Garrett

Garrett-Evangelical Theological Seminary

Doctor of Ministry

Program Handbook

School Year 2026 – 2027

PURPOSE AND USE OF THE HANDBOOK

The Doctor of Ministry (DMin) Handbook contains the official policies and procedures that guide and govern the DMin Program. This handbook is published annually and includes the changes that have been approved and authorized by the DMin Committee and the faculty. The DMin Handbook describes the individual programs that are available under this degree, including the courses and other academic requirements of each. Additionally, the DMin Handbook references documents and other general material that relate all students and degree programs of Garrett-Evangelical Theological Seminary. These documents include but are not limited to:

- **The Academic Handbook** contains the official academic policies and procedures for all degree programs offered at Garrett-Evangelical. The handbook also includes copies of the documents on plagiarism and special needs and is given to all entering students.
- **The class schedule, course catalog, academic calendar and all relevant student policies** are available on the **Garrett-Evangelical website** (www.garrett.edu) and **MyGETS** (https://mygets.garrett.edu/).
- **The Student Handbook –** published by the office of student affairs provides information on student life.

The DMin handbook is used by students, faculty, instructors, track coordinators, advisers and all persons who participate in or are connected with the courses of study offered by the DMin program. Nothing within the DMin Handbook shall be in conflict with general seminary policies and procedures.

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INTRODUCTION AND ETHOS OF THE PROGRAM

A. The Garrett-Evangelical Theological Seminary Mission and Vision Statements

Our Mission

Garrett-Evangelical Theological Seminary forms courageous leaders in the way of Jesus to cultivate communities of justice, compassion, and hope.

Our Vision

For the thriving of the Church and the healing of the world.

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 church leaders with each other, with scholars recognized in their fields, and with distinguished practitioners of Christian ministry. Through carrying out its mission, the program equips the church with leaders who can observe, analyze, implement and enhance a focused practice of ministry.

We welcome students from across the globe and from multiple church traditions and provide a contextually grounded pedagogy that supports all students in applying what they learn in the classroom in the practice of their 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 and 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

The Doctor of Ministry degree seeks to equip the Church with leaders who can observe, analyze, and enhance a focused practice of ministry.

D. Foundational Assumptions of the Doctor of Ministry Program

The Doctor of Ministry program was developed and operates under the following assumptions:

(a) God established the church to participate in God's mission in the world.
(b) The Cchurch 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 critically imagines and seeks to establish God's kin-dom.
(c) God calls and equips people to be leaders in the church in varied roles and diverse contexts.
(d) Through theological education God moves to enhance leaders in their abilities to faithfully engage in their 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, fashioned through spiritual discipline, and committed to the pursuit of social justice.

(f) Theological education is necessary not only to prepare leaders for ministry but also to continue allowing those engaged in professional ministry to reflect on their experiences in the ministry, hone their ministerial talents, and expand their intellectual horizons.
(g) Those already engaged in professional ministry have valuable experiences they bring to advanced theological education that they can use to share with others.

E. Learning Outcomes of the Doctor of Ministry Program

As a degree program, regardless of the particular track that defines the student 's area of interest, there are general outcomes that are considered core learnings of the degree as a whole. While there are particular learnings gained that are relevant to the track or field of engagement, they are supported or undergirded by general outcomes that are considered core learnings of the degree. These core outcomes relate to the overall purpose of the DMin degree, and by means of particular benchmarks are assessed at defined periods to determine the effectiveness of the degree program in meeting its stated purpose.

Graduates of the Doctor of Ministry Program will:

1. Develop cultural awareness and sensitivity that informs the work of ministry in their particular context.
2. Engage in critical biblical and theological reflection on the practice of ministry utilizing methodologies appropriate to the specific area of practical ministry
3. Use appropriate research tools to gather data relevant to the ministry area.
4. Analyze findings and derive results and conclusions that are compelling and usable for the sake of the ministry
5. Engage critically with key texts that inform the work of the particular area of ministry.

To assess its success in attaining these outcomes, regular assessment of the program is coordinated by the degree program director and reviewed by the DMin Committee, and the Associate Dean for institutional Assessments, with reports to the full faculty.

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F. Program Participants

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

- **Students** from diverse ecclesial, cultural, social and theological contexts, who are engaged in varying locations and forms of ministry. Together they engage with their peers in courses of study for the advancement of their practice in ministry and for the benefit of the church at large.

- **Student Adviser** guides an individual student in the particular track throughout the course of the program. The adviser works with the student to ensure that they are aware of and in compliance with the program and course requirements for their track. The adviser is normally a faculty member of the seminary but may also hold affiliate faculty status with the seminary because of their expertise in the area of study.

- **Track Coordinator** helps to define the content and structure of the track and keeps track of advances in the particular academic area of study to ensure that course offerings and up to date and in concert with both the academic field and the requirements of the DMin program. The Track Coordinator provides oversight of students in the particular track, serves as a liaison for the track and student advisers with the DMin Program Director, ensuring the ongoing functioning and facility of the particular track within the broader DMin program. The Track Coordinator is full-time a faculty member of the seminary and is a member of the DMin Committee.

- **Instructors** may be full-time faculty of Garrett-Evangelical Theological Seminary or other theological schools, adjunct or affiliate faculty of Garrett-Evangelical, or teachers in the field who are considered experts in a particular field of ministry.

- **On-Site Advisory Team (OSAT)** consists of a group of persons selected by the student to journey with the student during the period of study leading to the degree. The members of OSAT provide feedback and are a source of accountability for the student.

- **Faculty Advisory Team (FACT)** is comprised of three faculty persons for the specific purpose of reviewing the project proposal and for the oral defense of the student's project. The adviser is a member of the FACT.

- **DMin Program Director** is a member of the full-time faculty of Garrett-Evangelical Theological Seminary and is appointed by the Academic Dean. The DMin Director is the chief administrator of the DMin program and liaises with all departments as needed for the ongoing functioning and facility of the overall DMin program and the individual study tracks.

- **DMin Committee** is one of the standing faculty committees of Garrett-Evangelical. The members of the committee include the track advisers, who oversee the program's course of study in their particular academic field, who are generally from the Pracical Theology area, and representative members from the other faculty areas. The DMin committee administers the DMin program on behalf of the faculty, with major program and student matters being sent to the full faculty for approval. The DMin Committee is chaired by the DMin Director

- **Program Coordinator** is a staff member of the seminary located in the Registrar's office. The coordinator is a direct link between the student and the school, and facilitates and responds to all administrative needs of students with respect to their registration, course offerings, financial responsibilities, graduation requirements and other matters necessary to their engagement in the program from acceptance of their application to graduation.

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

G. Program Commitments

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

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

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

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

I. Cohort Model and Peer Learning

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

- **Curricular** – Most courses in the DMin tracks are offered once every two years in order to provide for the needs of a specific cohort of students. As a result, if a student exits the cohort at any point, the student may have to wait until the courses are offered to a new cohort in order to complete the required coursework. Students are permitted to take up to nine (9) credits of coursework, but no more than six (6) credits of track courswork as Independent Study classes but at additional cost to the student.

- **Financial** – The pricing of the DMin program is based on the assumption that students will complete the program along with their cohort in the time specified for the degree. Exiting the cohort with which a student entered the program may subject the student to additional expenses for coursework in addition to any required continuation fees.

- **Peer Learning** – Students in the same cohort have the opportunity to learn from each other and about each other's ministry setting and praxis and generally provide support for their peers as they participate in learning and growing together through the program.

The program recognizes both the value of the cohort model and peer learning, but also recognizes the reality that a student may need to take a Leave of Absence from the program because of extenuating life circumstances. When this occurs, the returning student may be introduced to the members of the cohort that they have joined and is encouraged to develop a relationship with these cohort peers for their support.

J. Length of Program

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

- Year 1 – Coursework
- Year 2 – Coursework and mid-program evaluations
- Year 3 – Candidacy including proposal and project development, project report, and defense

Students may take a maximum of six years to complete the Doctor of Ministry degree. They may take up to four years to finish coursework, however since each track is offered every two years, students who do not complete their coursework as scheduled according to the time of their entry, are normally required to wait until the missing courses are offered with the next incoming cohort. Once coursework is completed, students may take up to four years to complete the mid-program and candidacy phases.

Students who cannot finish the program within the above guidelines are subject to being withdrawn from the program by the Doctor of Ministry Committee. However, with the approval of the adviser, they may petition the DMin Director for an extention of their program up to 2 years.

K. Course of Study

All students are required to take three (3) foundational courses plus five (5) track courses in their chosen area of focus. These fundational courses provide a base that serves to provide a common grounding for all students in the DMin program and undergirds the material specific to their program track. In this way, all Garrett DMin students are provided with a common theological and practical foundation from which they can launch their particular area of ministry focus.

L. Tracks of Study

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

Students who desire to change their track during the program period, must submit a petition to the DMin Director to transfer into the new track. In such a case, students may be allowed to transfer

in completed courses that overlap between the two tracks. Detailed information on all current DMin tracks is available in the *Tracks* section of this handbook.

Most tracks are similar in structure and focus on research and study in an area of ministry practice.

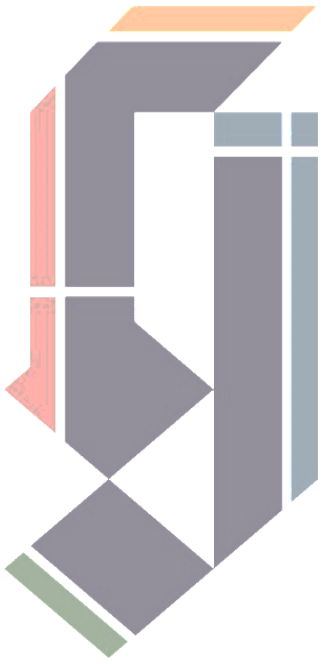
Additionally, some tracks offer students the opportunity to be certified in their particular field. In such cases students may use courses in their program to fulfill some of the academic requirements for certification.

M. Partnership with Kellogg School at Northwestern University

In the SLBC track, students take seminars in order to be certified in non-profit management studies at the Kellogg Center for Non-Profit Management at Northwestern University. Completing all the Kellogg seminars in their track entitles the student to receive the Executive Scholars Certificate in Non-Profit Management from the Kellogg School of Management, which is awarded directly by Kellogg.

To complete the Kellogg School Center for Nonprofit Management Certificate of Professional Achievement, students must take four nonprofit executive education programs and one Executive Education program referred to as a Capstone program as determined by Garrett. Students must take five classes according to the schedule as developed by Northwestern. If students miss any of those five classes, they are required by Kellogg to retake all five classes at additional cost, even the ones that they have already taken. However, students may petition the Kellogg Center for a waiver of the courses they have already completed.

Students on those tracks that do not include the Kellogg certificate, may petition to take these classes and will be charged the full cost of these courses as billed to Garrett-Evangelical by the Kellogg Center.



