



Garrett

Garrett-Evangelical Theological Seminary

Doctor of Ministry

Program Handbook

School Year 2022 – 2023

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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, 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 Statement

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

B. Mission Statement of the Doctor of Ministry Program

The Doctor of Ministry Program at Garrett-Evangelical Theological Seminary participates in the seminary's mission by connecting 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 Church is constantly in need of nurturing its identity in Jesus Christ and of discerning how best to relate to the world in order that it might be most effective as it 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, and 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 methodology 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, the program, regular assessment of the program is coordinated by the degree program director and reviewed by the DMin Committee, with reports to the full faculty.

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** come from various ecclesial, cultural, social and theological contexts. They are engaged in varying locations and forms of ministry. Together they engage with their peers in courses of study for the advancement of their practice in ministry and for the benefit of the Church at large.
- **Instructors** may be full-time faculty of Garrett-Evangelical Theological Seminary or other theological schools, adjunct or affiliate faculty of Garrett-Evangelical, or teachers in the field who are considered experts in a particular field of ministry.
- **On-Site Advisory Team (OSAT)** consists of a group of persons selected by the student to journey with the student during the period of study leading to the degree. The members of OSAT provide feedback and are a source of accountability for the student.
- **Track Adviser** guides students in the particular track throughout the course of the program. The track adviser works with students individually and as a group to ensure that they are aware of and in compliance with the program and course requirements for the track. The track adviser is

normally a faculty member of the seminary but may hold full faculty status in another institution of higher learning and function as track adviser for the seminary because of their expertise in the area of study.

- **Faculty Advisory Team (FACT)** is comprised of three faculty persons for the specific purpose of reviewing the project proposal and for the oral defense of the student's project. The track adviser is a member of the FACT.
- **DMin Program Director** is a member of the full-time faculty of Garrett-Evangelical Theological Seminary and is appointed by the Academic Dean. The DMin Director is the chief administrator of the DMin program and liaises with all departments as needed for the ongoing functioning and facility of the overall DMin program and the individual study tracks.
- **Program Coordinator** is a staff member of the seminary located in the Registrar's office. The coordinator is a direct link between the student and the school, and facilitates and responds to all administrative needs of students with respect to their registration, course offerings, financial responsibilities, graduation requirements and other matters necessary to their engagement in the program from acceptance of their application to graduation.

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

G. Program 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 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 whom 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 about each other's ministry settings and provide support for their peers as they participate in learning and growing together through the program.

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

J. Length of Program

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

- Year 1 – Coursework
- Year 2 – Coursework and mid-program evaluations
- Year 3 – 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.

K. Tracks of Study

Students are admitted into the DMin program under specific tracks of study. These tracks focus on specific areas in the context and/or practice of ministry. 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 new application to enter the DMin program in the new track. In such a case, students may be allowed to transfer in completed courses that overlap between the two tracks. Detailed information on all current DMin tracks is available in the *Tracks* section of this handbook.

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

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

M. Partnership with Kellogg School at Northwestern University

In the SLBC and Latinx concentrations, 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:

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

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

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

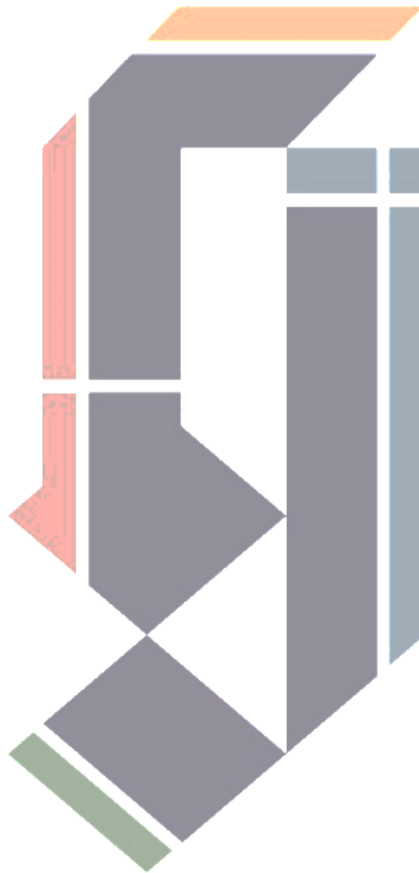
B. Program Sequence – Key Points

The following lists the major points of reference in the program phases once the student has been accepted into the DMin program. 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 in January and Summer 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. Write Project Proposal.
 - c. Complete mid-program evaluations by the OSAT, FACT and DMin Committee.
 - d. Develop and obtain approval for Human Subjects Review of project proposal.
 - 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 OSAT and upload final form of the project report
 - d. DMin Committee receives recommendation from OSAT, approves and submits to seminary faculty for approval for graduation.



