

Garrett-Evangelical Theological Seminary

Doctor of Ministry

Program Handbook

School Year 2017-2018

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USE OF HANDBOOK

The Doctor of Ministry (DMin) Handbook contains the official policies and procedures relating to the DMin Program. This handbook is annually updated 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, we prepare 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, 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

To demonstrate 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 them to gather the data they need to determine ministry effectiveness.
- Means of analyzing the data they collect so they can report accurate results and draw informed conclusions about ministry effectiveness.

(b) Being:

- Self-aware of how the student's own experiences and contexts have shaped him or her, and of how he or she influences the ministry site.
- Theologically and biblically articulate in a way that is authentic to the student's own beliefs, contextually appropriate, and in conversation with classical Christian thought.

(c) Doing:

- Systems analysis by recognizing the broader contextual settings and multiple levels of interaction involved in relating to people, and by preparing people to understand, negotiate and modify these systems through their practices of ministry with sensitivity, faithfulness and intellectual acumen.
- 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 attached to the final project. This rubric is used for institutional feedback only.

F. 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 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 the students, but they are only resources. Students are expected to take the initiative in working with these groups, completing degree requirements and participating fully in all courses and coursework. Put simply, the program makes room 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.

G. Spiritual Formation and Accountability

A person who is a “Doctor of Ministry” should not only be equipped academically to deal with the practice of ministry, but should be personally and spiritually mature enough to be an exemplar of what a practitioner of ministry should look like. As a result, the program entails spiritual formation along with academic work.

The primary means of helping students grow spiritually during their time in the Doctor of Ministry program are the On-Site Advisory Team.

- (a) **On-site Advisory Team (OSAT).** Four to six persons, composed of members of the congregation, clergy colleagues, and community members. The OSAT meets at least twice a year, following the students’ time in courses. At these meetings, the student will share any insights, ideas or possible new practices encountered during class. This team will provide support, reflection on theological and spiritual learning, feedback on how effectively the student is integrating classroom learning with the practice of ministry. At every meeting the team will also help the student consider the project the student will ultimately undertake.

In addition to these requirements, the program also encourages students to engage other avenues of personal spiritual formation as they see fit. Depending on the track, one or more of these might be required. These might include:

- (a) **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**. Students focusing their work in spiritual formation will want to seek out a relationship for receiving spiritual direction. Students will contract privately for these services and will also assume responsibility for any fees incurred.

- (b) **Journal.** Students are encouraged to keep ongoing journal reflections in preparation for writing the mid-program professional identity paper and for observing personal and vocational insights. The field research project should grow out of a passionate concern for ministry. Journal reflections may help in discerning the project.
- (c) **Fellowship.** Students are encouraged to develop a fellowship of camaraderie and trust with their fellow DMin students so that they can contact and support each other in between class sessions.

H. Length of Program

Students can take a maximum of six years to complete the Doctor of Ministry degree. Of these six years, up to four years may be taken to finish coursework and enter candidacy. Students would then have until May of the second year after entering candidacy to graduate. Years are counted as school years. Therefore, as an example, students who begin the program anytime during the 2011 (January or June) school year would need to reach candidacy by the end of summer term (August) 2014 and graduate by the end of spring term (May) 2016.

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

In cases of exceptional need, students in the coursework phase may apply to the Program Director for Leave of Absence status. See the “Registration” section of the handbook for information on this.

I. Tracks of Study

Students are admitted into the DMin program under specific tracks of study. These tracks focus on specific practices of ministry. Outside of courses required by the program and possible electives, all courses a student takes will be courses offered within the track. Please see the “Tracks” section of the handbook for information on the tracks currently available.

Some tracks have certifications available through the United Methodist Church or other organizations. For those tracks that have such certification available, and for students that are interested in it, students can use their DMin studies to fulfill some of the academic requirements for certification.

In addition to these tracks, the program also participates in the ACTS DMin Preaching Program. This program is run separately from the other tracks. Please refer to the handbook from the ACTS program for information on this program. The Garrett-Evangelical DMin program accepts all decisions and requirements of the ACTS program, including decisions made by the ACTS program advancing students to candidacy and to graduation.

J. Cohort Model and Peer Learning

The Doctor of Ministry program at Garrett-Evangelical encourages peer learning through admitting students into a cohort of students who are studying within the same track. This means that the same group of students will work through the same courses together. Both the academic curriculum and the financial structure of the program are built with the expectation that you will remain with your cohort as you work on the degree.

- (a) **Curricular Implications of the Cohort Model** – Most courses in the DMin tracks are only offered once every two years in order to provide for the needs of a specific cohort of students. As a result, if you exit your cohort at any point, you will have to wait until the courses are offered to a new cohort in order to complete your coursework.
- (b) **Financial Implications of the Cohort Model** – The pricing of the DMin program is based on the assumption that you will complete the program along with your cohort in no more than four years. If you exit your cohort you will be subject to additional expenses not already built into the stated DMin pricing.
- (c) **Peer Learning Implications of the Cohort Model** – Students who remain in the same cohort have the opportunity to learn about each other's ministry settings and support each other with their work, especially as they move into the Mid-Program and Candidacy Phases of the program. Exiting a cohort will forego the ability to participate in this peer learning.

All of these implications should be weighed when considering whether to go on Leave of Absence or any other activity that would require exiting the cohort.

STRUCTURE OF PROGRAM

A. Credit Hours

The Doctor of Ministry degree requires all students to complete 30 credit hours. The breakdown of these credits is based on track.

For the Strategic Leadership in the Black Congregation track, 28 credit hours are taken through coursework, one is dedicated to writing the mid-program papers and project proposal, and one is dedicated toward working on the project itself:

Coursework: 7 courses worth 3 credits each	= 21 credits
5 Kellogg seminars	= 7 credits
Mid-Program Paper and Project Proposal	= 1 credit
<u>Final Project</u>	<u>= 1 credit</u>
Total	= 30 credits

For the Congregational Leadership and Preaching as Leadership in Hispanic/Latinx Congregations tracks, 25 credit hours are taken through coursework, three are dedicated to writing the mid-program papers and project proposal, and three are dedicated toward working on the project itself:

Coursework: 6 courses worth 3 credits each	= 18 credits
5 Kellogg seminars	= 7 credits
Mid-Program Paper and Project Proposal	= 3 credits
<u>Final Project</u>	<u>= 2 credits</u>
Total	= 30 credits

For all other tracks, 24 credit hours are taken through coursework, three are dedicated to writing the mid-program papers and project proposal, and three are dedicated toward working on the project itself:

Coursework: 8 courses worth 3 credits each	= 24 credits
Mid-Program Paper and Project Proposal	= 3 credits
<u>Final Project</u>	<u>= 3 credits</u>
Total	= 30 credits

B. Phases of the Degree Program

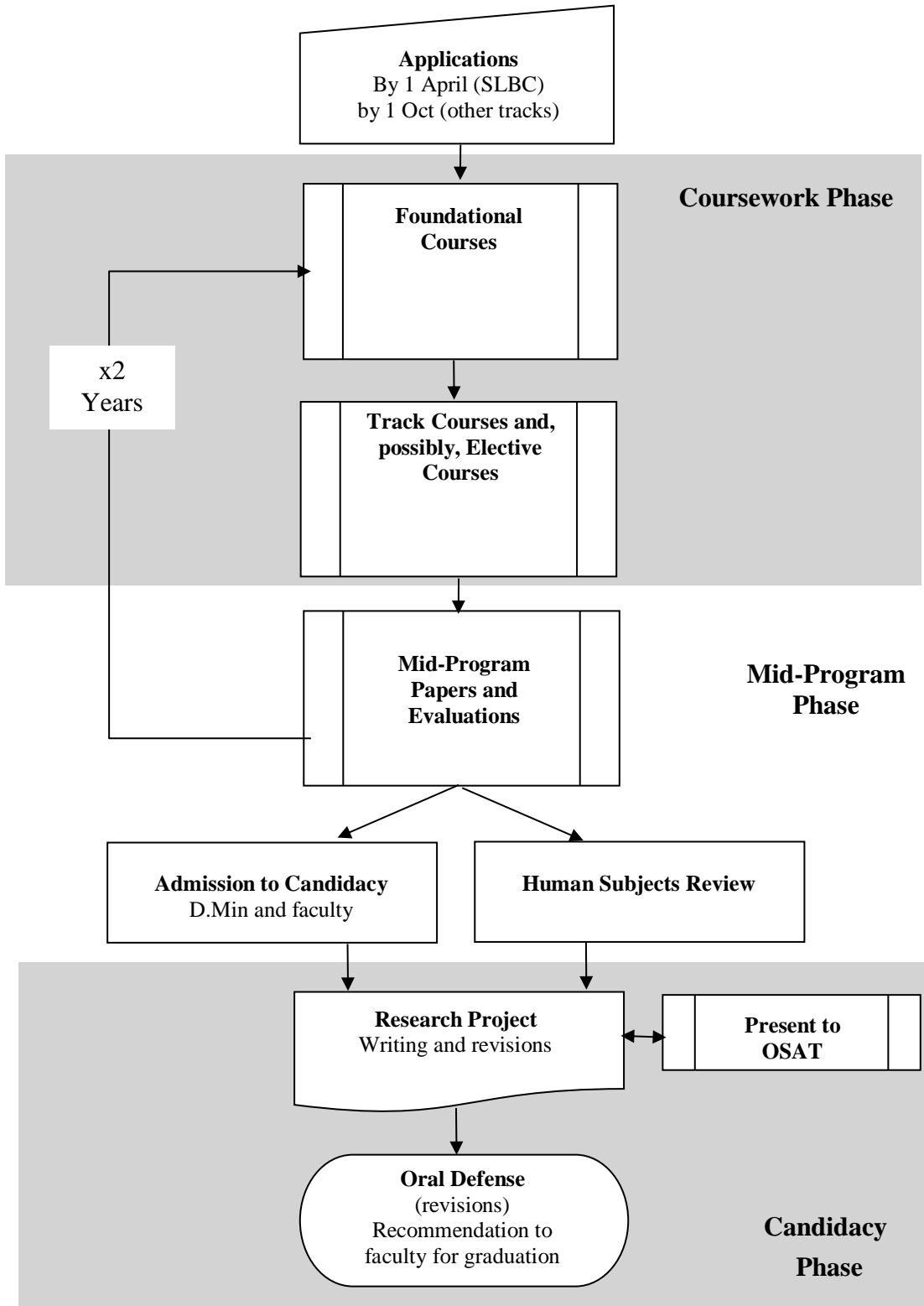
The Program has three distinct phases that students pass through as they move toward completion. These phases are: coursework, mid-program, and candidacy. These will be considered in the following sections.