STRUCTURE OF THE PROGRAM

A. Credit Hours

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

- Foundational Courses 9 credits
- Track Courses 15 credits
- Proposal Research and Writing 3 credits
- Project Research and Writing 3 credits
  - **Total** **30 credits**

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

B. Program Sequence – Key Points

The following lists the major points of reference in the program phases once the student has been accepted into the DMin program. All program tracks begin in the summer term of the school year and students may take courses throughout the year i.e.: Fall, January, Spring and Summer. The process of receiving, reviewing and accepting an applicant for study by the DMin Committee is timed to allow the student as much time as possible to prepare for their first classes.

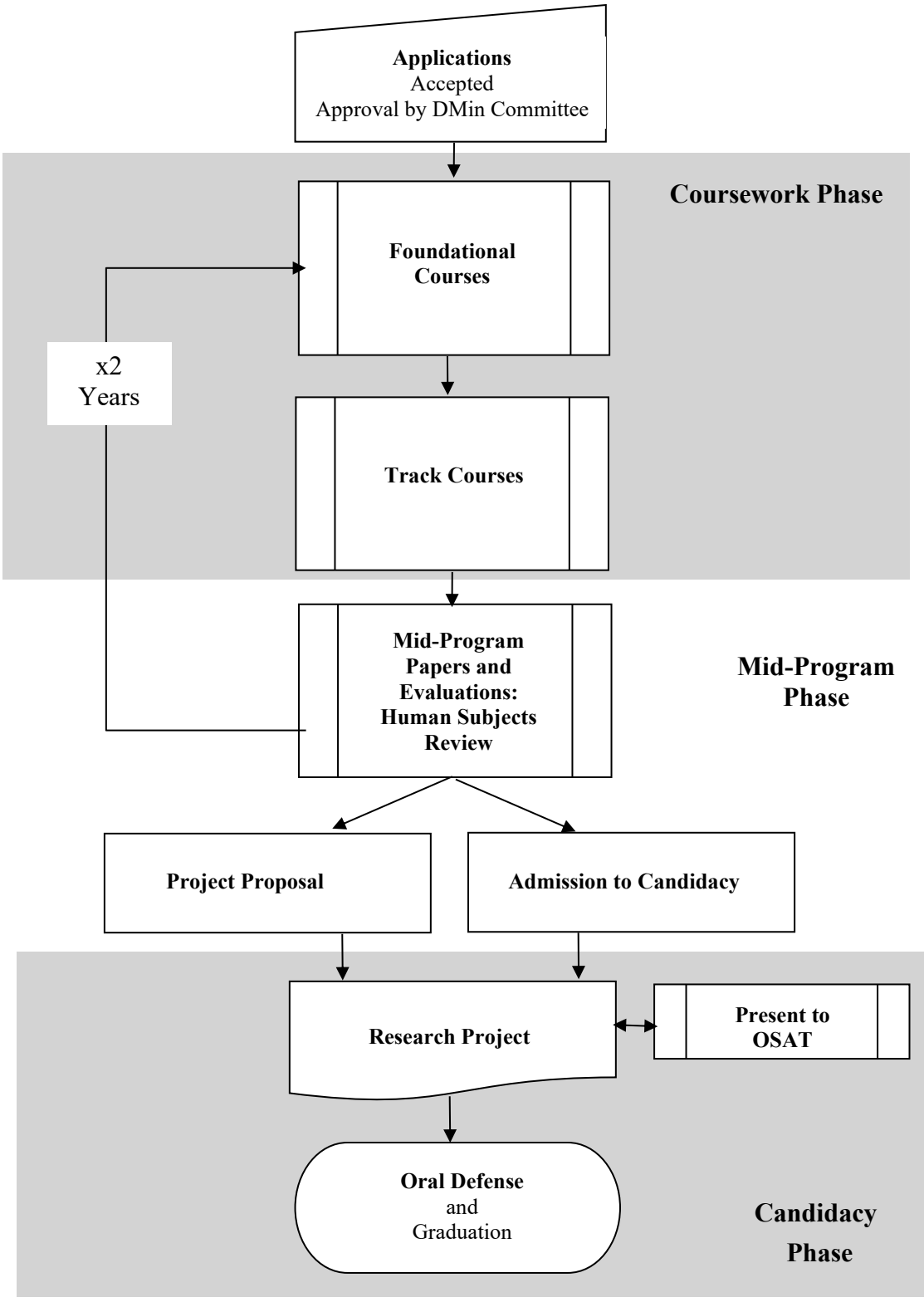
1. Coursework Phase (approximately one and a half to two years):
   a. Take track courses per track schedule. This may also include Kellogg courses as required by the track.
   b. Take foundational courses online in spring and fall per track schedule.
   c. Select members of the OSAT and develop meeting schedule.
   d. Meet regularly with OSAT (at least two meetings each year) and submit OSAT Review Form following meetings.

2. Mid-Program Phase (approximately six months to one year):
   a. Identify possible members and form FACT.
   b. Develop and obtain approval for Human Subjects Review of project proposal.
   c. Write Project Proposal.
   d. Complete mid-program evaluations by the OSAT, FACT and DMin Committee.
   e. Upon completion of all items gain admission to candidacy.

3. Candidacy Phase (approximately six months to one year):
   a. Execute the project and evaluate the results.
   b. Develop the project report in consultation with the adviser, with a final draft submitted no later than the last day of March of the anticipated graduation year.
   c. Successfully defend the project with FACT and upload final form of the project report

d. DMin Committee receives recommendation from FACT, approves and submits to seminary faculty for approval for graduation.

B. Program Flowchart



PROGRAM TRACKS

A. Leadership for Social Transformation

(a) Track Description

The DMin track in Leadership for Social Transformation draws together practitioners from across a diversity of vocational ministry contexts who share a commitment to rethinking and advancing religious leadership in the public square. This program track equips faith leaders to understand social movements and religious movements as partners, growing skills for mobilizing faith communities to respond to systemic injustices in specific situations and contexts, including such concerns as racism, migration, climate change, gender justice, social justice advocacy, and decolonial leadership.

Leadership for Social Transformation students are religious professionals who devote time to honing their knowledge, competencies, research, and interdisciplinary skillsets to broaden their leadership frameworks and styles for change-making work. In this program, leadership is engaged with attention to multiple contexts. Local pastors will learn alongside chaplains, community organizers next to counselors and non-profit leaders. These diverse callings, alongside the rich diversity of our faculty and student body, reflect the future of the church and a deeply collaborative approach to DMin studies at Garrett. This track invites leaders to imagine and equip themselves to lead communities in new and transformative ways.

(b) Track Mission Statement

The Leadership for Social Transformation track's purpose is to serve the Church and the world through equipping leaders to observe, analyze, implement, and enhance the practice of leadership that is intentional about interdisciplinarity, decoloniality, and social transformation.

(c) Track Outcomes

Graduates of the Leadership for Social Transformation track will:

1. Engage interdisciplinary sources and resources in the theory and practice of leadership and social transformation.
2. Articulate a theologically contextual, biblically grounded, culturally relevant understanding of the nature and purpose of leadership anchored in a commitment to social justice.
3. Critically reflect upon social and theological diversity and the complexities of leading across differences.
4. Integrate theological and biblical knowledge, decolonizing insights emerging from spirituality, trauma-informed reflections on self and society, and theories of leadership and transformation.
5. Deploy contextual analysis, theological and biblical reflection, and leadership theories and skills to design and implement a participatory, transformational, research-informed leadership project in a specific context.

B. Liberative Preaching and Proclamation

(a) Track Description

The DMin track in Liberative Preaching and Proclamation engages theories and techniques for communicating the gospel that take deliberate aim at unjust agendas that circumvent the reality of the transformative good news of the gospel for all people. It stems from a commitment to rethinking and advancing Christian proclamation in and beyond the established church and is directed intentionally to engaging theological leadership and homiletical practices in the wider sphere of ministry. This program track equips faith leaders, especially those committed to public proclamation, to recognize and respond to challenges and injustices for the sake of building the beloved community.

Liberative Preaching and Proclamation students are Christian leaders who seek to develop their knowledge and practical skill sets to facilitate gospel proclamation in a way that recognizes the total breadth of human identities, that seeks just outcomes and that fosters liberation. Local pastors with the responsibility for preaching as a major function of their work will learn alongside chaplains, community organizers, non-profit leaders and lay ministers for whom proclamation is embedded in the work they do. The breadth of the student body is reflective of the leadership that exists and that is necessary for advancing the meaning, shape and influence of the beloved community in faith and beyond.

(b) Track Mission Statement

The purpose of the Liberative Preaching and Proclamation track is to help students to enter more fully into the work of Christ to resist injustice and seek liberation for all people through proclamation of the gospel. This will be accomplished through equipping leaders who are charged with proclamation of the gospel to observe and analyze the contexts of their proclamation in order to mitigate the influences of colonialism, racism, white supremacy and elements of social and cultural discrimination that have influenced the church's preaching to the detriment of individuals, cultures and the community as a whole. It calls forth the practice of leadership that takes into consideration the impacts of social and cultural disenfranchisement, trauma, and diverse needs for both practitioners and hearers.

(c) Track Outcomes

Graduates of the Liberative Preaching and Proclamation track will:

1. Articulate a theologically contextual, biblically grounded, culturally relevant understanding of the nature, purpose and content of Christian proclamation anchored in a commitment to human liberation and justice in all forms and at all levels of human engagement for both individuals and communally.
2. Critically reflect on the complexities of proclaiming good news for all people across social, cultural and theological diversity.

3. Engage interdisciplinary sources and resources in the theory and practice of proclamation and homiletical leadership and practice.
4. Integrate theological and biblical knowledge, decolonizing insights emerging from spirituality, trauma-informed reflections on individuals, cultures and society, and theories of homiletics and transformative proclamation.
5. Deploy contextual analysis, biblical exegesis, theological analysis for proclamation, gospel messages that represent tenets of decolonial, anti-racist, inclusive, transformational, and liberative outcomes in multiple contexts.

D. Spiritual Direction

(a) Track Description

The Spiritual Direction track is designed to provide today's leaders with critical knowledge of spiritual values and practices that facilitate effective spiritual direction and leadership in churches, non-traditional settings, and one-on-one relationships. It also explores the diverse historical, theological, and contextual dimensions of global and decolonized (embodied, focused on the lived experience, justice-oriented) spirituality. The structure and content of the program are also intended to meet the practitioner's need to widen knowledge and understanding of various spiritual practices and the challenges presented by the rapidly changing global context in which participants live and serve. Within this track, students will have an opportunity to participate in a retreat/spiritual pilgrimage to a religious site domestically in the US or internationally.

In addition to coursework, embedded practica also make it possible for students to begin applying competencies related to the practice of spiritual direction gained to the specific settings in which they engage their ministry. Students in the Spiritual Direction track are required to have a spiritual director and should meet with that director once a month, beginning with the year in which they begin their course work. That relationship should be sustained for the duration of the program.

Given the focused nature of the track and after successful completion of the degree, students will receive a Certificate in Spiritual Direction, which is granted by the seminary, in addition to the Doctor of Ministry degree.

(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 histories, theologies, and practices of Christian spirituality and, specifically, the practice of Spiritual Direction. Through this program, the seminary seeks to prepare leaders equipped to draw on the diverse resources of the Christian spiritual tradition in ways that are deeply decolonized, grounded, and informed by a living and still evolving tradition.

