, and academic support services are required for the degree.

E.3.3.2 Institutions shall have faculty and other instructional personnel in adequate numbers to staff the program and with the competencies required for the specific goals of the general or specialized programs.

E.3.3.2.1 Program administrative procedures should include full-time faculty in determining the program goals; provide for the evaluation of all participating faculty (full-time and adjunct), mentors, and supervisors; and make available opportunities for faculty development in relation to the DMin program.

E.3.3.2.2 Teaching responsibility in the DMin program for fulltime faculty should be assigned in a manner comparable to that for other degree programs in that institution.

E.3.3.2.3 Whenever adjunct faculty, qualified mentors, or other personnel are employed, they shall receive appropriate orientation to the purposes and expectations of the DMin program, and their roles shall be exercised and evaluated in full collaboration with fulltime faculty.

E.3.3.2.4 It is expected that faculty in the DMin program shall be committed to structuring learning experiences that are oriented to the professional practice of ministry. Whenever needed, institutions shall have effective procedures of faculty development to achieve the particular competencies required for teaching in this program.

E.3.3.3 Library resources and services shall be of sufficient kind and substance to support the DMin program and its goals. This will include access to adequate existing collections, electronic resources, services, and staffing.

E.3.3.4 The regular academic support services and resources of the institution (e.g., recruitment, admissions, academic records, academic advisement, faculty consultation, and evaluation) shall be available for the DMin program and its students.

E.4 Admission

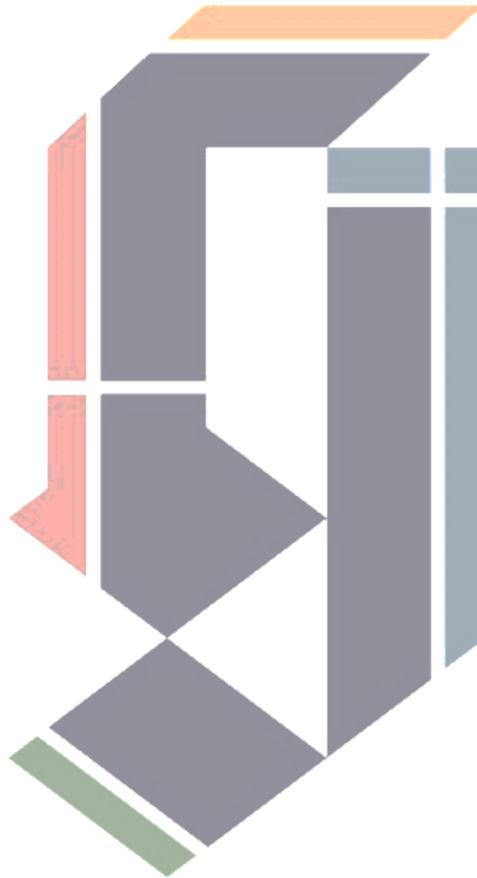
E.4.1 Students must possess an ATS Board of Commissioners-approved MDiv or its educational equivalent from an institution of higher education accredited by a US agency recognized by the Council for Higher Education Accreditation or approved by a Canadian provincial quality assurance agency. Degrees from institutions outside of North America may be accepted provided schools can demonstrate that they meet the standards of the Board-approved degrees for admission. MDiv equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of or a substitute for the master's degree.

E.4.2 Educational equivalency for these master's degrees shall be determined by the institution through appropriately documented assessment that demonstrates that students have the knowledge, competence, or skills that would normally be provided by specific MDiv-level courses. The process, procedures, and criteria for such determination shall be published in the institution's public documents.

E.4.3 Applicants to the DMin degree program should have at least three years of experience in ministry subsequent to the first graduate theological degree, and, as part of the program goal, show evidence of capacity for an advanced level of competence and reflection in the practice of ministry beyond that of the master's level. However, as many as 20 percent of the students in the DMin degree program may be enrolled without the requisite three years of ministry experience at the time of admission, provided that the institution can demonstrate objective means for determining that these persons have been

prepared by other ministry experience for the level of competence and reflection appropriate for advanced, professional ministerial studies.

E.4.4 If an institution offers specialized DMin programs, it should set appropriate standards for admission to such programs.



INDEX

- A**
- ACADEMIC POLICIES, 55
Academic Probation, 57
ACTS Preaching, 20
ADVISING, 49
ATS DEGREE PROGRAM STANDARDS, 75
- B**
- Business Holds, 54
- C**
- CANDIDACY PHASE, 36
Cohort, 6, 8
Community organizing, 13
Congregational Leadership, 14
COURSEWORK PHASE, 28
- D**
- Dismissal, 57
Doctor of Ministry Committee, 58
Drop Policies, 54
- E**
- Extension, 52
- F**
- FACT
Faculty Advisory Team, 11, 34, 36, 37, 39, 40, 49, 50, 51
Faculty Advisory Team, 6
Flowchart, 12
Forms, 59
- G**
- Good Standing Status, 52
Grading, 52
GRIDS, 22
- H**
- Human Subjects Review, 35
- I**
- INTRODUCTION, 4
- L**
- Leave of Absence, 53
Length of Program, 8
- M**
- Mid-Program Evaluation, 34, 51
MID-PROGRAM PHASE, 33
- O**
- On-Site Advisory Team, 6, 7, 49
OSAT, 11, 28, 34, 36, 39, 40, 49, 50, 51, 60, 61
- P**
- Preaching and Leadership in Hispanic/Latinx Congregations,
15
Program Coordinator, 6
Program Director, 58
program phases, 50
PROGRAM STRUCTURE, 22
PROJECT REPORT, 67
- R**
- REGISTRATION. *See*
Registration Deadlines, 52
Rubric for Assessing Project, 42
- S**
- Sample Title Page, 68
Spiritual Direction, 16
Spiritual Formation, 7
Strategic Leaderships in the Black Congregation, 18
SUPPORT OF THE PROGRAM, 58
- T**
- Tracks of Study, 9
Tuition Costs, 52
- W**
- Withdrawals, 53