C. Entire Program Sequence

The following is the sequence for an individual who starts in January and follows through the program of the course of four years. Individual plans of study, particularly coursework beginning in Summer or including seminars outside of the January and Summer terms, will vary from this.

1. Prepare application.
 - a. Applicants must comply with at least the following for consideration to be admitted:
 - i. Completed an MDiv or coursework equivalent to an MDiv
 1. Equivalency is determined by the registrar and the director of the program. Under normal circumstances non-ATS school credit will not be accepted toward MDiv equivalency.
 - ii. Completed at least three years of ministry work after completing the MDiv or equivalent. Under normal circumstances, waivers will not be granted for this.
 - iii. Be in a supportive ministry site in which the applicant can reasonably assume he or she will be able to carry out the degree program requirements.
2. Acceptance for study by DMin Committee.
3. Two years of coursework at the seminary and online.
 - a. Attend two January term courses. (January – first year)
 - b. Designate members of the OSAT and have first meeting of the OSAT. (January – first year). Include first OSAT Review Form.
 - c. Take course online. (Spring – first year)
 - d. Attend two summer term courses (Summer – first year)
 - e. Second meeting with the OSAT (Summer – first year)
 - f. For leadership track students, select and take two regular Kellogg seminars and one capstone seminar to attend (Summer of first year through Spring of second year)
 - g. Take course online. (Fall – first year)
 - h. Third meeting with OSAT (Fall/Winter – first year)
 - i. For non-leadership students, attend one January term course (January – second year)
 - j. Take course online (Spring – second year)
 - k. Fourth meeting with OSAT (Spring – second year)
 - l. Completion of coursework (Spring – second year)
4. Approximately six months to one year in Mid-Program Phase, with the goal of being completed no later than May – third year.
 - a. Form FACT. (Recommend doing this during Spring – second year)
 - b. Mid-program professional identity paper completed. (Spring/Summer – second year)
 - c. Write Project Proposal. (Spring/Summer – second year)
 - d. Mid-program evaluations by the OSAT, FACT and DMin Committee. (Fall – second year)
 - e. Human Subjects Review of project proposal. (Fall – third year)
 - f. Admission to candidacy. (Fall – third year)
5. Execution of Project. (usually ½ - 1 year to complete)
 - a. Direct project intervention (after approval, for as long as it takes)
 - b. First draft of project paper due by February of the year you plan to graduate.
 - c. Revision of project paper as necessary, with a final draft prepared no later than the last day of March of the year you plan to graduate.
 - d. Oral defense of project on campus with FACT no later than mid-April of the year you plan to graduate.
 - e. Presentation of project results with OSAT no later than late April 2014 of the year you plan to graduate. Turn in second OSAT Review Form.
 - f. Upload final draft of the project paper.
6. Recommendation to DMin Committee and seminary faculty for graduation.
7. Graduation in May.

D. Program Flowchart



TRACKS

A. 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 for 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. The courses dealing with these issues are taught by one of the largest groups of African American scholars on the faculty at a United Methodist seminary. These faculty members are supplemented by a cadre of highly accomplished African American alums of G-ETS.

In addition to these core courses, the Strategic Leadership for 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 for Black Congregations 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. 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.

- **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.

(d) Timing of Courses

A sample course schedule for this track is below. It assumes that a student takes all courses when they are offered. If a student misses a course, especially one of the online courses, the student will have to wait 1-2 years to take the course again when it reappears in the course rotation unless a substitute course is available.

Summer (Face-to-Face Intensive)

- Seminar on the Black Church *DM-731*

January (Face-to-Face at Garrett and Kellogg)

- Planning for Renewal *DM-721*
- Kellogg School Center for Nonprofit Management's Faith & Leadership Week *DM-773*

Spring (Online)

- Cultural Values of Congregational Life *DM-701*

Spring (Face-to-Face at Kellogg)

- Kellogg School Center for Nonprofit Management's Finance 1 *DM-764*
- Kellogg School Center for Nonprofit Management's Finance 2 *DM-765*

Summer (Face-to-Face)

- Elective Course on the Black Church *DM-XXX*

Fall (Online)

- Research Methodology *DM-702*

Fall through Spring (Face-to-Face)

- Choose one Kellogg School Executive Education Capstone program and attend it, write a reflection paper on it for your advisor *DM-779*

Spring (Online)

- Seminar on Practical Theology *DM-703*

(e) Special Requirements

The final project will allow the student to apply creativity in connecting the theories studied with the practice of ministry, and allows the student to relate his or her own practice of ministry to fundamental theory in the disciplines appropriated within the African American context.

(f) Registration for Kellogg Seminars

To complete the Kellogg School Center for Nonprofit Management Certificate of Professional Achievement, students must take four nonprofit executive education programs, as well as one Executive Education program. One of the programs is required (“Faith and Leadership Week”). Students can choose the other three nonprofit programs and the Executive Education program from the list of programs that have been approved by Garrett. **Please contact the Program Coordinator in the Registrar’s Office to register for these programs.**

(g) Expense

In order to cover the cost of students participating in both the Garrett courses and the Kellogg seminars, students in this track will pay a higher tuition cost per credit hour. This cost is based on scholarship assistance that the Kellogg School is extending to participants. Students will pay Garrett the higher tuition directly and Garrett will pay Kellogg for the students involvement in the Kellogg programs.

(h) Kellogg Certificate

Completing all the Kellogg seminars entitles the students to receive the Kellogg School of Management’s Executive Scholars Certificate in Non-Profit Management. This is awarded directly by Kellogg.

B. 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 take action proactively around issues important to them 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.

The local ministry site or non-profit organization has the capacity to serve as a rallying point in creating the relationships that are essential to community organizing. 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 inside a congregation
- organize and reorganize people in a community
- win 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 CO principles

(b) Track Mission Statement

With congregations increasingly turning inward to attend to their interior needs, with clergy attending to with administrative, pastoral and liturgical demands, we welcome people who want to learn the who, what, when, where, why, and how of how to teach, preach, and do justice in communities, institutions, and organizations near and far.

The G-ETS Community Organizing 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, we 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, all in serve of raising 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.
 - Demonstrates a grasp of the history of organizing in the United States.
 - Demonstrates a grasp of the organizational competencies needed to organize people and money for power, action, and justice.
 - Demonstrates a grasp of the differences/similarities between community development and community organizing.
 - Articulates a theology of organizing.

- **Being**
 - Is emotionally intelligent, self-awareness around understandings of 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**
 - Learns how 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 your home setting(s).

(d) Timing of Courses

A sample course schedule for this track is below. It assumes that a student takes all courses when they are offered. If a student misses a course, especially one of the online courses, the student will have to wait 1-2 years to take the course again when it reappears in the course rotation unless a substitute course is available.

January (Face-to-Face)

- Planning for Renewal *DM-721*
- Kellogg School Center for Nonprofit Management's Faith & Leadership Week *DM-773*

Spring (Online)

- Cultural Values in Congregations *DM-701*

Summer (Face-to-Face)

- Community Organizing Capstone *DM-723*

Fall (Online)

- Research Methodology *DM-702*

January (Face-to-Face)

- Church and Community *DM-720*
- Empowering Congregations for Evangelism *DM-711* (or approved elective)

Spring (Online)

- Seminar on Practical Theology *DM-703*

C. Congregational Leadership

(a) Track Description

Recognizing 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 the best possible 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 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:**
 - Demonstrates a grasp of the broad contours of the theory of leadership as developed in the literature.
 - Demonstrates a 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.

(d) Timing of Courses

A sample course schedule for this track is below. It assumes that a student takes all courses when they are offered. If a student misses a course, especially one of the online courses, the student will have to wait 1-2 years to take the course again when it reappears in the course rotation unless a substitute course is available.

January (Face-to-Face)

- Administration and Leadership *DM-712*
- Kellogg School Center for Nonprofit Management's Faith & Leadership Week *DM-773*

Spring (Online)

- Cultural Values in Congregations *DM-701*

Summer (Face-to-Face)

- Spiritual Formation and the Leader *DM-743* (substitute courses are possible)
- Empowering the Congregation *DM-711* (substitute courses are possible)

Fall (Online)

- Research Methodology *DM-702*

Fall through Spring (Face-to-Face)

- Choose two Kellogg School Center for Nonprofit Management programs and attend them, write a reflection paper on them for your advisor *DM-XXX (two of these)*
- Choose one Kellogg School Executive Education Capstone program and attend it, write a reflection paper on it for your advisor *DM-779*

Spring (Online)

Seminar on Practical Theology *DM-703*

(e) Registration for Kellogg Seminars

To complete the Kellogg School Center for Nonprofit Management Certificate of Professional Achievement, students must take four nonprofit executive education programs, as well as one Executive Education program. One of the programs is required ("Faith and Leadership Week"). Students can choose the other three nonprofit programs and the Executive Education program from the list of programs that have been approved by Garrett. **Please contact the Program Coordinator in the Registrar's Office to register for these programs.**

(f) Expense

In order to cover the cost of students participating in both the Garrett courses and the Kellogg seminars, students in this track will pay a higher tuition cost per credit hour. This cost is based on scholarship assistance that the Kellogg School is extending to participants. Students will pay Garrett the higher tuition directly and Garrett will pay Kellogg for the students' involvement in the Kellogg programs.

(g) Kellogg Certificate

Completing all the Kellogg seminars entitles the students to receive the Kellogg School of Management's Executive Scholars Certificate in Non-Profit Management. This is awarded directly by Kellogg.

D. Preaching as Leadership in Hispanic/Latinx Congregations

(a) Track Description

Communication is an essential act for a leader. It is through good communication that a leader builds trust, clarifies objectives, shares inspiring visions, and coordinates people to work toward that vision. Often, this sort of communication is seen as relegated to people who are gifted with great charisma. However, it is a skill that can be taught.

In addition, leaders must be competent in basic management skills, such as finance and strategic planning. These are also skills that can be taught.

This track is targeted to pastors who are bilingual in Spanish and English and who serve in a predominately Spanish-speaking ministry site. The curriculum is geared toward helping these pastors develop their capacity to lead more fully through equipping them with basic management skills and through better communication, especially when preaching or engaging in other forms of public speaking.

Management skills are addressed by the students participating in seminars taught by the Kellogg School Nonprofit Center. Students will learn how to communicate more effectively in Spanish-speaking settings through courses taught 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. Courses taught at Garrett will be taught bilingually, with a focus on being taught in Spanish. This is to make it possible for the pastors to gain communication skills in the language they use in their ministries.