(c) Track Outcomes

Graduates of the Spiritual Direction track will:

1. Demonstrate a grasp of diverse historical, theological, and contextual dimensions of global and decolonized Christian spirituality and Spiritual Direction and understand various Christian spiritual practices and the methods deployed in the effective practice of Spiritual Direction.
2. Demonstrate an understand ing ofthe theological and spiritual categories essential to evaluating progress in spiritual formation and direction in order to articulate an evolving theology of spiritual direction.
3. Demonstrate a capacity for listening and open questions that inform the practice of Spiritual Direction and its application to the task of leadership in part through and is self-aware of the impact of their own experiences and contexts in shaping their spirituality.
4. Be able to formulate leadership strategies and interventions that include the practice of spiritual disciplines.
5. Apply new leadership practices in their context, relying on the sensibilities and methods associated with Spiritual Direction.
6. Be able to introduce others to the spiritual practice of the church in all its diversity and expressions, the value of spiritual direction, and the theological categories that shape both.

E. Strategic Leadershipin 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 and communities. The G-ETS Strategic Leadership in the Black Congregation 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, stewardship, biblical studies, entrepreneurship, community engagement, and church administration from a Black Church perspective to foster a vital, vibrant, relevant and transformative congregation for the 21st century. In addition to the core courses, the Strategic Leadership in the Black Congregation 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 mission of the Strategic Leadership in the Black Congregation track 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. It aims also to connect effective Black Church leaders with each other, with scholars recognized in their fields, and with distinguished practitioners of Christian ministry.

(c) Track Outcomes

Graduates of the Strategic Leadership in the Black Congregation Track will:

1. Demonstrate a grasp of basic administrative competencies necessary to effectively lead a Black congregation as well as the broad contours of the theories relevant to strategic leadership in the present age as developed in current literature.
2. Recognize the differences between situations requiring technical or adaptive challenges congruent with a theology of leadership.
3. Demonstrate a self-awareness of their leadership potential and growth and development needs, cognizant of the importance of character formation and its effect on the practice of leadership, and spiritually disciplined in their responsibilities as a leader.
4. Be able to communicate the strategic interventions the student wants to bring about within their ministry site.
5. Be able to demonstrate the ability to recognize entrepreneurial opportunities that may advance the ministry of the congregation and engage in work that moves the ministry site toward more full participation in the mission of God.
6. Analyze administrative practices at the ministry site and be a guide and support to help other church leaders in their ministries.

PROGRAM STRUCTURE

The Program utilizes a phased structure that leads to the completion of a defined project or area of research that is directly related to an area of ministry in the student's context. The program has three phases. All students must complete the requirements of each successfully as they move toward completion. The phases are:

1. **Coursework is divided into two distinct areas. Foundational courses** focus on theoretical material that may be identified as a structural base for the work of engaging doctoral study in subjects that relate specifically to a defined track, thus students in multiple tracks may take these course together. Track courses are taken by all students in that track according to the defined schedule. There are no elective courses and students must take all foundational and track courses according in order to advance to the Mid-program phase.

2. **Mid-program** engages the student in meeting the non-course requirements and developing the documents necessary to move the student forward into the candidacy phase. Students must complete a Human Subjects Review and develop a Project Proposal that is an expansion of the Project Research and Design Methodology form developed in the Foundational Course. Upon completion of these requirements, students advance to the Candidacy phase..

3. **Candidacy** is the final phase during which the student develops, documents and defends the approved project in order to be awarded the DMin degree.

Coursework Phase

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

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

Students take two types of courses during the coursework phase:

(a) **Foundational Courses** – All students are required to take these courses regardless of the track in which they enroll. These courses are intended to lay the groundwork for the specific instruction they will receive as required to their designated track. These courses are preparatory to the process of developing and completing a DMin project that is appropriate to their ministry site. Students are also instructed in the basic methods associated with the qualitative research required for DMin projects and are required to develop a Project Research Design and Methodology form that offers a first look at the shape or preliminary

design of the project to be developed, and an initial draft of the Human Subjects Research form. The foundational courses are:

- Hermeneutics of Race, Class, Gender, Age
- Biblical and Theological Foundations of Practical Ministry
- Research Design and Methodology

The Project Research Design and Methodology form contains the following:

1. Proposed Title:

2. The Ministry Context (*2-4 sentences that provide a brief description of the location where your project will be implemented.*)

3. The Goal and Explain Why The Project Is Important To You and Your Context. (*2-4 sentences that summarize the current contextual realities that have originated or influence the requirements of your project.*)

4. The Research Question? (*As clearly as possible, in a sentence identify the research question that determines how you will proceed.*)

5. The Research Methodologies that will be Used to Answer Your Research Question. (*Identify the research method (i.e. ethnographic, case study, mixed methods, etc. that will be used answer your research question.*)

The draft of the Human Subjects Research form shall contain the following:

1. Anticipated Subjects: Identify the grouping of persons anticipated to be included in the research.

2. Protocols for ensuring respect for human subjects and the form of consent required.

3. Types and form of data to be collected, the level of confidentiality necessary.

4. The level of risk to the research subjects: what should be excluded; data storage and maintenance.

5. Anticipated benefits to be derived from the data collected.

Students are encouraged to consult the Research Risk Assessment Rubric contained in this handbook and available through the library resources in developing this material.

(b) **Track Courses** – These are courses that specialize in the area of praxis covered in the respective tracks and are required for graduation out of that track. The specific courses for each track are listed in the grids provided for each track.

Mid-Program Phase

Upon completing coursework, the student enters the mid-program phase during which the student prepares and submits the Human Subjects Research form for approval and develops the Project Proposal in sufficient detail to describe clearly how the student intends to engage the selected area of focus of ministry in their ministry site. Instruction in developing the Project Proposal is provided in the Proposal Writing and Research course by either an adviser. This may be student adviser or Track Coordinator and the course focuses specifically on developing the project proposal. Ultimately, the adviser must review and approve the Project Proposal.

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

1. Proposed Title:

2. Proposed Problematic: An explanation of why the particular problematic is appropriate to the ministry site.

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

4. Ministry Setting: A description of the ministry site in which the project is to be implemented and administered (e.g., a local congregation, a cluster group, a judicatory, a chaplaincy).

5. Proposed Learning Goals: The goals that are pertinent for your project for:

   - Yourself: At least one goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project.
   - Your Ministry Setting: Include at least one goal explaining how the ministry setting in which you engage the project will develop a stronger capacity to continue engaging in the practice of ministry it explores through your project.

   - The Wider Church: There should be at least one goal that explains how your project may be of benefit to other similar ministry settings.

6. Biblical and Theological concepts that help to shape the project.

7. Literature Review: This includes both a bibliography of pertinent literature and a review of the literature dealing with the specific practice of ministry sufficient to resource the research of the topic.

8. Research Methodology: Briefly describe the methodology that will be use to implement your project. This includes all research protocols, including (but not limited) to surveys, interview questions, and consent forms to be used to gather the information necessary to the project.

9. The proposed timeline for completion of the project.

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

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

i. Student Adviser: The student's adviser is the first line of evaluation and approval for the proposal. The adviser works with the student to verify that the proposal articulates clearly:
    1. The importance and main terms of the proposal and its concurrence with the learning gained theough coursework and other activities connected with the project.
    2. Clarity in expressing the goals, metholologies and intended impact of the project.
    3. The connection between the project and the ministry context.

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

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

iii. <u>FACT Evaluation:</u> After the OSAT evaluation has been completed successfully, an evaluation of the Project Proposal is conducted by the Faculty Advisory Team (FACT). This evaluation is chaired by the student's faculty adviser. The purpose of the conference is to test the academic merit of the research proposal in light of the recommendations made by the on-site advisory team. This evaluation focuses on the student's:

1. Capacity to articulate the importance and main terms of the proposal, relating them to the student's coursework and the inclusion of learning gained in developing the ministry project.
2. Facility in articulating the intended impact of the project on the ministry site.
3. Ability to defend the proposal, as well as to identify limitations and shortcomings, and modifications needed.

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

iv. DMin Committee: The DMin Committee is primarily concerned with the consistency and cogency of the project proposal. The Committee is responsible for recommending the student to the seminary faculty for candidacy. Based on their evaluation of the Project Proposal, they may take such action or may require changes to be made to the proposal before candidacy is recommended. The committee may also require significant correctives be made and the proposal resubmitted for evaluation.

(c) **Human Subjects Review** – This is an independent review of the student's proposed methodology for the project to make certain that the student appropriately safeguards the people who will participate in the project. The review is conducted by a committee of Garrett-Evangelical faculty members. The information submitted to the committee is an expansion and detail from the proposal developed during the Foundational Course; Research Design and Methodology. The student may submit the materials required to the Human Subjects Committee in conjunction with or following the development of the Project Proposal form. The forms and requirements for submission may be found under the heading of DMin forms on MyGETS, the seminary's administrative website.

Approval of the proposed plan by the Human Subjects Review committee, must be received in order for the student to begin work on the project. The student may begin the necessary research and begin to gather data that is not related to human subjects. The student may NOT begin work on the project that engages human subjects until such approval is granted.

A copy of the Garrett-Evangelical requirements for Human Subjects Review is included as an appendix to the DMin Handbook, along with an example of an approved HSR document that may be used as a template for the completion of the HSR form.

Candidacy Phase

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

the DMin Committee to recommend to the faculty that the student be granted the Doctor of Ministry degree. The student is approved for graduation upon the vote of the faculty.

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

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

Track Grids

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

Students may use the appropriate track grids to monitor their progress in the program.