PROGRAM TRACKS

A. Community Organizing

(a) Track Description

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

This track provides clergy and other community leaders with the knowledge and skills to help direct and focus physical, theological, spiritual, and moral energies of ordinary people to participate in the work of justice and/or development of a community. Students in this track learn theories of social change and ethnographic research methods beyond what the foundational course in DMin program offers. They will also learn methods and practices appropriate to:

- organize and reorganize people within the congregation and outside in the community
- engage and prevail on issues important to both church and community
- do relational meetings that recognize and respect social delimiters
- undertake appropriate analysis on the uses and misuse power
- understand the motivations and affective self-interest different groups
- apply CO principles in the exegesis of biblical texts

(b) Track Mission Statement

The G-ETS Community Organizing track brings together clergy, lay people, and an interdisciplinary group of organizer-scholars to develop the theological, philosophical and practical skills of community organizing, while conducting ground-breaking research on the practice of organizing in congregations and communities, with the intent of raising up a generation of leaders who use community organizing skills and practices to rebuild, start, and merge new congregations, associations, and groups. Students in this track, will take a series of courses at the Nonprofit Center at Northwestern University's Kellogg School of Management, working toward a Certificate in Non-Profit Management. The Kellogg School of Management offers a noteworthy mix of practical management training and theological education to enhance the student's knowledge and ability as an effective leader.

(c) Track Learning Goals

- **Knowing**
 - Shows an understanding of the broad contours of the theoretical, philosophical, and practical expressions of community organizing.
 - Has a working knowledge of the history of organizing in the United States.

- Demonstrates a grasp of the organizational competencies needed to organize people and money for power, action, and justice.
- Understands the differences/similarities between community development and community organizing.
- Articulates a theology of organizing.
- **Being**
 - Is emotionally intelligent, self-aware regarding the constraints of utilizing power and empowering congregations for the sake of the community.
 - Understands how and why congregational power can and should be used to reorganize power arrangements for justice for all people.
- **Doing**
 - Learns how to organize/reorganize a community, a congregation, or an association.
 - Learns how to do ethnographic, anthropological, theologically-sound research on a topic related to community organizing.
 - Applies principles of community organization learned in a defined setting.

B. 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 Learning Goals

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.

C. Preaching and Leadership in Hispanic/Latinx Congregations

(a) Track Description

This track is targeted to pastors who serve in a predominately Spanish-speaking ministry context, and courses are offered in Spanish. The curriculum is geared toward helping these pastors develop their preaching skills in a way that is representative of effective pastoral leaders who offer the good news of the gospel prophetically to their community and thereby contribute to both the spiritual and numerical growth of the congregation. It is also focused on developing management and leadership skills essential to guiding and developing the congregation in a way that enhances the spiritual life of individuals and facilitates the overall life of the community. It recognizes the special challenges faced by Hispanic/Latinx congregations within current societal structures as they work to advance the Christian discipleship of the gathered community.

(b) Track Mission Statement

The Hispanic/Latinx Preaching and Leadership track aims at developing in students greater preaching skills relevant to the contextual needs of Hispanic/Latinx congregations primarily in the United States and enhancing their communication, financial and strategic planning skills in order to enable them to lead healthy, viable and effective local churches.

(c) Track Learning Goals

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

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

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

D. Spiritual Direction

(a) Track Description

The Spiritual Direction track is designed to provide today's leaders with the knowledge of spiritual values and practices that facilitates effective spiritual leadership in churches, non-traditional settings and one-on-one relationships. It explores the historical, theological, and contextual dimensions of global spirituality. The structure and content of the program is also intended to meet the practitioner's need for knowledge of spiritual practice and the challenges presented by the rapidly changing global context in which participants live and serve.