(b) Track Mission Statement

The purpose of this doctoral program is to equip effective leaders in the areas of communication and management. In the area of communication students will focus on further developing preaching skills relevant to the contextual needs of Hispanic/Latinx congregations primarily in the United States. In the area of management doctoral students will enhance their financial and strategic planning skills in order to enable them to lead viable, self-sustaining and organizationally healthy local churches.

(c) Track Learning Goals

- **Knowing**
 - Demonstrates a grasp of the primary literature related to leadership and preaching in English and Spanish
 - Recognizes Strategies for speaking 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 inside and outside of the church.
 - Is an inspiring leader who prompts greater stewardship of congregational resources for mission.
 - Is a competent administrator who can support better financial practices among individuals and the entire congregation.

- **Doing**
 - Acquires new preaching and public speaking skills that will enable them to develop and lead welcoming congregations
 - Learns how to develop and implement effective congregational structures and systems aimed at enhancing its mission and ministries.

(d) Timing of Courses

A sample course schedule for this track is below. It assumes that a student takes all courses when they are offered. If a student misses a course, especially one of the online courses, the student will have to wait 2 years to take the course again when it reappears in the course rotation unless a substitute course is available.

Because of the emphasis on personal communication in this track, students will not participate in the online courses. Rather, all courses will be taught during face-to-face intensives.

June (Face-to-Face Intensive)

- Preaching as Testimony *DM-750*
- Performing the Sermon *DM-751*

January (Face-to-Face at Kellogg)

- Kellogg School Center for Nonprofit Management's Faith & Leadership Week *DM-773*

Spring (Face-to-Face at Kellogg)

- Kellogg School Center for Nonprofit Management's Finance 1 *DM-764*
- Kellogg School Center for Nonprofit Management's Finance 2 *DM-765*

Summer (Face-to-Face Intensive)

- Contemporary Theology for Preaching *DM-752*
- Contemporary Biblical Interpretation for Preaching *DM-753*

Fall through Spring (Face-to-Face Intensive at Kellogg)

- Kellogg School Center for Nonprofit Management Capstone Course *DM-779*

Summer (Face-to-Face Intensive)

- Missional Preaching for Church Leadership *DM-754*
- Preaching beyond the Pulpit *DM-755*

(e) Alternate Mid-Program Structure

As with the coursework, the mid-program phase is modified for this track to emphasize the importance of communication. Rather than students completing all their mid-program work after they have finished their coursework, students will complete a summative communication project at the end of each of the first two summer intensives. At the end of the third summer intensive, the student will complete the project proposal. These all will be compiled into a portfolio that will be reviewed during the mid-program phase. If all of these are considered acceptable by the student's faculty team, then the student will be passed to candidacy.

(f) Registration for Kellogg Seminars

To complete the Kellogg School Center for Nonprofit Management Certificate of Professional Achievement, students must take four nonprofit executive education programs, as well as one Executive Education program. One of the programs is required ("Faith and Leadership Week"). Students can choose the other three nonprofit programs and the Executive Education program from the list of programs that have been approved by Garrett. **Please contact the Program Coordinator in the Registrar's Office to register for these programs.**

(g) Expense

In order to cover the cost of students participating in both the Garrett courses and the Kellogg seminars, students in this track will pay a higher tuition cost per credit hour. This cost is based on scholarship assistance that the Kellogg School is extending to participants. Students will pay Garrett the higher tuition directly and Garrett will pay Kellogg for the students involvement in the Kellogg programs.

(h) Kellogg Certificate

Completing all the Kellogg seminars entitles the students to receive the Kellogg School of Management's Executive Scholars Certificate in Non-Profit Management. This is awarded directly by Kellogg.

E. 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 an understanding of the history and theology of Christian spirituality, an orientation to the diversity of the global landscape in which leaders serve, and an acquaintance with the varieties of spiritual practice that a leader might encounter.

The Spiritual Direction track is designed to provide today's leaders with that knowledge base, exploring the historical, theological, and contextual dimensions of global spirituality. The program is also designed to meet the practitioner's need for a knowledge of spiritual practice and the challenges presented by the rapidly changing global context in which they live and serve. A practicum also makes it possible for students to begin applying that knowledge to the specific settings in which they work.

(b) Track Mission Statement

The Spiritual Direction track in the Doctor of Ministry Program participates in the seminary's mission by preparing students acquainted with the history, theology and practice of Christian spirituality and, especially, the practice of Spiritual Direction. Through this program, the seminary seeks to prepare leaders 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 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:**
 - Learns to formulate leadership strategies and interventions that include the practice of spiritual disciplines.
 - Learns to lead, relying on the sensibilities and methods associated with Spiritual Direction.
 - Learns to introduce others to the spiritual practice of the church, the value of spiritual direction and the theological categories that shape both.

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

(d) Timing of Courses

A sample course schedule for this track is below. It assumes that a student takes all courses when they are offered. If a student misses a course, especially one of the online courses, the student will have to wait 1-2 years to take the course again when it reappears in the course rotation unless a substitute course is available.

January (Face-to-Face Intensive)

- The History and Theology of Christian Spirituality *DM-740*
- Spirituality, Diversity, and the Global Landscape *DM-741*

Spring (Online)

- Cultural Values in Congregations *DM-701*

Summer (Face-to-Face Intensive)

- Spiritual Formation and the Leader *DM-743*
- Spiritual Practice *DM-742*

Fall (Online)

- Research Methodology *DM-702*

January (Face-to-Face Intensive)

- Practicum in Spiritual Formation *DM-744*

Spring (Online)

- Seminar on Practical Theology *DM-703*

(e) 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 a certificate in spiritual direction granted by Garrett-Evangelical in addition to the Doctor of Ministry degree.

Skills from these courses may be used in a direction setting, but they may also inform and enhance the student’s approach to leadership, preaching, teaching, and pastoral counseling. Note: In order to receive the certificate in spiritual direction, the student must take all five courses in the Spiritual Direction Concentration. The direction modules are not offered with other electives.

1. The History and Theology of Christian Spirituality

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

Direction 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.

Direction 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.

Direction 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.

Direction 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.

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

(f) Requirement for Students to Be in Direction

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.

The fact that this relationship exists should be registered in a letter from the student's spiritual director and addressed to the program coordinator with a copy to the spiritual direction track coordinator. The letter should be received no later than March 31 of the year in which the student begins the program. If the relationship is terminated, the student's spiritual director should inform the program coordinator with a copy to the spiritual direction track coordinator to that effect, and the student is required to secure another director, who is asked to provide the same documentation.

Other important details covering this requirement are as follows:

1. It should be noted that the request for this information is restricted to the fact that the student has a spiritual director. The content of the student's conversations with his/her director is his/her own and is entirely confidential.
2. While the final choice of a director is the student's choice to make, the choice of the spiritual director should be made in consultation with the program director and must have the program director's approval.
3. The director should be trained in spiritual direction and should note the training that he/she has had in the letter forwarded to the director of the program.
4. Any compensation paid to the spiritual director is the student's responsibility.

F. ACTS Preaching Program

(a) Track Description

The ACTS Preaching track is offered collaboratively with other partner schools in the Association of Chicago Theological Schools (ACTS). Per the agreement for participating in this track, Garrett abides by the admissions, curricular, governance, and assessment structures set by the ACTS DMin in Preaching program. The following material is drawn directly from the program manual, and in some cases, where it is enclosed in quotes is the specific language contained in the 2018, 2019, 2020 Program Manual.

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 DMin in Preaching Program is designed to honor these dynamics and to help you become the preacher God is calling you to be in the context of your ministry.

“The *ACTS Doctor of Ministry (D.Min) in Preaching program* offers a unique learning experience within which pastors are taught to use their preaching skills to accomplish a specific area of ministry. At the heart of the program is the Summer Residency, which brings pastors together from a variety of cultures, countries, and contexts of ministry to develop their own proficiency as preachers as well as to contribute to the growth of their fellow students' preaching skills. This is a concentrated period of study during which students work collaboratively with highly capable professors and peers on courses and a colloquy. The tools they gain during the Summer Residency are used to accomplish defined Learning Goals.”

(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 advancing the reign of Christ in the world.

(c) Track Learning Goals

- **Knowing**
 - Demonstrates a grasp of the homiletical literature and methodologies related to preaching in the 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 uses preaching in the practice of ministry.
- Is aware of the strengths and weaknesses of one's own style of preaching through personal assessment.
- **Doing**
 - Develops competency in creating sermons and in preaching that is relevant to their faith community and program focus.
 - Collaborates with members of the ministry site in an ongoing process of reflecting on one's preaching.
 - Uses preaching to accomplish specific ministry goals

(d) Timing of Courses

Coursework is accomplished in two phases. The first occurs during the 3-week summer residency and the second is carried out in each student's ministry site. Over the three years of the program, the courses and class meetings are structured as follows:

- **Core Courses: Week 1**

All students are required to take the course associated with their year in the program.

- Year 1: Preaching as Interpretation
- Year 2: Preaching as Performance
- Year 3: Preaching as Social Transformation

- **Elective Courses: Week 2**

Students choose an elective course from a menu of options. All courses are focused on preaching. The following is a list of regular or possible electives:

- Preaching as Celebration
- The Four Pages of the Sermon
- Preaching as Apologetics
- Preaching from the Margins of the World
- Prophetic Preaching

- **Colloquy Courses: Week 3**

Colloquy Courses are focused on enabling students to identify the focus and develop the structure of their project for the year, and to create the required Learning Covenant that details the goals and process of the year's project. In year 2, students also outline the proposal for their thesis and in year three join with peers and faculty advisors in testing the viability of the Thesis subject and its relevance for their congregation and social context.

(e) Program Structure

The length of the program is three years, with a Summer Residency each year. The structure is the same for each year of study, as follows:

- Week 1 – Core week – Students in the same program year study together and are instructed in a pre-specified area of preaching.
- Week 2 – Elective week – Students select an area of study from the courses provided. Each class is a mix of students from different program years.
- Week 3 – Colloquy week – Students re-gather by program year as in week 1, to synthesize their learning and finalize their Learning Goals for the year ahead.

During the Summer Residency, time is also set aside for students to consult with their Advisor, the person with whom students work closely during the execution of the Parish Ministry Project.

Following the Summer Residency, students are required to demonstrate their learning by developing and preaching sermons and producing written reports based on reflections of the experiences of study and practice.