Doctor of Ministry- Graduation Requirements

ID#: Name: Advisor:

LEADERSHIP FOR SOCIAL TRANSFORMATION

COURSEWORK PHASE

FOUNDATIONAL COURSES - 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-727	Hermeneutics of Race, Class, Gender, Age		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations for Practical Ministry		3

TRACK COURSES - 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-715	Prophetic Leadership for Social and Spiritual Transformation		3
DM-716ST	Trauma-Informed Leadership		3
DM-717	Prophetic Proclamation for Social Transformation		3
DM-718	Theories and Practices of Non-Violent Social Change		3
DM-735	Ethical Considerations for Liberative Proclamation		3

MIDPROGRAM PHASE - 3 hours

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

CANDIDACY PHASE - 3 hours

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

TOTAL Semester Hours: **30**

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements

ID#: Name: Advisor:

LIBERATIVE PREACHING AND PROCLAMATION

YEAR 1 - 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-727	Hermeneutics of Race, Class, Gender, Age		3
DM-702	Research Design and Methodology		3
DM-703	Biblical and Theological Foundations for Practical Ministry		3

YEAR 2 - 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-7xx	A Homiletical Theology and Praxis of Good News for Human Liberation		3
DM-752	Biblical and Contextual Exegesis for Inclusive Proclamation		3
DM-717	Prophetic Proclamation for Social Transformation		3
DM-716	Trauma-Informed Preaching		3
DM-7xx	Ethical Considerations for Liberative Proclamation		3

YEAR 3 – 6 hours

COURSE#	TITLE	GRADE	HOURS
DM-791	Project Design and Methodology		3
DM-795	Project Research and Writing		3

TOTAL Semester Hours: **30**

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements

ID#: Name: Advisor:

SPIRITUAL DIRECTION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-716	Trauma-Informed Leadership		3
DM-703	Biblical and Theological Foundations for Practical Ministry		3
DM-702	Research Design and Methodology		3

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

COURSE#	TITLE	GRADE	HOURS
DM-740	Foundations of Spiritual Direction		3
DM-715	Prophetic Leadership for Social and Spiritual Transformation		3
DM-745	Decolonizing Spirituality		3
DM-743	Practicum in Spiritual Direction I		3
DM-744	Practicum in Spiritual Direction II		3

MIDPROGRAM PHASE- 3 hours

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

CANDIDACY PHASE- 3 hours

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

TOTAL Semester Hours: **30**

Research Project Title:

Research Project Defense Date:

Doctor of Ministry- Graduation Requirements

ID#: Name: Advisor:

STRATEGIC LEADERSHIP IN THE BLACK CONGREGATION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-727	Hermeneutics of Race, Class, Gender, Age		3
DM-703	Biblical and Theological Foundations for Practical Ministry		3
DM-702	Research Design and Methodology		3

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
DM-731	Seminar on the Black Church: History, Theology, Prophetic Voice		3
DM-7xx	Discipleship, Entrepreneurship, and Social Impact		3
DM-717	Prophetic Proclamation for Social Transformation		3
DM-718	Theories and Practices of Non-Violent Social Change		3
DM-77x	Kellogg Certificate - Leading Change in Nonprofits - Nonprofit Finance: Toolkit for Leaders - Leading with Equity: Leaders Activating Change - Strategic Leadership - Capstone: The Leader Within		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 AL	Project Research and Writing		3

TOTAL Semester Hours: **30**

Research Project Title:

Research Project Defense Date:

THE PROJECT AND PROJECT REPORT

In the course of study, students are engaged in the practice of ministry in a particular setting or ministry context. The focus of the work is described and detailed as a project to be undertaken during the years of the program. The progress of the project and its impact on their ministry are reviewed, analyzed and tracked in several ways during the course of both study and practice. The results and overall outcome of the project are reported in a final Project Report which the student prepares. This final document is the basis for evaluation and defense of the work accomplished by the student and its effect on the ministry context.

A. Nature and Purpose of the Project

The project is conceived as an effort in creative ministry, to be developed and carried out in relation to the 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 involves the application of a theology of ministry and data from research to a particular aspect of professional ministry. The purpose is to identify, develop, implement and evaluate an original, investigative program and its contribution to the practice of ministry. The project facilitates the demonstration of professional excellence in the ability of the student to contribute to the practice of ministry through research, design, implementation, analysis and evaluation of results.

The written output of the project is a Project Report that describes the structure, research, analysis and results of the project. The student works closely with their faculty adviser as research and writing progresses. This involves review and recommendations for revisions by the adviser and other faculty advisory team members as appropriate. As much as possible, the adviser should review and verify that both the research and the writing undertaken by the student are in tandem with the criteria by which it will be judged. Upon completion of the project, the student prepares a 15-20-minute summary of the project undertaken to be followed by an oral defense with the members of the faculty advisory team (FACT).

The research project will be evaluated according to the program learning outcomes. The project report will evidence:

1. Social, cultural and ethical awareness and sensitivity that informs the work of ministry in their particular context.
2. Critical biblical and/or theological reflection on the practice of ministry utilizing methodology appropriate to the specific area of practical ministry.
3. Use of appropriate research tools to gather data relevant to the ministry area.
4. Analysis of and reflections on research findings, project results, and conclusions that are compelling and usable for the sake of the ministry.
5. Critical engagement with key texts that inform the work of the particular area of 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 or rewriting of the Project Report to be completed under the direction of the student’s adviser.
(c) Termination from the program, given the inadequacy of the project and the impossibility of adequate or appropriate revisions or rewriting.

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

B. Structure and Content of Project Report

The Project Report follows the structure defined for use in the program to facilitate the delivery of its content. This content ties directly to the courses taken, research undertaken, analysis and assessments performed, outcomes determined and future plans for continued study and work as appropriate. The structure of the Project Report, described in the Style Description of this handbook is as follows:

(a) **Title page**

(b) **Approval page**

(c) **Abstract** (approximately 100 words): This is a concise summary of the development and conclusions of the project and appears just after the approval page. Follow the American Theological Library Association guidelines (these are also found on the Research in Ministry form):

a. Write in complete sentences, preferably in the third person active voice.
b. Be brief. The abstract should be approximately 100 words in length.
c. State your thesis.
d. Describe in summary form the method of study or research.
e. State the result of the research or the conclusion reached in the study.

(d) **Contents**: Titles and page numbers for chapters and major sub-sections.

(e) **Acknowledgements** (optional): The writer may express appreciation for persons who have contributed to the project in any way.

(f) **Chapter 1** (3,000 – 4,000 words not including footnotes) – Introduction of the problem addressed and the reason or situation thatinitiated it, presentation of a clear thesis that summarizes the claim you are making and the rationale that directs the trajectory of the project, description of ministry site in which the project was engaged including any historical, social, cultural, geographic or other relevant information inclusing a description of the audience that would or could most benefit from this project.

(g) **Chapter 2** (4,000 – 5,000 words not including footnotes) – Review (in essay format) of the literature on the practice of ministry being covered, that puts in conversation recognized scholarship on the issue that provided insight and facilitated engagement and critical reflection of the relevant theories and material applicable to the project, including and beyond learnings provided by track courses.

(h) **Chapter 3** (3,000 – 4,000 words not including footnotes) – Biblical and/or theological grounding for the practice of ministry as engaged by the student through the project work. The DMin project occurs within the context of the church and therefore must rest on the basic foundation of the church, namely scripture and theology. As such selection, review, summary and critical reflection of the connection with the project and the thesis must be clearly articulated.

(i) **Chapter 4** (3,000 – 4,000 words not including footnotes) – Description of research methodology/ies used in the course of engaging the project. Sample tools should be noted and included in the appendices.

(j) **Chapter 5** (3,000 – 4,000 words not including footnotes) – Results of the project, interpretations of the data collected including the recognized impact or changes noted to the ministry setting as a result of the project.

(k) **Chapter 6** (3,000 – 4,000 words not including footnotes) – Conclusions, implications of the project and next steps for the specific ministry setting, lessons learned for those that would replicate the project.

(l) **Appendices** (no limit on word count) – All measurement tools and raw data collected. Please be certain to include this data in a form that can be converted into a single pdf document with the rest of the paper.

(m) **Bibliography** of resources consulted and/or used.

Word counts for the various sections may be adjusted as is determined necessary in conversation with the project adviser and with approval from the program director. Students may request a copy of an approved thesis report as needed to aid in the develop[ment of their project report.

C. Sequence of Project Development Activities

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

(a) The student discusses possible approaches to the project with the OSAT throughout the coursework phase. The student is advised to discuss these ideas with the faculty adviser.

(b) As an output of the Research Design and Methodology course, a draft of the research focus is developed that offers a prospective focus for the project and is developed by the student in consultation with the faculty adviser and the OSAT, as well as with research methodologies that are considered as possibilities to be use going forward.

(c) In conjunction with track coursework, the student may expand on the material presented on the Project Design and Methodology form. This may include more focused 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

(d) The formal Project Proposal is drafted in consultation with the adviser, OSAT, FACT, and student peers, utilizing coursework and research as the basis for framing the ideas it presents.

(e) Human subjects review is completed in conjunction with the project proposal and submitted to the HSR Committee to secure approval. *Approval is required before initiating research*.

(f) The Project Proposal is reviewed in the mid-program evaluations. All groups conducting the evaluations must approve the student for candidacy.

(g) The project is executed. During execution, the student consults with the OSAT and receives feedback as to how the ministry site might best implement the information in the project.

(h) The first draft of the research project report is due to the adviser by November of the year prior to graduation and must be prepared in accordance with the guidelines for field or research project provided in the DMin Handbook. The report should be accompanied by the review form completed by OSAT.

(i) The student receives feedback from the adviser on the draft of the research project report on changes required to complete the report. Revisions are made in consultation with the adviser and the OSAT.

(j) After revision, the final draft of the project report is submitted to the FACT for review and evaluation of its contents, format and presentation. This review process also identifies any punctuation, spelling, grammatical and other writing errors.

(k) The final draft of the project report is carefully edited and proofread (by a professional editor if the advisor recommends it), then submitted to the adviser and to the FACT in preparation for a scheduled defense of the report. The student will make any corrections suggested by the adviser and the FACT.

(l) The student will engage in an oral defense of the project and report before the FACT and any additional faculty members chosen at the time of candidacy. This defense will occur at the seminary. There are three possible outcomes of the defense: Pass, Pass with Revisions, or Fail.
   i. Pass: The student is referred to the DMin Committee for their concurrence regarding the student's fitness to receive the DMin degree.
   ii. Pass with revisions: The revisions must be submitted for review to and approved by the adviser before the FACT can pass the student to the DMin Committee.
   iii. Fail: The student has not only failed to defend the project but the work itself has been deemed lacking to such an extent that it cannot be salvaged. In such a case the student may be dismissed from the program.

(m) The DMin committee receives the title of the finished project and the feedback from the FACT and recommends the student be granted the degree by the faculty.

(n) The faculty votes to confer the degree to the student. The student graduates in May or October.

(o) The student submits the document to the Writing Center for a final format and citation check and makes the necessary corrections. The final document must be approved by the Writing Center.

(p) The student submits the manuscript of the project report approved by the Writing Center to ProQuest.

(q) The student submits the Research in Ministry (RIM) form with an appropriate abstract to the library.