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

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

(b) Track Mission Statement

The Spiritual Direction track in the Doctor of Ministry Program participates in the seminary's mission by preparing students acquainted with the history, theology and practice of Christian spirituality and, specifically, the practice of Spiritual Direction. Through this program, the seminary seeks to prepare leaders equipped to draw on the resources of the Christian spiritual tradition in ways that are deeply grounded and informed by that tradition.

(c) Track Learning Goals

The Spiritual Direction track strives for students to be formed through knowledge and application of appropriate theories, in their role as a ministry leader, and in the practice of ministry. The following are the program's learning goals for each of these areas of Christian spirituality and the practice of Spiritual Direction.

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

E. Strategic Leadership for Black Congregations

(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 for Black Congregations track recognizes this uniqueness and offers students an opportunity to enhance their capacity to engage effectively in ministry within this context. For this reason, students admitted into this track must be engaged in ministry that is significant to persons of African descent or the Black Church context.

Students will cover such issues as how to approach public theology, prophetic preaching, Christian education, evangelism, 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 for Black Congregations track requires students to expand their general skills in management and leadership by their participating in Northwestern University's Kellogg School of Management Executive Scholars program.

(b) Track Mission Statement

The mission of the Strategic Leadership for Black Congregations 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 Learning Goals

- **Knowing**
 - Demonstrates a grasp of basic administrative competencies necessary to effectively lead a Black congregation.
 - Has a grasp of the broad contours of the theories relevant to strategic leadership in the present age as developed in current literature.
 - Recognizes the differences between situations requiring technical or adaptive challenges.
 - Articulates a theology of leadership.

- **Being**
 - Is self-aware of their leadership potential and growth and development needs.
 - Is cognizant of the importance of character formation and its effect on the practice of leadership.
 - Is spiritually disciplined to guide character formation as a leader intentionally.

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

F. ACTS Preaching Program

(a) Track Description

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

The ACTS Preaching track is offered collaboratively with partner schools in the Association of Chicago Theological Schools (ACTS). The following description is taken directly from the 2021-2022 Program Manual.

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

(b) Track Mission Statement

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

(c) Track Learning Goals

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

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

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

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

PROGRAM STRUCTURE

The Program utilizes a phased structure that lead 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 pass through and complete the requirements of each successfully as they move toward completion. The phases are:

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

Coursework Phase

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

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

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

- (a) **Foundational Courses** – There are three courses that all students are required to take regardless of the track in which they enroll. All three of these courses are offered online in the Spring or Fall terms. These courses are meant to be sequential, preparing students for their final project as they move through their coursework. These courses are preparatory to the process of developing and completing a DMin project in their ministry site. Students are also instructed in the basic methods associated with the qualitative research required for

DMin projects. This includes the methodologies for research design and analysis. These courses are:

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

(b) **Track Courses** – These are courses that specialize in the topic covered in the respective tracks and are required for graduation out of that track. 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 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. Additional instruction in Proposal Writing and Research is provided in concert with or by the student's adviser and may be a separate course or may be the focused work on developing the project proposal, which is engaged by the Track adviser and the student.

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

1. Proposed Title:
2. Proposed Problematic: An explanation of why the particular problematic is appropriate to the ministry site.
3. Proposed Thesis: A short paragraph laying out how you anticipate your project will answer the problematic.
4. Ministry Setting: A description of the ministry site in which the project is to be implemented and administered (e.g., a local congregation, a cluster group, a judicatory, a chaplaincy).
5. Proposed Learning Goals: The goals that are pertinent for your project for:
 - Yourself: At least one goal that explains how this project will make you a more proficient practitioner of the practice of ministry you are engaging through your project.

- **Your Ministry Setting:** Include at least one goal explaining how the ministry setting in which you engage the project will develop a stronger capacity to continue engaging in the practice of ministry it explores through your project.
 - **The Wider Church:** There should be at least one goal that explains how your project may be of benefit to other similar ministry settings.
6. **Biblical and Theological concepts** that help to shape the project.
 7. **Literature Review:** This includes both a bibliography of pertinent literature and a review of the literature dealing with the specific practice of ministry sufficient to resource the research of the topic.
 8. **Research Methodology:** Briefly describe the methodology that will be 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 three subsequent levels:

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

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

- ii. **FACT Evaluation:** After the OSAT evaluation has been completed successfully, an evaluation of the Project Proposal is conducted by the Faculty Advisory Team (FACT). This evaluation is chaired by the student’s faculty adviser. The purpose of the

conference is to test the academic merit of the research proposal in light of the recommendations made by the on-site advisory team. This evaluation focuses on the student's:

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

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

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

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

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

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

Candidacy Phase

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

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

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

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:

COMMUNITY ORGANIZING

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701 or DM-725	Cultural Values in Congregational Life or 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-720	Church and Community		3
DM-723	Methods, Models and Tools of Community Organizing		3
DM-724	Introduction to Community Organizing and Non-violent Social Change		3
DM-726	Financial Implications of Community Organizing		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	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: _____

LEADERSHIP FOR SOCIAL TRANSFORMATION

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-725	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 Transformation		3
DM-716	Trauma-Informed Leadership		3
DM-717	Prophetic Proclamation for Social Transformation		3
DM-745	Decolonizing Spirituality		3
DM-718	Theories and Practices of Non-Violent Social Change		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: _____

PREACHING AS LEADERSHIP IN HISPANIC/LATINX CONGREGATIONS

YEAR 1 - 12 hours

COURSE#	TITLE	GRADE	HOURS
DM-750	Preaching as Testimony		3
DM-751	Performance in Preaching		3
DM-752	Contemporary Biblical Interpretation for Preaching		3
DM-753	Contemporary Theology for Preaching		3

YEAR 2 - 12 hours

COURSE#	TITLE	GRADE	HOURS
DM-754	Preaching for Discipleship		3
DM-756	Narrative Preaching as Social Transformation		3
DM-757	Pastoral Preaching		3
DM-770	Practical Theology for LatinX Congregations		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-701 or DM-725	Cultural Values in Congregational Life or 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 (classes must be taken in order)

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

MIDPROGRAM PHASE- 3 hours

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

CANDIDACY PHASE- 3 hours

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

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

ID#:

Name:

Advisor:

STRATEGIC LEADERSHIP IN THE BLACK CONGREGATION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
DM-701 or DM-725	Cultural Values in Congregational Life or 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-731	Seminar on the Black Church: History, Theology, Prophetic Voice		3
DM-732	Stewardship, Entrepreneurship, and Institutional Development		3
DM-717	Prophetic Proclamation for Social Transformation		3
DM-723	Methods, Models, and Tools of Community Organizing		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:

Doctor of Ministry- Graduation Requirements



ID#:

Name:

Advisor:

ACTS Doctor of Ministry in PREACHING

YEAR ONE - 9 hours

COURSE#	TITLE	GRADE	HOURS
DMPRC721	Preaching as Interpretation		3
DMPRC731	Colloquy 1 – Academic Research and Writing		3
DMPRC700	Elective		3
DMPRC741	Preaching Ministry Project – Year 1 Integrative Paper		0

YEAR TWO - 9 hours

COURSE#	TITLE	GRADE	HOURS
DMPRC722	Preaching as Performance		3
DMPRC732	Colloquy 2 – Research Methodologies		3
DMPRC700	Elective		3
DMPRC742	Preaching Ministry Project – Year 2 Integrative Paper		0

YEAR THREE - 12 hours

COURSE#	TITLE	GRADE	HOURS
DMPRC723	Preaching as Social Transformation		3
DMPRC733	Colloquy 3 – The Thesis Proposal		3
DMPRC700	Elective		3
DMPRC750	DMin Thesis		3

TOTAL Semester Hours: 30

Research Project Title:

Research Project Defense Date:

TRACK SCHEDULES

Summer 2022 – Spring 2025

a. Community Organizing

Summer 2022 – Spring 2023:

- DM795 – Project Research and Writing

**** Graduation anticipated May 2023 or October 2023 ****

b. Leadership for Social Transformation

Start Date: Summer 2022 Track Adviser: Dr. Andrew Wymer

Summer 2022:

- DM-715 – Prophetic Leadership for Social Transformation. Date: June 13 – 17.
Instructor: Dr. Javier Viera
- DM-717 – Prophetic Proclamation for Social Transformation. Date: June 20 – 24.
Instructor: Dr. Chelsea Yarborough

Fall 2022

- DM-703 – Biblical and Theological Foundations for Practical Ministry (Online).
Instructor: Dr. Dong Hyeon Jeong