Over the three years, students preach eight designated sermons based on classes taken during the residencies, three in Year 1 and Year 2 and two in Year 3. The first sermon is based on the learning in the Core class and the second sermon is based on the learning gained in the Elective class. The third sermon in Years 1 and 2 is a composite of the overall learning for the year. For each sermon, students must prepare a Reflection Paper that reports on the experience of both study, preaching and engagement of the Parish Project Group that supports and collaborates on the work done at the ministry site. An Integrative Paper is prepared and submitted at the end of years 1 and 2, and a final Thesis at the end of year 3. The Thesis is the culminating document that must be defended successfully at the conclusion of the program. The student enters the Candidacy stage in Year 3 following the successful completion of the two required sermons.

While the program is reflective of the several schools, and follows a different schedule than the program that is specific to Garrett-Evangelical, the following structure shows the way in which the program meets the required number of credits for the Garrett-Evangelical Doctor of Ministry degree.

- Residency – 3 years – 24 credits
 - 18 credits – Core and Elective – 6 courses – 3 credits each
 - 6 credits Colloquy – 3 courses – 2 credits each
- 3 Credits – Integrative Papers – 1.5 credit each - Years 1 & 2
- 3 credits for final Project (thesis)

Total 30 credits

More about the course structure and degree requirements can be found on the ACTS DMin in Preaching website < <http://www.actsdminpreaching.org/>>.

COURSEWORK PHASE

The coursework phase lasts as long as the student is completing the 28 credits of coursework (for the SLBC track), 25 credits (for the CL track), or 24 credits of coursework (for all other tracks). During this time, the primary concern of the student is to take and complete all courses. The student will also 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 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's discretion.

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

- (a) **Foundational Courses** – There 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 be sequential, preparing students for their final project as they move through their coursework. These courses are:
 - i. Cultural Values of Congregations
 - ii. Research Methodology
 - iii. Seminar in Practical Theology
- (b) **Track Courses** – These are courses that specialize on the topic covered in the respective tracks and are required for graduation out of that track.
- (c) **Elective Courses** – While the expectation is that most students will take all their courses within a specific track, students can tailor their coursework by substituting elective courses in place of track courses. The student should be aware that doing this may forfeit the student's ability to receive certifications or other benefits the track provides.

With the prior permission of the professor teaching the course and the student's faculty adviser, a student can participate in any DMin, PhD or advanced Master's courses at Garrett-Evangelical, whether taught during the January and Summer terms or during the Fall and Spring terms. The student may take up to two such elective courses in place of track courses. The student must demonstrate why these elective courses are more pertinent for the student's research plan than taking the track courses.

The following pages are the graduation grids for each track, indicating the specific courses each track requires for graduation, as well as other graduation requirements.

There are two courses that are not in the Coursework Phase, one in the Mid-Program Phase and one in the Candidacy Phase. Each of these phases includes an independent study course that is the equivalent of a three-credit course. The Mid-Program Phase independent study is for work on the project proposal. The Candidacy Phase independent study is for work on the final project.

Doctor of Ministry- Graduation Requirements 2017-2018

ID#: _____ Name: _____ Advisor: _____

STRATEGIC LEADERSHIP IN THE BLACK CONGREGATION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-702	Research Design and Methodology*		3
DM-701	Cultural Values in Congregational Life		3
DM-703	Seminar on Practical Theology		3

*course can be repeated as an audit during the Mid-Program Phase

TRACK COURSES- 19 hours

COURSE#	TITLE	GRADE	HOURS
DM-731	Seminar on the Black Church		6
DM-XXX	Elective (Leadership in the Black Church)*		3
DM-XXX	Elective (Leadership in the Black Church)*		3
DM-773	Kellogg Seminar (Faith & Leadership Week) (2 courses)		1.5 1.5
	Kellogg Seminar (General) (2 courses)		1.5 1.5
DM-779	Kellogg Seminar- Capstone Course		1

*the set of courses must have an African-American emphasis and be in one of the following 7 fields: Theology, Biblical Studies, Liturgical Studies- Preaching & Worship, Christian Education, Evangelism, Pastoral Leadership & Development, Congregational Leadership & Development

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
DM-790 AL	Proposal Research and Writing		1

CANDIDACY PHASE- 2 hours

COURSE#	TITLE	GRADE	HOURS
DM-795 AL	Project Research and Writing		1

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements 2017-2018

ID#: _____ Name: _____ Advisor: _____

COMMUNITY ORGANIZING

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-702	Research Design and Methodology		3
DM-701	Cultural Values in Congregational Life		3
DM-703	Seminar on Practical Theology		3

*course can be repeated as an audit during the Mid-Program Phase

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-773	Kellogg Seminar (Faith & Leadership Week) (2 courses)		1.5 1.5
DM-721	Planning for Renewal		3
DM-711	Empowering the Congregation for Evangelism or elective		3
DM-720	Church and Community		3
DM-723	Community Organizing Capstone		3

MIDPROGRAM PHASE- 3 hours

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

CANDIDACY PHASE- 3 hours

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

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date

Doctor of Ministry- Graduation Requirements 2017-2018

ID#: _____ Name: _____ Advisor: _____

CONGREGATIONAL LEADERSHIP

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-702	Research Design and Methodology		3
DM-701	Cultural Values in Congregational Life		3
DM-703	Seminar on Practical Theology		3

*course can be repeated as an audit during the Mid-Program Phase

TRACK COURSES- 16 hours

CONGREGATIONAL LEADERSHIP- 16 hours

DM-712	Administration and Leadership		3
DM-743	Spiritual Formation and the Leader		3
	Elective (Congregational Leadership)		3
DM-773	Kellogg Seminar (Faith & Leadership Week) (2 courses)		1.5 1.5
	Kellogg Seminar (General) (2 courses)		1.5 1.5
DM-779	Kellogg Seminar- Capstone Course		1

MIDPROGRAM PHASE- 3 hours

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

CANDIDACY PHASE- 2 hours

COURSE#	TITLE	GRADE	HOURS
DM-795 CL	Project Research and Writing		2

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements 2017-2018

ID#: _____ Name: _____ Advisor: _____

PREACHING AS LEADERSHIP IN HISPANIC/LATINX CONGREGATIONS

YEAR 1

COURSE#	TITLE	GRADE	HRS
DM-750	Preaching as Testimony		3
DM-751	Performance in Preaching		3

YEAR 2

COURSE#	TITLE	GRADE	HRS
DM-773	Faith and Leadership Week		3
DM-752	Contemporary Biblical Interpretation for Preaching		3
DM-753	Contemporary Theology for Preaching		3

YEAR 3

COURSE#	TITLE	GRADE	HRS
DM-764	Kellogg Finance Seminar 1		1.5
DM-765	Kellogg Finance Seminar 2		1.5
DM-779	Kellogg Capstone		1
DM-754	Missional Preaching for Church Leadership		3
DM-755	Preaching Beyond the Pulpit		3

YEAR 4

COURSE#	TITLE	GRADE	HRS
DM-790 HL	Mid-Program Phase		2
DM-795 HL	Candidacy		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements 2017-2018

ID#: _____ Name: _____ Advisor: _____

SPIRITUAL DIRECTION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-702	Research Design and Methodology		3
DM-701	Cultural Values in Congregational Life		3
DM-703	Seminar on Practical Theology		3

*course can be repeated as an audit during the Mid-Program Phase

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 SD	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

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

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

MID-PROGRAM PHASE

Upon completing coursework, the student enters the mid-program phase. This phase is meant to be short and provide a transition from the coursework into candidacy as the student considers the ways to integrate and apply the insights gained from the coursework both in terms of spiritual growth and in terms of the practice of ministry at the student's ministry site. This phase has four specific requirements: the Mid-Program Identity Paper, the Project Proposal, the Mid-Program Evaluations and the Human Subjects Review.

- (a) **Mid-Program Identity Paper** - A major integrative paper of approximately 20 pages, the student should include the following components, using the paper as an opportunity to connect coursework with personal experience in ministry. The paper should NOT be simply a reflection of personal experience. Coursework, including footnotes from readings and lectures, should be included in the paper to show the student is connecting personal experience with the coursework. The contents of the paper are to be:
- i. Assessment of the student's spiritual growth based on feedback provided by the OSAT over the previous years.
 - ii. Specific insights or new lessons learned through the coursework and readings that the student has found novel, helpful or significant.
 - iii. The student's assessment of how the work in the program has provided a better understanding of the nature and mission of the church. This should include:
 1. An ecclesiology.
 2. A theology of ministry.
 3. Observations on the current strengths of how the church practices ministry.
 4. An observation on what obstacles to effective ministry, both personal and situational, are present in the church at large (not just in the ministry site).
 5. Suggestions for how the church at large can best deal with these obstacles.
 - iv. A systematic theological reflection on the student's current practice of ministry in light of the information laid out in section iii.
 1. How does the student's current ministry site match with the student's ecclesiology?
 2. How does the student's own ministry match with the student's theology of ministry?
 3. Are the general strengths in the church observable in the student's ministry site?
 4. Are the general obstacles in the church observable in the student's ministry site?
 5. How will the student address the obstacles in the student's ministry site?
 - v. The student should envision how her or his project will be a "gift to the church" by providing an enhanced practice of ministry.

An ongoing reflective journal may be a valuable resource in preparing this paper.

The Mid-Program Identity Paper should be submitted to the advisor and the Program Coordinator.

NOTE: The Mid-program professional identity paper will be archived in the student's academic file in the registrar's office. Periodically, such documents will be reviewed by an outside reviewer as part of on-going assessment of the program.

Students should write the paper with the knowledge that it will not be treated in a confidential manner

- (b) **Project Proposal** – Prior to entering candidacy, the student must demonstrate a firm grasp of what the student hopes to accomplish in her or his project. The project, described in more detail below, is to focus on a ministry intervention in the student’s ministry site.

The project proposal describes in detail what the student hopes to do through the project, offers preliminary research to demonstrate the student’s facility with the topic the student has selected in the project, and provides a sketch of the methodology the student will use to accomplish the project.

The project proposal includes two parts:

- i. The Proposal Submission Form – This form offers a condensed description of the work the student proposes to do in just a few pieces of paper. One of the key aspects of this form is to force students to check their proposal for consistency by making certain the questions they propose to answer, their theses, their learning goals, and their methodology are all in agreement with each other.
- ii. The Proposal Paper – This paper should expand on the information included in the Proposal Submission Form by including:
 - 1) An explanation of why the particular problematic is appropriate to the ministry site. (1 page)
 - 2) A description of the ministry site in which the project is to be administered. (2 pages)
 - 3) Key biblical concepts which help shape the project. (2 pages)
 - 4) Key theological concepts which help shape the project. (2 pages)
 - 5) A review of the literature dealing with the specific practice of ministry to be dealt with in the project. (2 pages)
 - 6) A bibliography of pertinent literature proving that you have sufficient resources available to you to research the topic thoroughly. (2 pages)
 - 7) A proposed outline of the chapters and sub-sections of the project. (2 pages)
 - 8) An appendix with all research protocols, including (but not limited) to surveys, interview questions, and consent forms that the student will use in order to gather the information necessary to the project. (as many pages as necessary)

The Proposal Paper should be no more than 15 pages long, excluding appendix.