D. Rubric for Assessing the Project Paper

DMIN PROJECT REPORT RUBRIC

FACT Chair: _____ **Date**: _____

Rubric for Assessing the Project Paper

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

Outcomes	Exceptional	Well Done	Passing	Not Passing	Rating (use rubric evaluation term)
1. Develops cultural awareness and sensitivity that informs the work of ministry in their particular context.	Demonstrates cultural awareness and maturity by reflecting critically and with sensitivity on the practice of ministry.	Adequately demonstrates cultural awareness and maturity with minimal critical reflection on the practice of ministry.	Minimal cultural awareness and maturity with minimal critical reflection on the practice of ministry.	Cultural awareness and maturity is absent in the practice of ministry.	
2. Engages in critical biblical and theological reflection on the practice of ministry utilizing methodology appropriate to the specific area of practical ministry.	Clearly deploys and articulates methodology appropriate to the practice of ministry and critical biblical and theological reflection.	Clearly deploys and articulates methodology appropriate to the practice of ministry and some critical biblical and theological reflection.	Deploys and articulates methodology appropriate to the practice of ministry but with little critical biblical and theological reflection.	Fails to deploy and articulate methodology appropriate to the practice of ministry with no critical biblical and theological reflection.	
3. Uses appropriate research tools to gather data	Skillfully utilizes multiple research tools to gather significant data	Utilizes adequate research tools to gather data	Utilizes limited research tools to gather data that is generally	Fails to utilize adequate research tools to gather data	

relevant to the ministry area.	relevant to the ministry area.	relevant to the ministry area.	relevant to the ministry area.	relevant to the ministry area.	
4. Analyze findings and derive results and conclusions that are compelling and usable for the sake of the ministry.	Draws informed, critical and provocative conclusions from the data gathered with compelling, practical, precise implications for enhancing the chosen practice of ministry	Draws informed, critical conclusions from the data gathered in accessible, but less than precise or compelling implications for enhancing the chosen practice of ministry.	Draws limited conclusions that demonstrate some analysis of the implications for enhancing the chosen practice of ministry.	No critical conclusions presented or presents unwarranted or unsubstantiated conclusions for enhancing the chosen practice of ministry.	
5. Engage critically with key texts that inform the work of the particular area of ministry.	Demonstrates exceptional grasp of and ability to engage critically with appropriate texts for the chosen practice of ministry. Uses appropriate citation.	Demonstrates grasp of appropriate texts and generally engages texts critically. Appropriate citation is used.	Demonstrates a limited grasp of texts or those texts that are engaged are only engaged in a superficial way. Citations are generally appropriate.	Little or no engagement with texts beyond occasional proof-texting. Citations are lacking and/or are poorly constructed.	
6. Cogency of Responses during the Oral Presentation	Exceptionally cogent responses during oral defense	Generally cogent responses during oral defense	Only somewhat cogent responses during oral defense	Unclear or contradictory responses during oral defense	

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, the participants should be allowed the option to cease participation and request that their information and data be excluded, and all data should be destroyed 3 years after 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.

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: Institutional Review Board (IRB) Office - Northwestern University.

(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. After one year, a new consent form should be obtained from all participants.

(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 (such as where children might be put at risk).

(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 applicable assurance (such as required by governmental agencies) 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 Student Information in MyGETS. Click on the "student forms" section, then look in the "general student forms" where you will find the Human Subjects Review Policies. Students CANNOT begin their projects until they have approval from the HSR that they are adequately protecting their human subjects.

For more information about the Human Subjects Review Process, consult the Styberg Library Human Subjects Review Guide.

ADVISING

A. Student Adviser

The role of the Student Adviser is to help the student understand the requirements of the particular track and to be a source of support and encouragement, review and feedback as the student navigates through the program. Seminary faculty who serve in the role of student adviser is the primary link between the student and the program.

The Program Director and Track Coordinator remain available for questions concerning advising and plans of study throughout the tenure of the student's course of study.

The Student Adviser's specific duties are:

(a) Be available for routine contact with advisees.

(b) Be able to guide advisees through coursework and troubleshoot with students who fall off the established routine.

(c) Guide the student in building relationships with other faculty members who may be helpful in the student's studies.

(d) Be available to help advisees as they develop their On-Site Advisory Team (OSAT) and to answer any questions the members of the OSAT have, especially during the mid-program review.

(e) Work with advisees to develop their HSR form and project proposal and chair the proposal review.

(f) Work with advisees to develop their final projects and Project Report including the development of the timeline for submission of Project Report.

(g) Coordinate as needed with other faculty readers who will support the student in developing their proposals and thesis papers.

(h) Chair the FACT mid-program evaluation conference, be the primary supervisor the research project itself, and chair the oral defense.

(i) Chair the project defense and report results to the DMin Committee.

(j) Oversee and approve any revisions to the Project Report for graduation purposes.

(k) Ensures that they and their advisee(s) are aware of and in compliance with the Doctor of Ministry Program Handbook and course requirements for the track.

B. Track Coordinator

The Track Coordinator is the primary link between the specific track and the program as a whole. The track coordinator provides major oversight of the course contents of the track. The Track Coordinator is a member of the DMin committee and works with cohorts of students and advisers as a group to ensure that they are aware of and in compliance with the program and course requirements for the track.

Additionally, the Track Coordinator may also serve as an adviser to individual students. In such cases, they will be included on the student's FACT for research support.

The program director and Track Coordinator collaborate concerning advising and plans of study throughout the tenure of each cohort's course of study.

C. On-Site Advisory Team (OSAT)

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

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

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

(a) **Coursework**:

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

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

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

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

D. Faculty Advisory Team for Research (FACT)

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

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

(a) **Mid-Program Evaluation Conference** – held following the student's meeting with the OSAT to review the student's Project Proposal. The student will be advanced to the DMin Committee for consideration on being entered into candidacy.

(b) **Project Examination and Approval** – The FACT reads, provides feedback, and examines the student on the final project. The student will develop a timeline for submitting sections or drafts of the project report to the FACT for review and response. Based on that review, the FACT will entertain an oral defense of the project by the student.

REGISTRATION

A. Good Standing Status

A student is in good standing who has a cumulative GPA of 3.0 or greater, has not been dismissed from the institution for any reason, does not have a hold from any office, and is currently enrolled.

B. Registration Deadlines

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

C. Grading and Extensions

(a) **Due Dates for Grades** – Faculty must submit grades to the registrar by the date specified in the Academic Calendar for the term in which they are teaching. Faculty may set their own due dates for all assignments in their courses, provided it gives them sufficient time to submit their grades on time.

(b) **Types of Grades Given** – All foundational and track courses are normally graded A-F. A student may be awarded a grade of Pass or Fail (P/F) in special caseds as determined by the professor with approval from the DMin Director. Courses taken at Kellogg also receive a P/F grade.

(c) **Extensions for Coursework** – All work must be submitted by the due date provided by the professor, or it will receive a grade of F. When an extension is absolutely necessary, students must request it before the work is due, and it is subject to the decision of the course instructor.

(d) **Program Deadline Extensions** – An extension may be obtained to allow the student's program to move beyond the standard six-year period. The request for such an extension including a timeline during which the student proposes to complete all requirements for the program and graduate must be submitted in writing to the DMin Director prior to the existing program deadline. The DMin committee will review the request and determine a final program deadline. This extension will involve additional expense to the student.

D. Tuition Costs and Continuation Fees

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

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

(a) **Additional Courses** (not required for the track):The student will be charged a per credit fee if they enroll in additional courses outside of their track requirements.

(b) **Repeat Courses**:The student will be charged a per credit fee for any course that must be re-taken due to the student havin g failed the course originally.

(c) **Independent Study Courses** – A student who takes a regularly offered course as an Independent Study will be charged the cost of the contract for the instructor who provides the course of study for the student.

(d) **Leave of Absence** – The student will be assessed a fee for each year the student is on leave in order to keep the student's registration active while the student is on leave.

(e) **Continuation** – If a student continues in the program beyond the end of the third year, in order to graduate, the student may be assessed a continuation fee for each additional year or fraction thereof.

E. Withdrawals

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

F. Leave of Absence

Upon occasion, students may apply for a leave of absence from their coursework. Because the cohort model of the program is highly valued as a pedagogy of success especially for DMin programs, and since a LOA will put them out of step with their cohort, studends are encouraged to discuss their situation before submitting a LOA application to the director.

Leave of Absence status is normally approved once during a student's program. In extenuating circumstances, there may be a second LOA granted to the student. If additional time is needed the student may be advised to drop the program and may be re-admitted after one year or into the next cohort. The LOA application may be made for one term or for a full year and is addressed in writing to the Program Director.

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

(a) Time on Leave of Absence does not count toward the six-year program deadline.

(b) Students will not be registered for courses at Garrett-Evangelical during their Leave of Absence. As a result:
    a. Students will have their regular payments for the DMin program frozen so that they do not have to pay them during their time on leave. However, students will be required to pay a Leave of Absence fee for each year 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 Leave of Absence students are not eligible for in-school deferment status on their student loans. The update on loan status is done automatically by the lending agency once the student's school status is received during the regular reporting cycle.
c. International students are responsible to ensure that their visa status is valid during their Leave of Absence. To do so, the student must remain in contact with the Dean of Students and the Director of the DMin Program to arrange for reactivation in the program when required.

G. Finances and Business Holds

The total cost of each DMin program is calculated for the normal three-year period of the program. Students are billed a total of six payments, two in each of three years. Students that continue beyond the three years are charged a continuation fee each year equal to the amount of one of the six regular payments.

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

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 their account.

H. Course Drop Policies

Students are charged by the year, and they are required to pay those charges even if they withdraw from a course before the end of the published drop date.

If a student withdraws from a course before the end of the published drop date, the course is removed from the transcript, no tuition is charged and the student may repeat the course without penalty the next time it is offered in the normal cycle. If the student chooses, the course may be talken as an Independent Study, in which case the student will pay the additional cost of the instructor's contract. 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 any additional tuition required in order to complete that course. A student who fails to withdraw from a course by this official procedure will receive a grade of F.

If a student drops a Kellogg seminar fifteen days or less before the seminar is scheduled to start, the student will be responsible for paying Garrett for the cost of the seminar. Although the cost of the Kellogg seminars is included in the total cost of tuition, since Kellogg bills these courses to Garrett-Evangelical as they are taken by the students and since students are required to take all classes in the certificate program, late withdrawal accrues an additional cost to the student. This amount will be added to the student's existing tuition and fees.

ACADEMIC POLICIES

A. Academic Handbook and Specific DMin Policies

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

(a) **Plagiarism** – The complete Plagiarism policy is contained in the Academic Handbook, and a summarized version is contained in Appendix B of this document. DMin students must complete the Plagiarism tutorial required by the seminary for all students within the first year of the program.

(b) **Non-attendance** – Since the DMin courses are intensive, missing even a single session places the student at a serious disadvantage in being able to master course material. Moreover, instructors often develop course activities based on the assumption that all the students enrolled in a course will attend and be prepared for engagement with the material. Therefore, lack of attendance is a detriment to the entire class, not just the individual student.

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

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

(c) **Lack of pre-coursework** – DMin courses are generally taught 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. The syllabi including the pre-coursework requirements for all courses are provided to students 6 weeks to one month prior to the start of the course.If a student fails to do this work, the student not only is at a personal disadvantage in the course, but disrupts the course because instruction design is based on the assumption that the students are all familiar with the material assigned prior to the start of the course.

A student that does not do pre-coursework is unprepared for the class and may be required to drop the course at the discretion of the instructor and the director of the program and will be required to re-take the course at additional cost to the student. If such a 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 the work. In addition, the student may receive a failing grade for not completing the pre-coursework.

(d) **Late work** – Work is considered "late" if it meets two criteria. First, it is submitted after the due date established by the instructor. This means that what constitutes "late" will change from class to class based on the deadlines set by the various instructors. Second, there is no prior communication by the student with the instructor about making arrangements for the work to be

submitted after the due date. If there is prior communication and the instructor comes to an agreement that allows the student to turn in the work past the due date, then the work is not late. Note that it is the student's responsibility to initiate this communication, and that it should be done as soon as the student recognizes the possibility that the assignment will not be completed on time.

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 the student fails a class because of late submission, that F will count toward both calculation of GPA and in the number that results in dismissal from the program.

(e) **Receiving a Grade of D or F** – DMin students who receive a failing grade will receive an academic warning. The director of the DMin program and adviser 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 of loans) to pay for the retaken course.