January 2023

- DM-725 – Hermeneutics of Race, Class, Gender, Age. Instructor: Date: January 9 – 13.
Instructor: Dr. Felicia LaBoy
- DM-716 – Trauma-Informed Leadership. Instructor: Date: January 23 – 27. Instructor:
Dr. Lallene Rector

Spring 2023

- DM-702 – Research Design and Methodology. Instructor: Dr. Evelyn Parker

Summer 2023

- DM-718 – Theories and Practices of Non-Violent Social Change. Date: June 13 – 17.
Instructor: Dr. Andrew Wymer
- DM-745 – Decolonizing Spirituality. Date: June 20 – 24. Instructor: Dr. Debora Junker

Fall 2023

- DM-790 – Proposal Research and Writing: Dr Andrew Wymer

Spring 2024 – Spring 2025

- DM-795 – Project Research and Writing

**** Graduation anticipated May 2025****

c. Preaching as Leadership in Latinx Congregations

Summer 2021 – May 2023:

- DM795 – Project Research and Writing

**** Graduation anticipated October 2022 or May 2023 ****

d. Spiritual Direction

Summer 2022:

- DM790 – Proposal Research and Writing (includes HSR) – June 13 – 17. Dr. Rolf Nolasco

Fall 2022 – Spring 2023 – Spring 2024:

- DM795 – Project Research and Writing

**** Graduation anticipated May 2023, October 2023 or May 2024 ****

e. SLBC – 1 (2019 Cohort)

Fall 2021 – Spring 2023:

- DM795 – Project Research and Writing

**** Graduation anticipated October 2022 or May 2023 ****

f. SLBC – 2 (2021 Cohort)

Summer 2022:

- DM717 – Prophetic Proclamation for Social Transformation. June 20 - 24. Instructor: Dr. Chelsea Yarborough
- DM790 – Proposal Research and Writing: Instructor: July 11 - 15. Instructor: Dr. Evelyn Parker

Fall 2022:

- DM703 – Biblical and Theological Foundations for Practical Ministry (Online)
Instructor: Dr. Dong Hyeon Jeong
- DM77x – Kellogg Certificate:
 - Strategic Leadership: Leading the Self – Sept. 13 - 14. Format: In-Person – Chicago
 - Capstone: The Leader Within – Sept. 28 - Oct.7. Format: Live Virtual

January 2023 – Spring 2024:

- DM795 – Project Research and Writing

**** Graduation anticipated May 2024**=**

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 is reviewed, analyzed and tracked in several ways during the course of both study and practice. The results and overall outcome of the project are reported in a final Project Paper which the student prepares. This final document is the basis for evaluation and defense of the work accomplished by the student and its effect on the ministry context.

A. Nature and Purpose of the Project

The project is conceived as an effort in creative ministry, to be developed and carried out in relation to the 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 the faculty adviser as research and writing progresses. This involves review and recommendations for revisions by the adviser and other faculty advisory team members as appropriate. As much as possible, the adviser should review and verify that both the research and the writing undertaken by the student is in tandem with the criteria by which it will be judged. Upon completion of the project, an oral defense of the project is undertaken by the student with the members of the faculty advisory team (FACT).

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

1. Cultural awareness and sensitivity that informs the work of ministry in their particular context.
2. Critical biblical and 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/rewriting of the Project Report to be completed under the direction of the project adviser.
- (c) Termination from the program, given the inadequacy of the project and the impossibility of adequate or appropriate revisions/rewriting.