When a student is in the mid-program phase, the student is allowed to audit the Research course for help in crafting the project proposal.

The Project Proposal Paper should be submitted together to the OSAT and the FACT. The submission to the OSAT and the FACT should occur in preparation for their mid-program meetings. These meetings will constitute the student’s Mid-Program Evaluation. The Proposal Submission form should be submitted to the Program Coordinator in preparation for the DMin Committee’s vote.

(c) **Mid-Program Evaluations** – The student will have three evaluations, with the OSAT, the FACT, and the DMin Committee.

i. OSAT Mid-Program Evaluation

Upon completion of a research proposal, the student will arrange and chair a mid-program evaluation conference with the on-site advisory team. A faculty representative from the seminary will be on conference phone for this meeting. The purpose of the conference is to review the mid-program professional identity paper and research proposal in relation to the student's prior covenanted work with the team and its promise for the student's future ministry. Evaluation will be according to the following criteria:

1. Capacity to articulate the importance and main terms of the proposal to the team.
2. Evidence of the connection between the proposal and the covenanted conversations held in prior meetings of the team (regarding the connection of coursework with the practices of leadership in ministry).
3. Ability to demonstrate how the research study will challenge the student's present practice of leadership and its promise for future ministry.

On a form provided, and with the agreement of the student, the team makes a report and recommendations to the project adviser. In consultation with the project adviser, the student may be required to make revisions to the proposal and reconvene the team for a follow-up conference. Having successfully completed these steps, the report(s) and recommendations are filed in the registrar's office and made available to the faculty advisory team.

ii. FACT Mid-Program Evaluation - After completing the OSAT evaluation conference, the student will arrange an evaluation conference with the faculty advisory team, to be conducted at the seminary and chaired by the 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. Evaluation will be according to the following:

1. Satisfactory completion of the on-site evaluation conference
2. Capacity to articulate the importance and main terms of the proposal, relating them to the student's coursework and the recommendations of the on-site advisory team
3. Ability to defend the proposal, identify limitations and shortcomings, and think through possible revisions/rewriting

On a form provided, the team makes a report and recommendations to the DMin Committee via the registrar's office. The team may require the student to make revisions to the proposal and reconvene the team for a follow-up conference. Having successfully completed these steps, the report(s) and recommendations are filed in the registrar's office.

iii. DMin Committee – Once the DMin Committee receives the approvals from the OSAT and the FACT through the Registrar's Office, the Committee will consider the project proposal submitted by the student. The 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 can choose to recommend the student to the seminary faculty for candidacy, to recommend the student with the condition that you modify places seen as problematic in the proposal, or not to recommend the student if the proposal has significant problems.

- (d) **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. The student must submit forms and paperwork as required by this committee. The forms can be found on MyGETS, the Garrett administrative website. Look under DMin forms at the web address:
<https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/Student_Forms.jnz>.

Upon passing the Human Subjects Review, the student is approved to begin work on the project. The student may NOT begin work the project until such approval is granted.

Approval from the Human Subjects Review can be sought at any time after the student has secured the approval of the OSAT and FACT for the student’s project proposal.

In order to exit the Mid-Program phase and enter the Candidacy phase, the student must be voted on and approved by the following groups:

- (a) OSAT – This team will consider the fittingness of the Proposal for the ministry site
- (b) FACT – This team will consider the academic merit and methodology of the Proposal
- (c) DMin Committee – This Committee will consider the Project Proposal Form
- (d) Garrett-Evangelical Faculty – The Faculty does not need any paperwork. It will vote for the student to enter candidacy based on the recommendation of the DMin Committee.

It is important to understand that each of these groups votes independently of the other. Thus, it is possible that the OSAT might pass the student, but the FACT will require the student to rewrite portions of the Mid-Program Identity Paper. Likewise, both the OSAT and FACT may approve the Project Proposal, but the DMin Committee might require changes to it before recommending the student for candidacy. Consequently, the student should be prepared to receive possible changes to the work submitted by each group in the process.

The student should consider when the DMin Committee and the Faculty meet in developing a timeline for the project proposal. The dates of these meetings is available from the registrar’s office.

CANDIDACY PHASE

Once a student has received approval from all of the above groups, the student is entered into candidacy. While in candidacy, the student works on the project approved by the seminary and writes a substantial paper detailing this project. Once the project and paper are concluded, the student meets with the FACT to present an oral defense of the project and meets with the OSAT to consider practical applications of the project in the ministry site. Upon successful completion of meeting with the FACT, the adviser notifies the Program Coordinator and DMin Director. The DMin Committee then recommends to the faculty that the students be voted on to receive the Doctor of Ministry degree. When this vote is taken, the student is approved for graduation.

During the defense, students must submit to the FACT a final abstract, using the guidelines provided on the Research in Ministry form found in forms section of this handbook. Once the FACT approves this final abstract, the student should submit the form and the abstract to the program coordinator in the registrar's office.

Following approval for graduation, the student must submit the project paper to ProQuest. The seminary requires the use of ProQuest to publish all MTS theses, DMin projects, and PhD dissertations. ProQuest makes the academic work available in a full text format through online academic search engines, provides electronic copies to our library, and offers printing in book format as an optional service. Submissions will be 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 Research in Ministry (RIM). RIM makes the student's abstract searchable in multiple research databases.

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 participant'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 is a demonstration of the student's ability to relate his or her own practice of ministry to fundamental theory in the classical disciplines and behavioral science studies, as appropriate to the topic, and found in the seminary curriculum.

It involves the application of a theology of ministry and data from research to a particular aspect of professional practice in such a way as to develop, implement and evaluate an original, investigative program that promises to make a significant contribution to the practice of ministry. The purpose is to demonstrate professional excellence in the ability to contribute to the practice of ministry through original research, design, implementation, data-analysis and evaluation.

The student will work closely with the faculty adviser as research and writing progresses. Drafts of the research project are submitted to the project adviser, who will review them and make recommendations for revisions. The project adviser may ask other members of the faculty advisory team to review drafts in progress. For graduation in May, a draft approved by the faculty adviser must be submitted for formal review by other committee members by early February. In consultation with the project adviser, the student submits three copies of the finally revised project to the registrar's office, which are then sent to members of the faculty advisory team for review. The student will make arrangements with the registrar's office for an oral defense not less than one month after submission of the project.

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

- (a) The project should be significantly shaped by engagement with the classical theological disciplines: biblical studies, theology, ethics, and church history.
- (b) The project should demonstrate how such theological reflection is inseparably related to Christian practice.
- (c) The project should clearly articulate its theological and practical significance in relation to the challenges of the specific practices of ministry covered in the track and in terms of a specific context of ministry.
- (d) The project should make an original 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 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, which will review the student's record and formally present the student to the whole seminary faculty for approval.

B. Structure and Content of Project Paper

All project papers must follow the same structure for delivering their content. This structure and the content requested ties directly to the courses taught. They also are tied directly to how the papers are assessed (see "E. Rubric for Assessing Project Paper" below in this Candidacy section of the handbook).

- (a) A **title page**, which appears first in the volume. This is to be worded and spaced as shown in the style manual.
- (b) An **approval page**, which appears just after the title page. This is headed "Approved By" and has several lines for signatures, with "Advisory Team Chairperson," "Faculty Adviser," "Faculty Consultant," and "Director, Doctor of Ministry Program" or other title (depending on which have served on the oral defense committee), typed under them.
- (c) An **abstract page** (maximum: 100 words) of the field project report, which is a concise summary of the development and conclusions 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; an abstract of 100 words.
 - 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) A page for **acknowledgements** (optional), on which the writer may express appreciation for persons who have contributed to the project in any way.
- (e) A **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 quaestionis 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) The **bibliography** of resources used.

C. Sequence of All Activities Relating to the Project

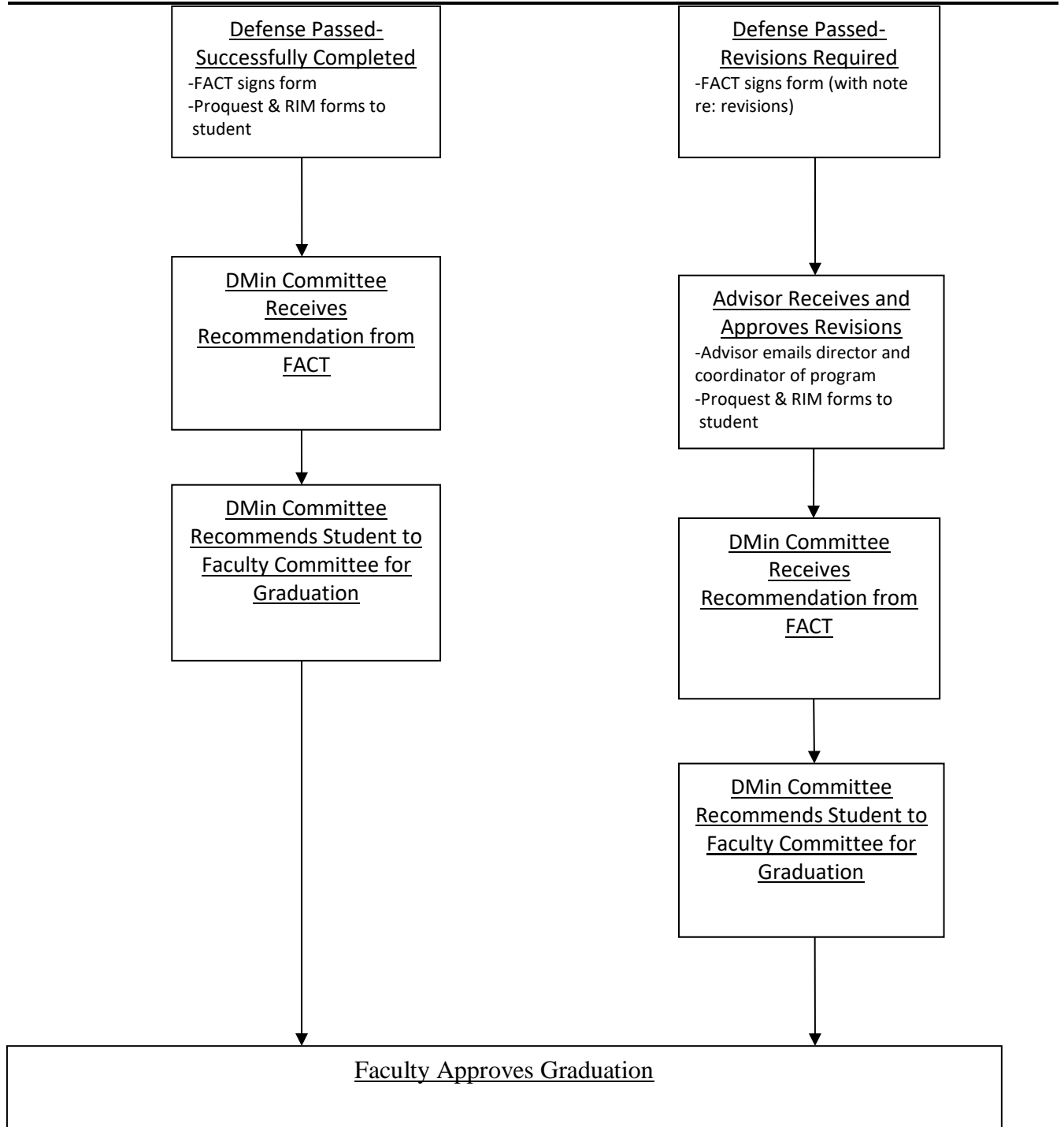
The following steps show the normal progression in developing and reporting the project. Variations must be negotiated with the faculty adviser and track coordinator as part of the learning contract.