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

(f) **Cumulative GPA Below 3.0** – When a DMin student's cumulative GPA falls below 3.0 the student is placed on probation. In order to graduate a student must have a cumulative GPA of 3.0 or higher. A student is dismissed if the cumulative GPA is below 3.0 for two semesters of course work.

(g) **Removal from Probation** – When the failing grade is resolved (due to a grade change) a student will be removed from probation. If a student was placed on probation due to a cumalative GPA less than 3.0, a student is removed from probation when the cumalative GPA rises to 3.0 or higher.

(h) **Failure to Return from Leave of Absence** – If a student is granted leave of absence but does not return to active status at the time agreed upon for the leave to end, that student will be dismissed from the program.

(i) **Lack of Communication** – If a student does not communicate with professors, administrators, or other representatives of the seminary for one full academic year, and have not responded to documented overtures from representatives of the seminary over one full academic year, that student may be dismissed from the program.

(j) Dismissal – Before a student is dismissed, the adviser and the DMin coordinator must make at least three attempts to reach the student over the period of one year before the student is dismissed. The DMin committee votes on and approves the decision to dismiss a student, even if the policy calls for automatic dismissal. The decision to dismiss the student is reported to the registrar who initiates the actual dismissal.

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 less than a 3.0 cumulative GPA for two semesters, the student will be given a DMin dismissal hearing during which the student will be notified of the reason for dismissal.

(c) **Dismissal Hearing** – The dismissal hearing is called by the Program Director and attended by the Academic Dean, the student's advisor, and the student. At the hearing the student may be given the opportunity to withdraw instead of being dismissed or a plan may be worked out that may allow the student to continue in the program. Theintent of the hearing is to facilitate student flourishing.

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

GOVERNANCE AND SUPPORT OF THE PROGRAM

A. The Doctor of Ministry Committee

This committee has general oversight of the program and is responsible to the seminary faculty. It is composed of members of the faculty appointed by the academic dean, one of whom has been named as the program director. The academic dean may be a member (*ex officio*) of the committee. 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 taken and are subject to approval by the committee at the commencement of each subsequent meeting.

B. Program Director

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

(a) Convene and facilitate all Doctor of Ministry Committee meetings. The director shall set the agenda for these meetings. In the case that a decision has to be made touching on one of the responsibilities of the committee listed in the above 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) Maintain ongoing contact withthe office of Recruiting and Admissions and assist in its recruiting efforts in part through engagement of relevant parties and agencies and by disseminating program information for the purpose of bringing students into the program.
(d) Remain in contact with 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.
(e) Work with the Doctor of Ministry Program Coordinator in the Registrar's Office in organizing special events hosted by the program, in compiling and publishing the program handbook, and in students' progress in the program as they work toward completion of the degree.
(f) Decide on procedural matters for the maintenance of the program as needed, provided the decision is in accordance with the existing policies and procedures of the program and the seminary.
(g) Be knowledgeable about the ATS regulations concerning the Doctor of Ministry degree and make 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.
(h) Report to the faculty as needed about the state of the program.
(i) Design and lead an orientation session annually for students who are entering the program.
(j) Remain in open communication with the students collectively and individually to assist them as needed in moving through the program successfully.
(k) Participate in meetings with students who have violated policies of the DMin Program or the Academic Handbook.
(l) Recruit, negotiate with, develop and and sign contracts with affiliate and adjunct faculty as needed.
(m) Maintain a course rotation for the tracks in conversation with the track advisers.
(n) Maintain regular communication with track advisers to ensure that tracks are functioning effectively and to verify the effectiveness of the curricula in the respective tracks.
(o) Maintain regular communication with advisers and the program coordinator to ensure that the needs of students are being met.

(p) Develop the DMin budget annually and oversee the DMin budget in consultation with the Business Office.
(q) As required be in consultation with the Office of Financial Aid, the Admissions Office, and the Business Office with respect to tuition costs and financial aid for the academic year.
(r) Serve as the liaison with any external organizations connected to the curriculum of the DMin Program (e.g., Kellogg School of Management)

D. Program Coordinator and Administrative Support

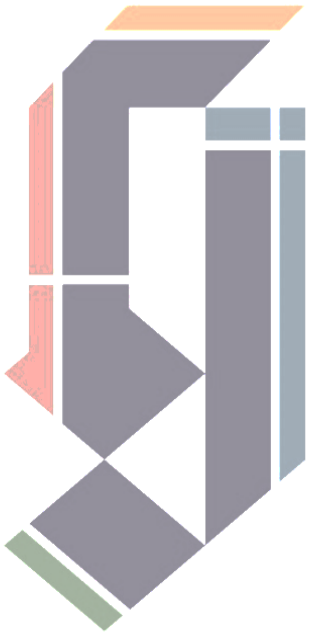
Inquiries regarding the DMin program are directed to the admissions office. Prospective students send their completed applications to the admissions office. The program coordinator and DMin Director assist prospective students with program related questions.

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

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

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

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



ON-SITE ADVISORY TEAM (OSAT)

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

Name of Participant

Date and Location of Meeting

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

Name:

Reason this person is chosen:

_____

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 FORM

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

Name of Student:

Date and Location of Meeting:

Those in Attendance:

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

Signature of Recording Secretary

_____

PROJECT RESEARCH DESIGN AND METHODOLOGY

Name of Student:

DMin Track:

6. Proposed Title:

7. Describe the Ministry Context (*2-4 sentences that provide a brief description of the location where your project will be implemented.*)

8. Identify the Goal and Explain Why The Project Is Important To You and Your Context. (*2-4 sentences that summarize the current contextual realities that have originated or influence the requirements of your project.*)

9. What Is Your Research Question? (*As clearly as possible, in a sentence identify the research question that determines how you will proceed.*)

10. Briefly Describe the Research Methodologies that will be Used to Answer Your Research Question. (*Identify the research method (i.e. ethnographic, case study, mixed methods, etc. that will be used answer your research question.*)

RESEARCH RISK ASSESSMENT RUBRIC

The Research Risk Assessment Rubric is to determine the type and extent of risk that a proposed research project entails for human subjects. Researchers should complete this rubric before developing the HSR Application and Consent Form so they can address the types of risk illuminated by the rubric in these documents.

Unless otherwise required, a research project that scores entirely as "minimal risk," does not necessitate HSR approval.

	Minimal Risk Score: 1	**Risk with Benefit Score: 2**	**Risk with No Benefit Score: 3**
Psychological Risk	Mental or emotional stress that is no more than ordinarily encountered in daily life or during the performance of routine psychological examinations or tests.	Mental or emotional stress that is more than ordinarily encountered in daily life or during the performance of routine psychological examinations or tests but has clear benefits for participants in research.	Mental or emotional stress that is more than ordinarily encountered in daily life or during the performance of routine psychological examinations or tests and has no clear benefits for participants in research.
Sociological Risk	Relational stress that is no more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.	Relational stress that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests but has clear benefits for participants in research.	Relational stress that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests and has no clear benefits for participants in research.
Physiological Risk	Physical stress that is no more than ordinarily encountered in daily life or during the performance of routine physical examinations or tests.	Physical stress that is more than ordinarily encountered in daily life or during the performance of routine physical examinations or tests but has clear benefits for participants in research.	Physical stress that is more than ordinarily encountered in daily life or during the performance of routine physical examinations or tests and has no clear benefits for participants in research.
	Stress related to religious beliefs or	Stress related to religious beliefs or	Stress related to religious beliefs or

Spiritual Risk	religious community participation that is no more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.	religious community participation that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests but has clear benefits for participants in research.	religious community participation that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests and has no clear benefits for participants in research.
Vulnerability Risk	Stress related to power imbalances between the researcher and research participant that is no more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.	Stress related to power imbalances between the researcher and research participant that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests but has clear benefits for participants in research.	Stress related to power imbalances between the researcher and research participant that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests and has no clear benefits for participants in research.
Intrusiveness Risk	Stress caused by research practices that is no more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.	Stress caused by research practices that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests but has clear benefits for participants in research.	Stress caused by research practices that is more than ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests and has no clear benefits for participants in research.

How to Score the Rubric

Garrett-Evangelical follows the guidelines of the United States Department of Health and Human Services Office of Human Research Protections for determining the risk to human subjects during research. This Office identifies three levels of risk: minimal risk, risk with benefits to the participant, and risk without benefits to the participant.

If the participant is seventeen (17) years of age or younger, the research automatically requires HSR approval. However, if it is minimal risk in relation to all other categories, it still can be approved with the inclusion of parental consent. See appendix on research with minors.

Minimal Risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. [Health and Human Services, Office of Human Research Protections, 45 CFR 46.102(i)]

Determining that a research activity presents no more than minimal risk involves comparing the possible harms or discomforts experienced in normal daily life or during routine physical or psychological examinations or tests with the possible harms or discomforts that will be faced by subjects as a consequence of research participation. The nature of the harms or discomforts (e.g., physical, psychological) should be considered, as well as the chances that they will occur and the seriousness of their impact if they were to happen. Depending on what kind of experience(s) are involved in participation in a specific research activity, it may be easier to compare the anticipated experience of participation in research to the possible harms or discomforts of daily life, or to the possible harms or discomforts of a routine physical or psychological examination or test. Including measures to prevent or decrease the likelihood of harm or discomfort from the research may affect whether the proposed research activity involves no more than minimal risk https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/children-research/index.html.

If it is determined that the research will involve risk that is more extensive than a person would usually experience in the course of their daily lives or through routine forms of testing, then the Researcher must determine whether the risk offers benefits for the participant or not.

Risks with benefits to the participant means that the research will involve risk that is more extensive than a person would usually experience in the course of their daily lives or through routine forms of testing, but the "risks to [participants] are reasonable in relation to anticipated benefits…[for the participants]. In evaluating risks and benefits, the [Researcher] should consider only those risks and benefits that may result from the research (as distinguished from risks and benefits of therapies [Participants] would receive even if not participating in the research). The [Researcher] should not consider possible long-range effects of applying knowledge gained in the research (for example, the possible effects of the research on public policy) as among those [benefits]." [Health and Human Services, Office of Human Research Protections, 45 CFR 46.111(a.2)]

The benefits must be clearly identifiable, measurable, accessible, and direct to the Participants as a result of participating in the research. The benefits should be in the same category as the risks. For example, someone may face sociological risk by sharing personal information in a group, but the research structure would be such that this risk is balanced by the possibility of greater intimacy and fellowship within that group as a result of that sharing.

Benefits that are not directly accrued to the Participant should not be included in this category. So, a project that seeks to develop heuristic models for discussing uncomfortable topics in church groups in order to benefit denominational policy would not be a "risk with benefits to the Participant." While

there might be a larger benefit available to the church, the research would not be structured to provide identifiable, measurable, accessible, and direct benefits to the Participants.

Risks without benefits to the participant means the research will involve risk that is more extensive than a person would usually experience in the course of their daily lives or through routine forms of testing, and that will not directly benefit those who participate in it.