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

B. Structure and Content of Project Report

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

- (a) **Title page**
- (b) **Approval page**
- (c) **Abstract** (maximum: 100 words): This is a concise summary of the development and conclusions of the project and appears just after the approval page. Follow the American Theological Library Association guidelines (these are also found on the Research in Ministry form):
 - a. Write in complete sentences, preferably in the third person active voice.
 - b. Be brief. The abstract should be approximately 100 words in length.
 - c. State your thesis.
 - d. Describe the method of study or research.
 - e. State the result of the research or the conclusion reached in the study.
- (d) **Acknowledgements** (optional), on which the writer may express appreciation for persons who have contributed to the project in any way.
- (e) **Table of contents**, listing titles and page numbers for chapters and major sub-sections.
- (f) **Chapter 1** (3,000 – 4,000 words not including footnotes) – Introduction of problem to be addressed, presentation of thesis, description of ministry site, informed personal perspective, and explanation of who the audience is that could most benefit from this project
 - a. Primarily informed by Cultural Values of Congregation course.
 - b. Related to the “Being” aspect of the rubric.
- (g) **Chapter 2** (4,000 – 5,000 words not including footnotes) – Review (in essay format) of the literature on the practice of ministry being covered, status questions of theory
 - a. Primarily informed by track courses.
 - b. Related to the “Knowing” and “Doing” aspects of the rubric.
- (h) **Chapter 3** (3,000 – 4,000 words not including footnotes) – Biblical and theological grounding for the practice of ministry
 - a. Primarily informed by Seminar on Practical Theology.
 - b. Related to the “Being” aspect of the rubric.
- (i) **Chapter 4** (3,000 – 4,000 words not including footnotes) – Description of methodology used in the project (appendices for measurement tools and raw data), acknowledgment of replication issues
 - a. Primarily informed by Research Methodology and Cultural Values course.
 - b. Related to the “Knowing” and “Doing” aspects of the rubric.

- (j) **Chapter 5** (3,000 – 4,000 words not including footnotes) – Results of the project, interpretations of the data collected
 - a. Primarily informed by Research Methodology and Cultural Values course.
 - b. Related to the “Knowing” aspect of the rubric.
- (k) **Chapter 6** (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
 - a. Primarily informed by track courses.
 - b. Related to the “Knowing,” “Being,” and “Doing” aspects of the rubric.
- (l) **Appendices** (no limit on word count) – All measurement tools and raw data collected. Please be certain to include this data in a form that can be converted into a single pdf document with the rest of the paper.
- (m) **Bibliography** of resources used.

Word counts for the various sections may be adjusted as is determined necessary in conversation with the project advisor and with approval from the program director.

C. Sequence of Project Development Activities

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

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

- (f) The project is executed. During execution the student consults with the OSAT and receives feedback as to how the ministry site might best implement the information in the project.
 - (g) The first draft of the research project report is due to the track adviser in February of the year of graduation and must be prepared in accordance with the guidelines for field or research project provided in the DMin Handbook. The report should be accompanied by the review form completed by OSAT.
 - (h) After revision, the final draft of the project report is submitted to the FACT for review and evaluation of its contents, format and presentation. This review process also identifies any punctuation, spelling, grammatical and other writing errors.
 - (i) The student will engage in an oral defense of the project and report before the FACT and any additional faculty members chosen at the time of candidacy. This defense will occur at the seminary. There are three possible outcomes of the defense: Pass, Pass with Revisions, or Fail.
 - i. Pass: The student is referred to the DMin Committee for their concurrence regarding the student's fitness to receive the DMin degree.
 - ii. Pass with revisions: The revisions must be submitted for review to and approved by the track 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.
- For students planning to graduate in May, the oral defense and all revision should be completed prior to the final meeting of the DMin Committee. See the diagram on the next page for more information.
- (j) The DMin committee receives the title of the finished project and the feedback from the FACT and recommends the student be granted the degree by the faculty.
 - (k) The student must submit an appropriately formatted manuscript of the project paper to ProQuest. This is done by the student online.
 - (l) The student must submit the Research in Ministry (RIM) form with an appropriate abstract to the library. This is done by the student online.
 - (m) The faculty vote to confer the degree to the student. The student graduates in May.

E. Rubric for Assessing the Project Paper

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

Outcomes	Excellent	Proficient	Adequate	Marginal
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.	Demonstrates cultural awareness and maturity but without integrating them with 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 relevant to the ministry area.	Skillfully utilizes multiple research tools to gather significant data relevant to the ministry area.	Utilizes adequate research tools to gather data relevant to the ministry area.	Utilizes limited research tools to gather data that is generally relevant to the ministry area.	Fails to utilize adequate 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.	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.

HUMAN SUBJECTS RESEARCH REVIEW POLICIES AND PROCEDURES

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

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

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

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

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

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

3. Human Subjects Review Types

(a) Categories of Human Subjects Review

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

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

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

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

4. Responsibilities of Investigators Conducting Human Subject Research

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

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

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

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

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

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

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

All students must fill out the form (available on MyGets) and submit it to the HSR for approval. Look under 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.