- (a) The student discusses possible approaches to the project with the OSAT throughout the coursework phase. The student would also do well 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, together with the Mid-Program Professional Identity Paper are presented and discussed in the mid-program evaluations. If all groups conducting the evaluations approve the student for candidacy, then candidacy is granted.
- (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.
- (g) The first draft of the research project report is due in February of the year of graduation and must be prepared in accordance with the guidelines for field or research project in section VI of the Handbook.
- (h) After revision, the final draft of the research project report is submitted to the FACT and such other faculty members as have agreed to read and evaluate it.
- (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. Approval of the research project itself, the written report, and a successful defense together form the basis upon which the FACT makes its recommendation to the DMin Committee.
 - i. The FACT can grade the project in the following way: Failure, Pass with Revisions, or Pass. If the FACT passes with revisions, the revisions must be submitted to the adviser for review before the FACT can pass the student to the DMin Committee.
 - i. For participants planning to graduate in May, the oral defense and all revision should be completed prior to the final meeting of the DMin Committee (usually set in early April). See the diagram on the next page for more information.
- (j) The student presents the project to the OSAT and receives feedback as to how the ministry site might best implement the information in the project. This feedback is registered with the Program Coordinator.
- (k) The DMin committee receives the title of the finished project and the feedback from both the FACT and the OSAT. Based on these, it recommends the student be granted the degree by the faculty.
- (l) The student must submit an appropriately formatted manuscript of the project paper to ProQuest. This is done by the student online.
- (m) The student must submit the Research in Ministry (RIM) form with an appropriate abstract. This is done by the student online.
- (n) 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.

When used for student assessment, this rubric offers a guideline for how the final projects will be assessed. It is not exhaustive, however. Room is still left for readers to exercise their judgment apart from the specific grading they give on this rubric.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Knowing	Knowing	Knowing	Knowing	Knowing
1. Review of the Literature	Demonstrates grasp of appropriate texts for the practice of ministry under scrutiny and is able to engage critically with those texts. Appropriate citation is used in the process of this interaction with texts.	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 a methodology appropriate to reflecting critically and theologically on the practice of ministry under scrutiny, and articulates the methodology in a way that can be readily understood by a reader unfamiliar with the student's ministry site.	Articulates a methodology appropriate to the ministry practice being scrutinized, but does not make an argument for why this particular methodology will aid in theological and critical reflection on the practice of ministry under scrutiny.	Only a basic outline of methodology presented, with little explanation of how the methodology will provide insight into the ministry practice being scrutinized.	No clear methodology articulated. Unclear as to why the ministry intervention undertaken will address the practice of ministry being scrutinized.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Knowing	Knowing	Knowing	Knowing	Knowing
3. Results	Presents data gathered from the project in a compelling and understandable way.	Presents data gathered in an accessible, but not always compelling or easily understandable way.	Lacks portions of data and/or presents data without sufficient explanation and analysis to makes its inclusion meaningful and understandable to the reader.	No data presented or data that is presented is superfluous to the thesis.
4. Conclusion	Draws informed, warranted, critical and provocative conclusions from the data that have clear practical implications for improving the practice of ministry under scrutiny.	Draws informed, warranted and critical conclusions, but does not connect conclusions effectively to practical implications for improving the practice of ministry under scrutiny.	Draws weak conclusions that demonstrate only the most basic interaction with the data collected. This might be a summary of the work without any creative engagement that would support an improved practice of the ministry scrutinized.	Lacks any warranted conclusions. Those conclusions that may be drawn are superficial such that, even if they seek to improve the practice of ministry, they are not substantial enough to be useable.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Being	Being	Being	Being	Being
<p style="text-align: center;">1. Self-Awareness</p>	<p>Demonstrates self-awareness and maturity by reflecting on personal experiences in the practice of ministry in a critical way. Avoids both trying to be an objective outside observer perspective and narcissism.</p>	<p>Demonstrates self-awareness by student acknowledging participation own points of growth in the project, but not integrating those points of growth with the actual practice of ministry. This lack of integration is notable by either its absence or by the student inserting autobiographical data in a way that is not germane to the project leading toward narcissism.</p>	<p>Minimal self-awareness, in which the student acknowledges participation in the project, but only as an outside observer. Little or no critical reflection on the student's own practice of ministry. Alternately, the student emphasizes personal development so much that it detracts from analyzing the data from the actual project or that personal experience becomes the primary source for undergirding conclusions and making broader claims about ministry.</p>	<p>Self-awareness is absent either because the paper is entirely analytical, with no recognition of the student's own participation, or because the paper is entirely narcissistic, written as a monologue of student thoughts and experiences that shows minimal critical reflection, engagement with other sources, or analysis of the data.</p>

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Being	Being	Being	Being	Being
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 that does not integrate them well into project and/or the personal theology of the student. The biblical and theological work seems to stand alone as only an academic (albeit a well done 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.
Doing	Doing	Doing	Doing	Doing
1. Practice of Ministry	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 practice of ministry scrutinized.	Only describes the larger ministry context as it immediately pertains to the practice of ministry being scrutinized, not recognizing the larger context.	No recognition of larger congregational context in which the practice of ministry is enacted.

Area for Assessment	Excellent	Proficient	Intermediate	Lacking
Doing	Doing	Doing	Doing	Doing
2. Research Tools	Research tools (interviews, surveys, and other means of collecting data) 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 as effectively as they could have been, causing some loss of quality or quantity of otherwise helpful data.	Research tools were helpful in gathering necessary data, but were not the most effective tools that could have been chosen 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 so badly as to receive largely superfluous data.
3. Replication	Audience for the project is clearly stated, and members of that audience could easily read and apply the methodology presented in the project. Lessons learned are offered by the student for those who might wish to replicate the project.	Audience for the project is clearly stated, and members of that audience could read and apply the methodology presented in the project, but student does not specifically address how those in the audience might do this.	Audience is evident, but not clearly stated. Project has some general principles that could be applied by a member of that audience, but the reader would have to do significant work to modify the specifics of the project for use in his or her setting. The student does not address replication at all.	Audience is not clearly stated and difficult to ascertain. The project is entirely idiosyncratic, with no clear way for members of whatever the presumed audience is to use it as a resource.
4. Language Use	Very minimal spelling, punctuation, and grammatical errors.	Few errors that do not impede understanding, but sufficient that they are noticeable	Several errors and/or inelegance in writing that make certain passages confusing.	Many errors and/or writing so such inelegance as to impede understanding throughout the paper.

HUMAN SUBJECTS RESEARCH REVIEW POLICIES AND PROCEDURES

1. 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.

Any student conducting research with human subjects must give attention to the potential risks for those subjects. The researcher must identify threats to the rights or well being of persons or groups of persons who participate in any studies conducted under the auspices of the institution. In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee if they present low risks to the human subjects. Examples of projects which would ordinarily involve low risk would 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

Other research which would involve greater risks to the human subject(s) must be undertaken with the utmost care and attention to protecting confidentiality and to keeping risks at a minimum and must be reviewed by the Human Subjects Research Review Committee.

2. Any person conducting research with human subjects must give attention to:

- (a) **Respect for persons:** The subjects must be respected. They must be informed about the nature of the research, how their confidentiality will be protected, and what form the reporting will take. Any notes or recordings must be kept under the control of the researcher and should be destroyed when the project is completed.
- (b) **Risk/benefit ratio:** Any research subject must be informed about the potential risks and benefits of participating in the research project. The research subjects should be informed about the risk of loss of confidentiality. Research may uncover personal material that is painful or wounding. Some information uncovered during the conduct of classroom research may be subject to legal or ethical demands for reporting. Students who have questions about risk in their project should consult with the instructor of the class.
- (c) **Confidentiality:** The research investigator will be expected to remove identifying names, locations, and dates from the report shared in class unless permission to share has been explicitly given by the human subject and all others who would be identified in the research report. In most cases, the instructor of the course will be denied access to the identity of the human subjects of the research. Research investigators are responsible for retention of research files and for destroying them when the project is complete.

3. Human Subjects Review Types

(a) Categories of Human Subjects Review

- i. *General Review:* All research involving human subjects should be reviewed by the HSRC.
- ii. *Expedited Review:* There are certain categories of minimal risk human subjects research designated as qualifying for expedited committee review. The expedited review application must be completed, as well as the rest of the form.
- iii. *Periodic Review:* All human subjects research must be reviewed and approved at least once every two years. Notification of the need to submit the human subjects review form for periodic review will be sent to the investigator a month prior to the month in which annual review is to be accomplished.
- iv. *Revised Projects:* Revisions of protocols and/or consent forms must be reviewed and approved by the HSRC prior to implementation.

(b) Further information and guidelines are available through the Northwestern University Institutional Research Board at: <http://nuinfo.northwestern.edu/research/OPRS/irb/>.

(c) Elements of a Research Protocol – A research protocol should include the following:

- i. Protocol title and date, name and address of principal investigator, site(s) where study will be performed
- ii. Background, rationale, or literature review -- basis for doing the clinical research study
- iii. Key questions/hypothesis
- iv. Research objectives and purpose
- v. Research methods
- vi. Protection of subject confidentiality
- vii. Anticipated results and potential pitfalls
- viii. How and where the research will be reported

4. Responsibilities of Investigators Conducting Human Subject Research

(a) In designing a study, investigators should consider the three underlying ethical principles for conducting research with human subjects:

- i. respect for persons (informed consent)
- ii. beneficence (risk/benefit ratio)
- iii. justice (equitable selection of subjects).