In this situation, the Researcher must explain: 1) Why the research being proposed must be conducted in this format rather than in one that offers direct benefits to the Participant. 2) What generalizable and/or long-term knowledge or other benefits will arise from the research that legitimizes putting Participants at risk. [Adapted from Health and Human Services, Office of Human Research Protections, 45 CFR 46.406]

Psychological Risk

This is a risk of causing mental and/or emotional distress for the participant.

Risk factors include asking participants to reflect on personal, private, or sensitive material. Below are examples of risk levels in this category:

Minimal Risk	Sharing commonly known information about self
Risk with benefit to Participant	Participating in classes on a subject the participant knows little about (risk of feeling ignorant, benefit of learning)
Risk without benefit to Participant	Sharing about a traumatic experience

Sociological Risk

This is a risk of causing stress based on how the person relates to those around them. Below are examples of risk levels in this category:

Minimal Risk	Participating in a survey in which only the Researcher sees the answer, or being observed in a public activity where the Participant commonly relates to other people, such as at worship
Risk with benefit to Participant	Sharing about a controversial topic in a group of peers with the possibility of working toward greater understanding within that group (risk of alienation or embarrassment, benefit of greater group coherence)
Risk without benefit to Participant	Sharing about a controversial topic in a group with only the goal of creating a structure for long-term improvement for the church.

Physiological Risk

This is a risk of causing bodily harm, including physical stress caused by exertion or anxiety. Below are examples of risk levels in this category:

Minimal Risk	Meeting together in a place the participant feels their physical wellbeing is safe and that requires no additional physical exertion.
Risk with benefit to Participant	Being part of lengthy meetings or meetings that occur later at night or early in the morning for the sake of spiritual formation (risk of being tired or impatient, benefit of being involved in greater spiritual practices)
Risk without benefit to Participant	Going to a place where a Participant feels unsafe or would have a reason to fear for their physical wellbeing to participate in the research.

Spiritual Risk

This is a risk of causing participants to have negative associations with their faith or with a religious community. Below are examples of risk levels in this category:

Minimal Risk	Observing Participants during routine, public practices of faith, such as during worship or fellowship activities
Risk with benefit to Participant	Being asked to reflect on times of serious doubt related to a Participant's religious beliefs as part of a spiritual formation process (risk of having beliefs shaken, benefit of having doubts addressed so that the Participant's beliefs are stronger)
Risk without benefit to Participant	Being exposed to material that directly attacks the Participant's beliefs or the Participant's chosen religious community to determine effectiveness of said material.

Vulnerability Risk

This is a risk caused by a power imbalance between the Researcher and the participant. Below are examples of risk levels in this category:

Minimal Risk	Researcher is a peer to the Participants or the Researcher only gathers data in existing public spaces where the Participants gather anyway.
Risk with benefit to Participant	Researcher is the pastor of the church where the Participant is a member. The Researcher is gathering information that will be used to improve the Participants experience of congregational involvement (risk of awkward conversations with the pastor, benefit of an improved experience at church).

Risk without benefit to Participant	Researcher is in a professional supervisory position over the Participant. Researcher is gathering information about the overall effectiveness of a program or the organization where they work.

Also, social context and privilege must be considered in ranking this. If the Researcher is part of a socially dominant group while the participant is part of a socially marginal group, that would increase the risk level for the Participant even if the risk was minimal otherwise.

Intrusiveness Risk

This is a risk of the participant having intrusive research practices used on them. Risk factors include whether the project will be conducted in a way that fits within the participant's usual patterns of life. Below are examples of risk levels in this category:

Minimal Risk	Voice recording, taking notes at a public event where the Participant usually attends.
Risk with benefit to Participant	Video recording for the sake of reviewing the Participant's presentation of something (risk of being recorded, benefit of learning how to improve in presenting as a result of analyzing the video)
Risk without benefit to Participant	Conducting a very long survey or interview that will be used to gather data that is amalgamated with many others to address systemic or institutional concerns.

PROPOSAL SUBMISSION FORM FOR APPROVAL BY THE DMIN COMMITTEE

Name of Student:

1. Proposed Title:

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

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

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

- Yourself (Include the major goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project)

- The Ministry Setting in which you engage the project (Name the major goal for your ministry setting e.g., a local congregation, a cluster group, a judicatory, a chaplaincy)

- The church as a whole (Include the major goal that explans how your project will benefit other ministry settings by providing lessons about the practice of ministry)

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

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

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

ADMISSION TO CANDIDACY FORM

*Student fills out name, date, and title. *This form must be signed by both the OSAT and the Faculty Team, and the original with signatures must be sent to the DMin Program Coordinator for action by the DMin Committee.*

Name of Participant _____Date of Enrollment _____

Research Project Title _____

A. Action of the On-Site Advisory Team

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

Signed _____, Advisory Team Chairperson

Signed _____, Faculty Adviser

B. Action of the Faculty Team

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

Signed _____, Faculty Adviser

Signed _____, Faculty Reader

Signed _____, Faculty Reader

C. Action of the DMin Committee

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

Signed _____, DMin Program Director

D. Action of Faculty

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

Signed _____, Academic Dean

**Sending e-signatures from their .edu e-mail address constitutes signature.*

DMIN GRADUATION FORM

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

Name of Participant _____Date of Enrollment _____

Research Project Title

_____

_____

A. Action of the Faculty Team

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

Signed _____, Faculty Adviser

_____, Faculty Reader

_____, Faculty Reader

B. Action of the DMin Committee

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

Signed _____, DMin Program Director

C. Action of the Faculty

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

Signed _____, Academic Dean

**Sending e-signatures from their .edu e-mail address constitutes signature.*

FINAL PROJECT/THESIS GUIDELINES FROM THE WRITING CENTER

Overview

The DMin project represents the student's original approach to a problem in a particular ministry context. The student's goal is to develop an investigative program—including research, design, implementation, analysis, and evaluation of results—that demonstrates a significant contribution to the practice of ministry. The project is undertaken over the course of the program and culminates in a final report that describes the structure, research, analysis, and results of the project.

- The student works closely with the faculty adviser and faculty advisory team (FACT) as research and writing progresses. This involves review and recommendations for revisions as appropriate.
- An abstract begins the final project report. It should state the thesis of the project, describe the method of study, and state the results of the research. It should not exceed 100 words.
- The final project report should include a title page, an approval page, an abstract, a contents page, acknowledgments, main text of the project/thesis, and a bibliography or reference list. You may include additional items (such as surveys, verbatims, or other data) in appendices at the end.
- The report in its final double-spaced typed form is typically between 75 and 150 pages (not counting appendix items or bibliography).

NOTE: Please see the "Program Output" section of the Doctor of Ministry Program Handbook for details on nature and purpose of the project, structure and content of the project report, sequence of development activities, the process from defense through graduation, and a rubric for evaluating the final report.

Citation Style

Unless otherwise determined by the faculty advisor, DMin students are expected to follow Turabian style for citations, taken from *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth ed. (or the *Chicago Manual of Style*, Seventeenth ed.). Consult the following resources for this citation style:

a. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: The University of Chicago Press, 2018. An online guide can be found at https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html.

b. Staff, University of Chicago Press, ed. *The Chicago Manual of Style*. 17th ed. Chicago: The University of Chicago Press, 2017. An online guide can be found at https://www.chicagomanualofstyle.org/tools_citationguide.html.

Writing Support

Students who need writing support while developing their final project/thesis can arrange for individual coaching from a Writing Center consultant. A writing specialist can provide substantive feedback on your outline or individual chapters, offering suggestions to improve your writing and make sure your presentation is clear, well-organized, focused, and coherent. Each student is allotted three coaching/feedback sessions. Contact writing.center@garrett.edu to schedule a writing consultation.

Elements of Final Project/Thesis

Most final project reports have three sections: 1) front matter; 2) main text; and 3) back matter. The individual elements should appear in this order:

a. Title page
b. Dedication (*optional*)
c. Approval page
d. Abstract
e. Contents
f. Tables (*optional*)
g. Abbreviations (*optional*)
h. Acknowledgments
i. Main text
j. Appendices (*optional*)
k. Bibliography

Citation Style

The student is responsible for making sure all citations (footnotes and bibliography entries) are accurate, complete, and formatted according to the agreed-upon citation style. Unless the advisor has asked for another style, DMin students are expected to follow Turabian/Chicago style, taken from *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth ed. (or *Chicago Manual of Style*, Seventeenth ed.). Consult the following resources for this citation style:

c. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th ed. Chicago: The University of Chicago Press, 2018. An online guide can be found at Turabian Citation Quick Guide.
d. Staff, University of Chicago Press, ed. *The Chicago Manual of Style*. 17th ed. Chicago: The University of Chicago Press, 2017. An online guide can be found at Chicago Manual of Style Online Guide.

Formatting

All final projects/theses should be formatted according to the specs in the "DMin Project Guidelines." Students are responsible for formatting their documents, but if you need assistance, the Writing Center can recommend someone who will complete the formatting for a small fee. Allow at least one week for formatting assistance.

Editing and Proofreading

Each student is expected to have a carefully edited final project/thesis *before* the oral defense. If the final project/thesis has not been carefully edited and proofread, your advisor may recommend having it professionally edited. Writing Center staff are *not* able to edit or proofread dissertations, but they can recommend professional editors who will complete the work for a project fee. You should allow at least two weeks for editing. Please note that editors will proofread citations/footnotes for spelling and punctuation, but the student is responsible for making sure they are accurate, complete, and formatted

according to agreed-upon citation style. If you are editing/proofreading the document yourself, please be sure to check for the following:

☐ Are all required elements of front matter included and in the correct order?
☐ Is the presentation clear and consistent?
☐ Are grammar, spelling, and punctuation correct?
☐ Are chapter titles and page numbers on the Contents page accurate?
☐ Are key words/phrases or non-English words/phrases treated consistently?
☐ Are citations included for *every* quote and paraphrase?
☐ Are footnotes complete, accurate, and formatted according to proper citation style?
☐ Is the bibliography complete, accurate, and formatted according to proper citation style?
☐ Are authors' names in the bibliography in alphabetical order?
☐ Are heads and subheads formatted correctly and consistently?
☐ Are all components formatted consistently (regular text, block quotations, footnotes, etc.)?

Final Review and Format Check

Once you have passed the oral defense and made any revisions to your final project/thesis requested by your committee, the Writing Center will perform a final review and format check. This is required before you post the document to ProQuest. The review does *not* include editing or proofreading; it is a final check to make sure the formatting and citations meet ProQuest standards. If there are problems with the formatting or citations, the document will be returned to you for corrections. The deadline for submitting your approved final project/thesis to the Writing Center for format check is April 22, 2024 (so it is ready to post on ProQuest by the May 3, 2024 deadline).

Submission Deadlines

The deadlines for submitting your final project report/thesis are as follows:

1. Due date for final project report/thesis to advisor – **April 1, 2024**
2. Due date for final approved document to Writing Center for format check – **April 22, 2024**
3. Due date for posting final approved project report/thesis to ProQuest – **May 3, 2024**

While students are expected to have a formatted and edited document *before* the defense, depending on the timing of your defense and the extent of revisions you anticipate, it's often necessary to complete these steps *after* passing the defense.