ADVISING

A. Track Adviser

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

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

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

The track adviser's specific duties are:

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

B. On-Site Advisory Team (OSAT)

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

An important role of the OSAT is to be a liaison with the student's broader ministry site about the work the student is doing in the degree program. Where appropriate, and at the student's discretion, it may be

helpful for the OSAT to share the student's progress with a pastoral oversight committee if one exists at the ministry site.

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

(a) **Coursework:**

- a. Allow the student to share 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 track adviser may also be given a copy of the form.

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

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

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

C. Faculty Advisory Team for Research (FACT)

The FACT is assigned after completion of the coursework phase and will normally be composed of two G-ETS faculty members, one of whom is the track 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 track 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 track 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 courses that are held online during a full term receive a grade of Pass or Fail (P/F). Courses taken at Kellogg also receive a P/F grade. All other courses are normally graded A-F.
- (c) **Extensions for Coursework** – All work must be submitted by the due date provided by the professor, or it will be failed. When an extension is absolutely necessary, students must request it before the work is due, and it is subject to the decision of the course instructor.
- (d) **Program Deadline Extensions** – An extension may be obtained to allow the student's program to move beyond the standard six-year period. The request for such an extension including a timeline during which the student proposes to complete all requirements for the program and graduate must be submitted in writing to the DMin Director prior to the existing program deadline. The DMin committee will review the request and determine a final program deadline. This extension will involve additional expense.

D. Tuition Costs and Continuation Fees

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

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

- (a) **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) **Independent Study Courses** – A student who takes a regularly offered course as an Independent Study may be charged the cost of the contract for the instructor who provides the course of study for the student.
- (c) **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.
- (d) **Continuation** – If a student continues in the program beyond the end of the third year, in order to graduate, the student will be assessed a continuation fee for each additional year or fraction thereof.

E. Withdrawals

A student may request in writing to be withdrawn from the program. This means that the student ends participation in the degree program completely and is no longer a student of the seminary. 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

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

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

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

- (a) 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.
 - 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.

Business holds are automatically applied to any student with an outstanding balance. Students with business holds are not permitted to register for courses and their work is not subject to evaluation by OSAT or FACT while they remain in arrears of required payments 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. 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 the student extends the length of the degree beyond the established three years they will be required to pay a continuation fee for the additional year.

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** – This is the same as noted in the Academic Handbook, and DMin students must complete the Plagiarism tutorial required by the seminary within the first year of the program.

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

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

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

- (c) **Lack of pre-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. 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. 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 is habitual in turning in late work for subsequent courses, this may be deemed grounds for dismissal from the program.

- (e) **Receiving a Grade of D or F** – DMin students who receive a failing grade will be placed on probation. The director of the DMin program and advisor will be notified. There is a DMin dismissal hearing after receiving the second course failure.

If a student fails a course, in addition to being placed on academic probation, the student will have to retake the failed course. When doing this, the student will have to pay for the retaken course and will not be eligible for financial aid (either scholarships or loans) to pay for the retaken course.

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

- (f) **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 cumulative GPA less than 3.0, a student is removed from probation when the cumulative 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, that student may be dismissed from the program.

B. Mechanisms for Enforcement of Policies

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

- (a) **Academic Probation** – If a student is placed on academic probation, the student, the student's advisor, and the director of the program will meet. The reason the student has been put on academic probation status will be explained to the student, and a formal letter stating the reason for the probation will be added to the student's file. A plan will be set out by which the student can rectify the reason for being put on probation.
- (b) **Dismissal** – If a student has violated general Student Handbook and/or DMin degree program policies or maintained poor academic performance through either failing two courses or remaining at 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.

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 The Doctor of Ministry Committee section, the director may state the issue to the committee via email or other electronic means and receive a vote through email to make the decision.
- (b) Remain in contact with the Academic Dean and/or Registrar concerning faculty deployment and other resources needed by the program.
- (c) Remain in contact with the Admissions office and the Development office to provide current material for use in marketing the program to prospective students. The director will also meet with prospective students as available.
- (d) Work with the Doctor of Ministry Program Coordinator in the Registrar's Office in organizing special events hosted by the program, in compiling and publishing the program handbook, and in students' progress in the program as they work toward completion of the degree.
- (e) Deciding on procedural matters for the maintenance of the program as needed, provided the decision is in accordance with the existing policies and procedures of the program and the seminary.
- (f) Being knowledgeable about the ATS regulations concerning the Doctor of Ministry degree and making certain that the program abides by these. This includes working with the Outcomes Assessment Committee of the seminary to bring the program into line with initiatives launched based on maintaining accreditation.
- (g) Reporting to the faculty as needed about the state of the program.
- (h) Remaining in open communication with the students collectively and individually to assist them as needed in moving through the program successfully.