(b) Research investigators acknowledge and accept their responsibility for complying with all requirements of the Garrett-Evangelical HSRC.

(c) Investigators are responsible for ensuring that all research involving human subjects is submitted to the HSRC prior to initiation of research.

(d) Investigators are responsible for obtaining and documenting informed consent in accordance with federal regulations. Consent forms may only be used for one year from the date of the last protocol approval.

(e) Research investigators will promptly report proposed changes in previously approved human subject research activities to the HSRC. The proposed changes will not be initiated without HSRC review and approval, except where necessary to eliminate apparent immediate hazards to subjects.

- (f) Research investigators are responsible for retention of research files and informed consent documents for at least three years after completion of the research activity.
- (g) When other hospitals or institutions are participating in research protocols for which a Garrett-Evangelical investigator has primary responsibility, those institutions must possess an applicable assurance prior to involvement of human subjects in those research protocols.

All students must fill out the form (available on MyGETS) and submit it to the HSR for approval. Look under DMin forms at the web address:
<https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/Student_Forms.jnz>. Students CANNOT begin their projects until they have approval from the HSR that they are adequately protecting their human subjects.

ADVISING

A. Faculty Adviser

The faculty adviser is the primary link of the student with the seminary. The role of the faculty adviser is to help students understand the requirements of the program and to provide a sounding board for the student as they move through the program, as well as to serve as a mentor in the student's chosen practice of ministry.

When first entering the program, the student will receive the Doctor of Ministry program director as a faculty adviser. Following the first year, with the approval of the director and the registrar, the student will be assigned a faculty adviser of the student's own choosing. This will require the student to consider which Garrett-Evangelical faculty members are available and appropriate to serve as an adviser given the student's own interests, and to make arrangements with that faculty member prior to requesting that faculty member as an adviser.

The Director of the Program will remain available for questions concerning advising and plans of study even after the student has been assigned a new faculty adviser.

The faculty 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 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
- (f) Chair advisee's faculty mid-program review.
- (g) Work with advisees to develop their final projects and thesis papers
- (h) Coordinate with other faculty readers who will support the student in developing their proposals and thesis papers
- (i) Stay in contact with the registrar to make certain that advisees are in compliance with all DMin graduation requirements

B. On-Site Advisory Team (OSAT)

The OSAT is to provide a vital link for the student with her or his ministry setting and should be composed of both key leaders within that setting as well as any person who may be appropriate to help offer accountability and feedback to the student throughout the degree work. Students select who they want to serve on their OSAT based on who they think will best support them in their degree work. Students are not to have family members on the OSAT. The student will forward a list of who is serving on the OSAT and why the student selected those individuals (see Forms).

The student forms the OSAT after the student's first term and meets with the team throughout the degree program, concluding when the student presents the final project to the OSAT and receives its

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.

- (a) **Coursework phase** –During these meetings, the OSAT should address the following items in its meetings:
 - a. Allow the student to report on what the student learned, including any new insights the student developed, through coursework and readings. The OSAT will offer reflections on these insights for the student, particularly suggesting possible ways for connecting the insights to the practice of ministry in the ministry setting.
 - b. Help the student consider what question the student might seek to answer through the project. While the student does not need to make a final decision as to the project until after coursework is completed, having regular conversation about what the project will be will be invaluable in preparing both the student and the ministry site for implementing the project at the appropriate time.
 - c. At the first meeting, the OSAT should complete the OSAT Review Form for the first time.

- (b) **Mid-Program Evaluation** – The OSAT will review the student’s project proposal, offering feedback on how appropriate it is to the student’s ministry setting. The Faculty Advisory Team reviews any recommendations the OSAT makes on the proposal as a part of admission to candidacy.

- (c) **Project** – After completing the project, the student must give a presentation of the project and its findings to the OSAT. The OSAT will fill out the OSAT Review Form a second time and the student will submit it.

It is recommended that the OSAT must take minutes during each of its meetings. However, 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 (turned in twice: from the first meeting of the OSAT and from the final meeting of the OSAT). They should be sent by email as an attached document to the Program Coordinator.

A final 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, it may be helpful for the OSAT to share the student’s progress with a Staff-Parish Relations Committee or similar body at the ministry site. This is entirely at the student’s discretion, however.

C. Faculty Advisory Team for Research (FACT)

The student will suggest faculty persons to the Director of the program, who will approve the Faculty Advisory Team for Research in consultation with the track coordinator. 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 student’s faculty adviser, and a member from the church-at-large. The member of the committee from the church-at-large must have a DMin or other earned doctoral degree. Approved adjunct faculty members may be nominated, as well as others proposed by the student.

The FACT has two primary responsibilities:

- (a) **Mid-Program Evaluation Conference** – following the student’s meeting with the OSAT, the student will also meet with the FACT, which will review the student’s Mid-Program Identity Paper and the student’s project proposal. If both the OSAT and the FACT approve these, then the student will be advanced to the DMin Committee for consideration on being entered into candidacy.
- (b) **Reading, Providing Feedback, and Examining the Student on the Final Project** – The FACT and the student will develop a timeline for the student to submit sections or drafts of the final project to the FACT for review and comment. Once the FACT members are satisfied that the project is in good written order, the FACT will entertain an oral defense of the project by the student.

The faculty adviser will 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.

REGISTRATION

A. Good Standing

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). Failure to do so will mean that the student will not be able to register for the course and will have exited the cohort.

Holds do not constitute an excuse for missing the deadlines. In order to register, students must have cleared all holds on their account prior to these registration deadlines. This holds for courses taken at Garrett-Evangelical and for approved seminars taken through Kellogg or anywhere else.

C. Grading and Extensions

- (a) **Due Dates for Grades** – Faculty must submit grades to the registrar by the date set in the Academic Calendar for the term in which they are teaching. Faculty have authority to 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** – Foundational courses (Cultural Values of Congregations, Research Methodology, and the Seminar on Practical Theology) receive a P/F grade. All other courses are graded A-F.
- (c) **Extensions for Coursework** – No extensions are given for coursework. All work must be submitted by the due date provided by the professor or it will be failed.
- (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 committee will review the request and determine a final program deadline. This extension will involve additional expense.

D. Tuition Costs and Continuation Fees

The DMin program is priced based on the assumption that all students will graduate within four years of first enrolling. Please see the pricing for your 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. This fee is to keep the student’s registration active while the student is on leave.
- (b) **Continuation** – If a student takes a fifth or sixth 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 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. Consult with Registrar about this procedure.

F. Leave of Absence

Leave of Absence status is highly discouraged for DMin students because of the cohort model in the program (see page 8 in this Handbook).

Leave of Absence status can only be received once during a student’s time in the program and can last for up to one academic year. Students must request Leave of Absence.

Students should be aware of the following issues when applying for Leave of Absence:

- (a) Under normal circumstances, time on Leave of Absence continues to count against the six-year program deadline. Students will not have their six-year deadline extended because they have been on leave of absence unless they receive a variance by vote of the Doctor of Ministry Committee. In such a case, the student must submit a written request through his or her adviser to the Doctor of Ministry Committee explaining why the time on leave of absence should not count against the degree time limit.
- (b) Students will not be registered 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 start paying their regular installments of the DMin tuition and fees again.
 - b. While on LOA students are not eligible for in-school deferment status on their student loans.
 - c. International students will have to work out their visa status with the Garrett-Evangelical Dean of Students. It is possible that, because the student is not remaining continuously registered with the seminary, the student will forfeit the current student visa and have to return to his or her home country where the student can apply for a new student visa when ready to come off of Leave of Absence. In this case, it is the responsibility of the student to remain in contact with the Dean of Students and the Director of the DMin Program to arrange for reactivation in the program.

G. Treatment of Business Holds

Business holds are automatically applied to any student with an outstanding balance. The business holds are updated periodically throughout the day.

There are three phases to this program – coursework, mid-program, and candidacy. Once a student is admitted to candidacy, the student must be continually enrolled for the following reasons: defer student loans, maintain contact with students, and keep project process on-track.

- (a) **Coursework Phase:** Students in coursework will be treated the same as all other degree students and will not be allowed to register if that student has an outstanding balance. However, because of policies of donors and the program, the response to these students with business holds may vary on a case-by-case basis and will require the consultation of the program director. Special attention will be paid to students lagging behind on tuition payments and with large outstanding balances. Yet, even with the “case-by-case students,” they will be expected to pay the outstanding balance or work out a payment program with the business office.
- (b) **Mid-Program Phase:** Students are automatically registered for the mid-program phase by the registrar upon their completion of the coursework phase regardless of business holds.
- (c) **Candidacy Phase:** Students will be barred from entering this 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

- (a) **Regular DMin Courses:** If a student withdraws from a course before the end of the published drop date, the course is removed from the transcript and no tuition is charged. If a student withdraws from a course after the final drop date, the professor’s approval is required. A mark of withdrawn (W) will be entered and the student is responsible for tuition. A student who fails to withdraw from a course by this official procedure will receive a grade of F and be responsible for tuition. In addition to this, the student will have exited the cohort, with the results that follow from that (see page 8).
- (b) **Kellogg seminars:** These are billed by Kellogg to Garrett-Evangelical. If a student drops a seminar fifteen days or less before the seminar is scheduled to start, the student will be responsible for paying Garrett for the cost of the seminar. This amount will be added to the student’s existing tuition and fees. If the Kellogg seminar was required for the cohort, missing this seminar may also constitute exiting the cohort.

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 the Academic Handbook, but is serious enough that it is reiterated here. Please see the Academic Handbook on plagiarism.
- (b) **Non-attendance** – If a student misses more than seven (7) hours of a course (either consecutively or cumulatively over the course of the intensive) the student fails the course. A student who misses less than this may still receive a grade penalty from the instructor of the course at the instructor's prerogative.

A student who misses more than one (1) hour of the Kellogg seminar will fail the course.

These failures do count toward the number of failures that can lead to dismissal.

Explanation:

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.

Existing ministerial activities (regularly scheduled worship services, Bible studies, annual events that routinely take place during the intensive, etc.) are not considered legitimate reasons for missing class. Moreover, so far as possible, unexpected ministerial eventualities (such as funerals, hospitalizations, or other pastoral care issues) should be provided for to keep the student free from having to respond in a significant way during the intensive terms. The expectation is that the student will make arrangements for all these issues to be dealt with so the student will be free to attend class and be focused on the coursework.