Final Review and Format Check

Once you have passed the oral defense and made any revisions to your final project/thesis requested by your advisor/committee members, the Writing Center will perform a final review before you post the document to ProQuest. This review does *not* include editing or proofreading; it is a final check to make sure the formatting and citations meet ProQuest guidelines. Please note that the writing specialist will use the "Format Checklist" included in this guide to identify areas that need attention, including incomplete, inaccurate or improperly formatted citations. The student will be responsible for making the final corrections to any items that do not meet the guidelines. Using the "Format Checklist" in this guide while drafting your final project/thesis will save time when finalizing your document.

Submitting to ProQuest

The seminary now requires the use of ProQuest to publish all MTS theses, DMin projects, and PhD dissertations. ProQuest makes the work available through online academic search engines, provides electronic copies to our library, and offers optional printing in book form.

Once you have passed the oral defense, made any revisions to your final project report/thesis requested by the advisor/committee members, and had a final review and format check completed by the Writing Center, you are ready to submit your document to ProQuest.

1. Convert the final approved document to a PDF (other document formats are not accepted).
2. Post the PDF to ProQuest using this web portal: https://www.etdadmin.com/main/home?siteId=217. You are only required to submit the dissertation for Basic Publishing; you can then choose additional copies and options. All fees for the service are collected by ProQuest at time of submission, and this cost is subject to change at ProQuest's discretion.

Format Checklist

The final project/thesis should be formatted according to the specific guidelines outlined below. For additional help in formatting, please see the sample pages provided at the end of this guide.

I. General formatting

1. Margins

- ☐ Left margin should measure one and one-half inches.
- ☐ Top, right, and bottom margins should each measure one inch.

2. Font Size and Style

- ☐ All text should be 12 pt. Times New Roman or another readable font such as Arial.
- ☐ All heads, subheads, captions, etc. should be in 12 pt. Times New Roman or another readable font such as Arial (*no* ornamental or display fonts).

3. Spacing and Indentation

- ☐ The text should be double-spaced (except where otherwise indicated).
- ☐ Block quotations, footnotes, labels, bibliography entries, and long headings are single-spaced, with a blank line between items.
- ☐ Indent each new paragraph one-half inch (using tab function instead of space bar).
- ☐ Use a page break, not line spaces, to begin a new page.
- ☐ Insert a section break to begin each new chapter.
- ☐ Do not add additional line spacing between paragraphs.
- ☐ All text should be left aligned to create a ragged right edge (*not* right-justified or expanded).

II. Front matter

4. Title Page

- ☐ Format of title page should conform exactly to sample provided in this guide.
- ☐ The date on the title page is the date of the degree conferral (for example, May 2023).
- ☐ Title page should *not* display a page number but is counted in pagination of the front matter.

5. Abstract

- ☐ There is no heading on the page.

- ☐ Full title of project report/thesis appears one inch below top margin, left justified.
- ☐ Name of student appears two double spaces below title of project report/thesis, left justified.
- ☐ Text of the abstract is single-spaced, without indentations, two double spaces below name.
- ☐ Page number is in roman numerals (i, ii, iii, etc.), centered ¾ of an inch from bottom edge.

6. *Contents*
   - ☐ Page heading (Contents) is in 12 pt. type, bold, upper and lower case, centered.
   - ☐ There are two blank lines between page heading and the first item listed.
   - ☐ Front-matter pages that appear before Contents are *not* listed.
   - ☐ Text of Contents is double-spaced (individual entries single-spaced, with a blank line after each).
   - ☐ Wording, capitalization, and number style of chapter titles should match those in the paper.
   - ☐ Page numbers in Contents match page numbers throughout the paper.
   - ☐ Chapter titles appear flush left, and page numbers for chapters are flush right.
   - ☐ Page number is in roman numerals (i, ii, iii, etc.), centered ¾ of an inch from bottom edge.
   - ☐ Insert a section break after the front matter to start the text pages of the document.

**These guidelines apply also to List of Figures, List of Tables, List of Illustrations, or List of Abbreviations*.

7. *Acknowledgments*
   - ☐ Page heading (Acknowledgments) is in 12 pt. type, bold, upper and lower case, centered.
   - ☐ There are two blank lines between page heading and text.
   - ☐ Text of the acknowledgments is double-spaced.
   - ☐ Page number is in roman numerals (i, ii, iii, etc.), centered ¾ of an inch from bottom edge.

III. Main text of the project/thesis

8. *Text pages*
   - ☐ Chapter titles should be in 12 pt. type, bold, upper and lower case, centered.
   - ☐ Chapter numbers should use Arabic numbers (on chapter opener *and* on Contents page).
   - ☐ Chapter number should appear on one line, with chapter title double-spaced under it.
   - ☐ No colon is used to separate chapter number and chapter title (except on Contents page).
   - ☐ There are two blank lines between chapter title and text.
   - ☐ The text should be double-spaced (except where otherwise indicated).
   - ☐ Number text pages with Arabic numerals, beginning with 1 and running until the end.

9. *Subheads*
   - ☐ Distinguish different sections of a chapter with first-level heads; subsections within each of those sections can be designated with second-level heads.
   - ☐ Be consistent in formatting different levels of heads throughout the dissertation.
   - ☐ Leave a blank line before and after each first- or second-level head.

10. *Tables, Figures, and Labels*
    - ☐ Tables, figures, charts, etc. are numbered consecutively throughout the document.
    - ☐ Labels for tables/figures should be consistently either left-aligned or centered, in same size and font as rest of text (*no* ornamental or display fonts).
    - ☐ A period appears between table/figure number and label (Table 1. Data).

11. *Quotations*
    - ☐ Short quotations are integrated into the text:
      - ☐ enclosed in <u>double</u> opening/closing quotation marks
      - ☐ quotes within a longer quote use <u>single</u> quotation marks

- ☐ Longer quotations (five or more lines) are set off as block excerpts:
  - ☐ block excerpt is introduced with a colon at end of previous line (not a comma)
  - ☐ entire block quotation is indented one-half inch
  - ☐ block quotations are single-spaced and are *not* right justified
  - ☐ standard double-spacing separates the quote from the lines before and after
  - ☐ no opening/closing quotation marks are used with block excerpts
  - ☐ quotes within block excerpt (internal quotes) use <u>double</u> quotation marks
- ☐ Poems, song lyrics, dialogue from plays (of any length) are set off as block excerpts.
- ☐ Epigraphs at the start of a chapter are set off as block quotations (in same font as rest of text).
- ☐ Author and title of an epigraph appear directly below the quotation, flush right, and are preceded by a long dash (—).

12. Bible Verses

- ☐ References to biblical text are cited in parentheses after the text (1 Cor. 1:3), <u>*not*</u> a footnote.
- ☐ Books of the Bible are abbreviated according to *Chicago Manual of Style* abbreviations.
- ☐ For direct quotations, Bible version is given after chapter and verse. For example: "Grace to you and peace from God our Father and the Lord Jesus Christ" (1 Cor. 1:3; NRSV).
- ☐ If all references in a single document are from <u>*one*</u> Bible version, they are cited with a footnote. For example: "All citations of the biblical text are from the Jerusalem Bible (JB)."

13. Bulleted/numbered lists

- ☐ Primary-level bullets are all the same size and style.
- ☐ Secondary-level bullets are all the same size and style.
- ☐ Numbers for numbered lists are in the same type size and style as rest of the text.
- ☐ Indentation is consistent for all bulleted and numbered lists.

14. Footnotes

- ☐ Footnotes are in 10 pt. type, single-spaced, in same font as the rest of the document.
- ☐ Footnotes should have one blank line between each note.
- ☐ First line of each footnote is indented ½ inch; all other lines align at left margin.
- ☐ Footnotes begin with "1" for each chapter.
- ☐ Footnotes should be created using the "References" function in Microsoft Word.
- ☐ Footnotes should be <u>complete</u>, including all essential elements:
  - ☐ <u>*all*</u> publication data is included (City, ST: Publisher Name, Date)
  - ☐ page numbers are included where appropriate
  - ☐ for journal articles and chapters in essay collections, page-number *ranges* are included
- ☐ Footnotes should be <u>accurate</u>:
  - ☐ author names are spelled correctly
  - ☐ titles of works are accurate
  - ☐ publication data is accurate
- ☐ Footnotes should conform to the agreed-upon <u>citation style</u>:
  - ☐ author name is presented first name, last name
  - ☐ commas are used to separate all elements in footnote
  - ☐ publishing data is in parentheses in this order (City, ST: Publisher Name, Date)
  - ☐ the word "pages" or the abbreviation "pp." does <u>*not*</u> appear before page numbers
  - ☐ after first mention, citation includes author's last name, short title, and page number
  - ☐ Ibid. is acceptable to reference the same source directly above
  - ☐ Ibid. always has a period after it
  - ☐ abbreviation of state name uses the two-letter postal code
  - ☐ URLs are in black ink, underlined (live links can remain in blue)

IV. Back matter

15. Bibliography

- ☐ Page heading (Bibliography) is in 12 pt. type, bold, upper and lower case, centered.
- ☐ There are two blank lines between page heading and first entry.
- ☐ Bibliography entries are alphabetized by the author's last name.
- ☐ Bibliography entries are single-spaced, with one blank line space between each item.
- ☐ First line of each entry aligns at left margin; all other lines are indented ½ inch.
- ☐ Bibliography entries should be complete, including all essential elements:
  - ☐ *all* publication data is included (City, ST: Publisher Name, Date)
  - ☐ page number *ranges* are included for journal articles and chapters in essay collections
- ☐ Bibliography entries should be accurate:
  - ☐ author names are spelled correctly
  - ☐ titles of works are accurate
  - ☐ publication data is accurate
- ☐ Bibliography entries should conform to the agreed-upon citation style:
  - ☐ author name is presented last name, first name
  - ☐ additional authors for the same entry are listed first name, last name
  - ☐ periods are used to separate all elements in bibliography entry
  - ☐ publishing data is in this order – City, ST: Publisher Name, Date (*no* parentheses!)
  - ☐ abbreviation of state name uses the two-letter postal code
  - ☐ page numbers are not included (except for page-number *ranges* for journal articles and chapters in essay collections)
  - ☐ the word "pages" or the abbreviation "pp." does *not* appear before page numbers
  - ☐ URLs are in black ink, underlined (live links can remain in blue)

**For questions related to Turabian/Chicago style, see The Chicago Manual of Style Online.*

RESEARCH IN MINISTRY (RIM®) SUBMISSION FORM

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

RIM ABSTRACT GUIDELINES
Be brief (300 words maximum; 100 words minimum). Abstracts over 300 words will be edited.
1) State your thesis.
2) Describe the method of study or research.
3) State the result of the research or conclusion reached in the study.
Write in complete sentences, preferably in the third person active voice, past tense (e.g. The author researched; he or she studied, etc.)

The page and form to submit your abstract to RIM is obtained by following the link:
https://library.garrett.edu/library-services/request-forms/research-in-ministry-submission

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 ¾ 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 ¾ of an inch above the bottom of the page. All other content pages should have the page number flush right ¾ 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.”

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