- (i) Engaging in any meetings with students who have violated policies of the Program or in the Academic Handbook.
- (j) Recruiting, negotiating with, and signing contracts with adjunct and overload faculty as needed.
- (k) Maintaining a course rotation for the tracks in conversation with the track coordinators.
- (l) Maintaining regular communication with track advisers to ensure that tracks are functioning effectively and to verify the effectiveness of the curricula in the respective tracks.
- (m) Overseeing the DMin budget in consultation with the Business Office.
- (n) Recommending to the President's Office the tuition costs and financial aid for each academic year in consultation with the Office of Financial Aid, the Admissions Office, and the Business Office.
- (o) Serving as the liaison with any external organizations connected to the curriculum of the DMin Program (e.g., Kellogg School of Management)

D. Program Coordinator and Administrative Support

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

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

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

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

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

PROPOSAL SUBMISSION FORM FOR APPROVAL BY THE DMIN COMMITTEE

Name of Student:

1. Proposed Title:

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

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

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

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

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

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

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

ADMISSION TO CANDIDACY FORM

*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.*

RESEARCH IN MINISTRY (RIM®) SUBMISSION FORM

RESEARCH IN MINISTRY (RIM® Online), an index to Doctor of Ministry and Doctor of Missiology project reports and theses, is an abstracting and indexing service that uses author abstracts to provide a useful access tool for clergy, students, and others on practical aspects of religious ministry. Please submit the abstract of your project online to make your project available to this database. All entries will be posted electronically soon after they are received.

RIM ABSTRACT GUIDELINES

- 1) Be brief (100 words maximum). An abstract longer than 100 words will be edited.
- 2) State your thesis.
- 3) Describe the method of study or research.
- 4) State the result of the research or conclusion reached in the study.
- 5) Write in complete sentences, preferably in the third person active voice, past tense (e.g. The author researched; he or she studied, etc.)

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

https://www.atla.com/products/publishing/Pages/rim_submission.aspx



PROJECT PAPER STYLE MANUAL

A. General Formatting Requirements

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

B. Sample Title Page

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

(TITLE OF PROJECT)

double-spaced if more than one line

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

by

(NAME OF CANDIDATE)

EVANSTON, ILLINOIS

MAY, (year of graduation)

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

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

Name of Student Here

APPROVED BY

Type Faculty Adviser Name and Title Here and Underline It

Type Faculty Reader Name and Title Here and Underline It

Type Faculty Reader Name and Title Here and Underline It

ON date of defense here, underlined

D. Sample Abstract Page

Full Title of Project 1” below margin, left justified

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

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

The summary of your abstract ought to contain:

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

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

E. Sample Acknowledgments Page

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

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

F. Sample Table of Contents

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

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

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

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

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

G. Sample First Page of Chapter

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

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

H. Bibliography and Citation

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

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

ATS DEGREE PROGRAM STANDARDS
Advanced Programs Oriented Toward Ministerial Leadership

DOCTOR OF MINISTRY (DMin)

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

E.1.1 Purpose of the degree

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

E.1.2 Primary goals of the program

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

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

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

E.1.3 Learning outcomes

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

E.1.4 Educational assessment

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

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

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

report vocational enhancement of the practice of ministry.

E.2 Program content

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

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

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

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

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

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

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

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

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

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

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

E.2.2.4 opportunities for personal and spiritual growth.

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

E.2.4 The program shall include the design and completion of a written doctoral level project that addresses both the nature and the practice of ministry. This final summative project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry or presentation in professional forums.

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

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

E.3 Educational resources and learning strategies

E.3.1 Location

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

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

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

E.3.2 Duration

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

E.3.3 Distinctive resources needed

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

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

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

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

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

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

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

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

E.4 Admission

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

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

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

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

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