- (c) **Lack of pre-coursework** – If a student does not do pre-coursework, the student may be required to drop the course at the discretion of the instructor and the director of the program. If the student is admitted to the course, the instructor will still require the pre-coursework to be done and may penalize the student's grade for the lateness of completing the work.

In addition to whatever penalty is assigned within the course itself, a student who does not do pre-coursework for a course will be put on a watch list in which the director of the program will inquire into the student's work in subsequent courses. If the student fails to do pre-coursework in a second course, the student will go on academic probation. If the student fails to do pre-course work for any subsequent courses, this may be deemed grounds for dismissal from the program.

Explanation:

Since the many of the DMin courses run in intensive sessions, these courses may require substantial pre-coursework, 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.

- (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 a potential for not completing the assignment on time.

Students should remember that 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 it, 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.

If a student turns in late work, in addition to whatever penalty the instructor sees fit to assign within the course, that student will be put on a watch list in which the director of the program will inquire into the student’s work in subsequent courses. If the student turns in late work for a second course, the student will go on academic probation. If the student turns in late work for any subsequent courses, this may be deemed grounds for dismissal from the program.

In the case that the late work would require the professor to grant an extension to the course to make it acceptable, that work is automatically failed since no extensions are permissible in the DMin program.

- (e) **Receiving a Grade of D or F** – DMin students who receive a failing grade will be placed on probation. The director of the DMin program and advisor will be notified. There is a DMin dismissal hearing after receiving 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. When doing this, the student will have to pay for the retaken course and will not be eligible for financial aid (either scholarships or loans) to pay for the retaken 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 CUM GPA falls below 2.50 the student is placed on probation. In order to graduate a student must have a CUM GPA of 2.50 or higher. A student is dismissed if the CUM 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 CUM GPA less than 2.5, a student is removed from probation when the CUM GPA rises to 2.5 or higher. Students are reviewed in January and summer.
- (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, especially if representatives of the seminary have documented attempts of having tried to contact the student, that student may be dismissed from the program.

B. Mechanisms for Enforcement of Policies

To enforce the policies, the DMin Program has three 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 reason for being put on probation.
- (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. A letter will be drafted notifying the student 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 seminary president (*ex officio*) and academic dean (*ex officio*), the program director, and other faculty or staff appointed by the academic dean. The committee may invite others (such as seminary administration) to act in a consultative capacity, but without vote.

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 kept, 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 making certain all students in the program are progressing satisfactorily toward completion of the degree.
- (e) Deciding 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) Being knowledgeable about the ATS regulations concerning the Doctor of Ministry degree and making certain that the program abides by these. This includes working with the Outcomes Assessment Committee of the seminary to bring the program into line with initiatives launched based on maintaining accreditation.
- (g) Reporting to the faculty as needed about the state of the program.

- (h) Remaining in open communication with the students collectively and individually to assist them in moving through the program successfully.
- (i) Engaging in any meetings with students who have violated policies of the Program or in the Academic Handbook.
- (j) Recruiting, negotiating with, and signing contracts with adjunct and overload faculty as needed.
- (k) Maintaining a course rotation for the tracks in conversation with the track coordinators.
- (l) Meeting regularly with the track coordinators to determine the effectiveness of the curricula in the respective tracks.
- (m) Overseeing the DMin budget in consultation with the Business Office.
- (n) Recommending 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) Serving as the liaison with any external organizations connected to the curriculum of the DMin Program (e.g., Kellogg School of Management)

C. Track Coordinators

The track coordinators shall be appointed by the Academic Dean in view of the expertise needed to run each track. The coordinators' job description shall consist of the following:

- (a) Serve as a member of the DMin committee.
- (b) Be familiar with the DMin handbook and processes.
- (c) Oversee development and assessment of the curriculum within the track.
- (d) Provide recommendations for any adjuncts necessary to teach in the track.
- (e) Teach at least one of the courses in the track.
- (f) Serve as the default adviser to the students in the track.
- (g) Other duties as may be specifically required by the track.

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' for the other nine.

DMIN REQUIREMENTS AT A GLANCE

3 Phases:

1) Coursework Phase

<u>STEP</u>	<u>FORMS- FROM/TO</u>	<u>DEADLINE</u>
<i>Register</i> for (with advisor approval) and <i>complete</i> all coursework		
<i>Set up</i> OSAT- (On-Site Advisory Team)		
<i>Meet</i> w/OSAT- 1. First meeting 2. Review form	1. (p. 66-67) OSAT Chair to PC 2. (p. 68-69) OSAT Chair to PC	At end of first term At end of first term

2) Mid-Program Phase

(Candidacy deadline: 4 years from start)

<u>STEP</u>	<u>FORMS- FROM/TO</u>	<u>DEADLINE</u>
Registered for DM-790 by PC upon completion of coursework		
If necessary, registered for continuations by PC (DM-784A, DM-784B, DM-785)		
<i>Choose</i> permanent faculty advisor	Form on MyGETS- Student to PC	
<i>Assemble</i> FACT- Faculty Advisory Team for Research: <ul style="list-style-type: none"> • Advisor • GETS professor • GETS professor or someone w/DMin or PhD 	Student notifies PC	
<i>Write</i> Professional Identity Paper	Student to Advisor and PC	
<i>Write</i> Project Proposal: <ol style="list-style-type: none"> 1. Proposal Submission Form 2. Proposal Paper 	1. Full paper: Student to OSAT and FACT 2. Form: Student to PC (p. 70-71)	
<i>Write</i> Human Subjects Review NOTE: Once you have received HSR approval, you may begin your intervention	Form on MyGETS- Student to Chair of HSR Committee	November 1 st before graduation
Mid-Program Evaluation: <ol style="list-style-type: none"> 1. <i>Meet</i> with OSAT Fill out/sign Candidacy Form 2. <i>Meet</i> with FACT (Oral exam) 3. DMin Committee meets (student does not attend) 4. GETS Faculty meets (student does not attend) 	1. (p. 72) Chair to PC- HARD COPY 2. DMin Director- same form to PC 3. DMin Director- same form to PC 4. DMin Director- same form to PC	Must successfully complete all evaluations by the last faculty meeting in early December in the year prior to graduation. Contact the PC for specific dates.

3) Candidacy Phase

(Graduation deadline: 6 years from start)

Must be approved for Candidacy by the last faculty meeting in December in the year prior to graduation

<u>STEP</u>	<u>FORMS- FROM/TO</u>	<u>DEADLINE*</u>
Registered for DM-795 by PC		
If necessary, registered for continuations by PC (DM-793A, DM-793B, DM-794)		
Conduct Ministry intervention		
<i>Send</i> graduation request form (online) to PC	Student to PC	December prior to graduation
<i>Write/revise</i> 1 st draft of research project	Student to Advisor	
All extension grades <i>in</i> /financial holds <i>cleared</i>		
<i>Complete</i> final project	Student to Advisor	
Final Evaluation: 1. <i>Meet</i> with OSAT- fill out review 2. <i>Meet</i> with FACT for Oral Defense 3. DMin Committee meets (student does not attend) 4. GETS faculty meets (student does not attend)	1. (p. 66-67) OSAT Chair to PC 2. (p. 73) Chair to PC- HARD COPY 3. DMin Director- same form to PC 4. DMin Director- same form to PC	Early April <u>before</u> oral defense
Advisor approves project for uploading to PQ and RIM (below)	Advisor emails Student and PC	
<i>Submit</i> final approved project to ProQuest	Student uploads to Proquest	
<i>Submit</i> abstract to RIM	Student to RIM	

***See Academic Calendar in appropriate year for specific dates if they are not listed above**

FORMS FOR THE DMIN PROGRAM

Most forms also available electronically on MyGETS. Look under DMin forms at the web address: <https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/Student_Forms.jnz>.

FIRST MEETING OF THE ON-SITE ADVISORY TEAM (OSAT)

The On-Site Advisory Team is an integral component of the Doctor of Ministry program. The student designates people to participate on the team who will hold the student accountable to spiritual growth and support the student in integrating classroom lessons in the practice of ministry at the ministry site. It is expected that the OSAT will meet at least twice a year during the student's coursework phase to facilitate the advancement of ministry leadership and competencies of the student. The OSAT will also engage in a Mid-Program Evaluation of the student and, finally, will provide feedback when the student presents the final project to the team.

The OSAT is expected to keep minutes of all its meetings, which it will submit as email attachments to the Program Coordinator at Garrett-Evangelical after all meetings. **Please designate a recording secretary for the OSAT who will agree to keep these minutes.** This should NOT be the student, who is charged with facilitating the OSAT.

Please fill out this form at the first meeting of the OSAT. It will 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 (additional persons may be added on back):

Name:

Reason this person is chosen:

Name:

Reason this person is chosen:

Name:

Reason this person is chosen:

Name:

Reason this person is chosen:

Name:

Reason this person is chosen:

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

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:

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

(You must include 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)

- The Ministry Setting in which you engage the project (e.g., a local congregation, a cluster group, a judicatory, a chaplaincy)

(You must include at least one goal explaining how your ministry setting will develop a stronger capacity to continue engaging in the practice of ministry it explores through your project)

- The church as a whole

(You must include at least one goal explaining how your project will benefit other ministry settings by providing lessons about the practice of ministry it engages that can be replicated elsewhere)

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. Please write your abstract (a summary of your project that has no more than 100 words. Yes, the word limit matters!)

8. Please include with this form any correspondence you have had with the Human Subjects Review Committee. If you have already received permission from the HSR to begin work on your project, please include a copy of their letter granting that permission to you (forwarding an email stating this is sufficient). If not, please include 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.

9. Please submit your Admission to Candidacy form, signed by your OSAT and FACT, with this form.

ADMISSION TO CANDIDACY

**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 _____

B. 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

_____, Faculty Adviser or Track Coordinator

C. 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

_____, Faculty Reader

_____, Faculty Reader

C. Action of the DMin Committee

Admission to Candidacy voted by the D.Min. 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 D.MIN. 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 Doctor of Ministry and Doctor of Missiology project reports and theses, is an abstracting and indexing service that uses author abstracts to provide a useful access tool for clergy, students, and others on practical aspects of religious ministry. Please submit the abstract of your project online to make your project available to this database. All entries will be posted electronically soon after they are received.

RIM ABSTRACT GUIDELINES

- 1) Be brief (100 words maximum). An abstract longer than 100 words will be edited.
- 2) State your thesis.
- 3) Describe the method of study or research.
- 4) State the result of the research or conclusion reached in the study.
- 5) 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://www.atla.com/products/publishing/Pages/rim_submission.aspx

PROJECT PAPER STYLE MANUAL

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.

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