

Garrett-Evangelical Theological Seminary

Doctor of Ministry

Program Handbook

Winter

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USE OF HANDBOOK

This Handbook is to be used as a reference for, and guide to, the Garrett-Evangelical doctor of ministry program. The student is responsible for knowing and following the procedures described herein. The DMin committee reserves the right to make changes in policy and procedure. Should such changes be made, students will be notified in writing. It is recommended that students immediately insert any such changes into the Handbook for future reference.

The Handbook expands upon material found in the Academic Handbook and the Student Handbook. Students are required to sign a form of agreement indicating the understanding of, and responsibility to, these policies and procedures.

I. INTRODUCTION AND ETHOS

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. The Garrett-Evangelical doctor of ministry program prepares ministers to lead the church in today's world.

A. Commitments of Garrett-Evangelical Theological Seminary

The seminary defines its core purpose as follows:

To know God in Christ and, through preparing spiritual leaders, to help others know God in Christ.

In order to attain that end, the seminary makes the following claims:

- (a) We are committed to preparing spiritual leaders for the church who are capable of discerning and participating in the ministry of Jesus Christ to the world.
- (b) Our vision for ministry is embodied in terms of evangelical commitment, creative and critical reason, and prophetic participation in society.
- (c) Local churches and their call to mission and service are central to our research and teaching. Faculty and students test patterns of faithful and effective ministry through listening and working with congregations.
- (d) Our curriculum is grounded in a Wesleyan commitment to practical theology for empowering God's people through the practices of spiritual formation and mutual accountability in the pursuit of holy love.

B. Commitments of the DMin Program Goals

The DMin program is an advanced degree in Christian ministry, enabling those already engaged in church leadership to enhance their competency as practical theologians. Such ministry requires us to:

- (a) Discern the relationship between scriptural commitment, historic wisdom, and contemporary culture.
- (b) Develop a theology of leadership for the whole people of God, in the church, for the world.
- (c) Understand the practices of spiritual formation and leadership, through the worship and mission of the church.
- (d) Explore the dynamics of renewal, growth, and evangelism in the character of Christian disciples and communities.
- (e) Deepen the connections between pastoral care, spiritual discipline, and congregational leadership.
- (f) Develop critical and analytical skills for understanding congregations.

Specialized Studies

Specialized studies are offered in three areas: **leadership & congregational development, evangelism & mission, and spiritual formation**. All DMin students participate in some courses related to each specialization. In all cases core tasks are:

- integrate **theological reflection** and commitment to **the life of the church within the ministry setting**.
- encourage **personal growth** in Christian faith and spiritual leadership, fulfilling course requirements for UM Certification in Spiritual Formation, if desired.
- test patterns of **faithful and effective ministry** through the **research project**, by listening and working together with a congregation.

C. Mutuality and Responsibility

Seminary faculty and members of advisory teams (both lay and ordained) join the DMin 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 should mark the character of every phase and stage of the DMin program: the classroom, writing and evaluating assignments, advisory sessions, conferences and research.

D. Spiritual Formation and Accountability

The ongoing intentional foci on accountable spiritual and vocational transformation are essential to fulfilling the core purpose of the seminary. The student will need to form accountability relationships upon completion of the first January intensive.

1. **On-site Advisory Team.** Four to six persons, composed of members of the congregation, clergy colleagues, and community members. This team will provide support, reflection on theological and spiritual learning, and feedback on the effectiveness of the integration of learning, discovery, and praxis. The on-site advisory team meets quarterly.
2. **Adjunct Faculty in Ministry Specialization – Topics in Pastoral Leadership.** The DMin student will be responsible for establishing a pattern of regular meetings, usually three (3) per year, with an adjunct faculty member in an area of ministry specialization identified by the student. Students enroll in the course: 80-753/754 Topics in Pastoral Leadership. In some cases, small learning cohorts may be developed around particular ministry specializations, with occasional group meetings. A reading/reflection program is developed. Three (3) semester hours credit is granted for satisfactory completion of two years of work with the ministry specialist. This course concludes with the writing of the Mid-Program Professional Identity Paper.
3. **Setting a Rule of Life for Spiritual Formation.** At the conclusion of each January intensive, the DMin student will develop a rule of life to attend to issues of spiritual formation for the coming year. Each student will formulate a commitment for use of time to devote to disciplines such as prayer, scripture reflection, acts of mercy, corporate worship, and stewardship of time and resources. Spiritual disciplines will be introduced in the first January intensive. The **e-seminar**

provides opportunity for ongoing conversation and mutual support in the fulfillment of spiritual disciplines.

4. Pastoral Counselor or Spiritual Director. DMin students are encouraged to explore engaging a **spiritual director** on an on-going basis or to seek a therapeutic relationship with a **pastoral counselor**. DMin students focusing their work in spiritual formation will want to seek out a relationship for receiving spiritual direction. Decision for such engagement will be a part of the discernment of the rule of life. DMin students will contract privately for these services and will also assume responsibility for any fees incurred.

5. Recommendation Sessions. At the close of each of the first two years (which correlates to the beginning of the winter intensive), the adjunct faculty member and on-site advisory team will each have a recommendation session with the student, which will be documented through the report forms for these relationships.

6. Journal. Students are encouraged to keep ongoing journal reflections in preparation for writing the mid-program professional identity paper and for observing personal and vocational insights. The field research project should grow out of a passionate concern for ministry. Journal reflections may help in discerning the project.

E. Flexibility and Specialization

Courses are provided in **January** and **summer** sessions with Garrett-Evangelical faculty in the areas of leadership, bible, worship, evangelism, congregational development and spiritual formation. Advanced preaching is offered in conjunction with electives of the ACTS Preaching DMin program and other seminaries. **DMin students desiring a primary focus in preaching should apply directly to the ACTS Preaching Doctor of Ministry program, in which Garrett-Evangelical Theological Seminary is a participating seminary.**

Through individual study plans, DMin students tailor their program for additional studies in leadership and congregational development, evangelism and mission, and spiritual formation. Some courses will be offered in fall and spring semesters on a Friday/Saturday seminar basis, in spiritual direction studies. The DMin program design offers flexibility for students who are able to participate in regularly scheduled on-campus courses, as well. The faculty adviser will assist the DMin student in designing a study program to meet the student's goals for DMin study.

DMin students choose a specialization for the field research project. The e-seminar provides opportunity for both wide-ranging and focused discussions on questions of leadership and ministry.

II. SUPPORT

A. The Doctor of Ministry Committee

This committee has general oversight of the program and is responsible to the seminary faculty. It is composed of seminary president (*ex officio*) and academic dean (*ex officio*), the program director, and other faculty appointed by the president. Two DMin students may be nominated by DMin students to the committee. DMin students will not participate in the admission decisions of other students. 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 semester 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 DMin committee should formally communicate decisions to students that may impact their progress through the program.

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

B. Administrative Support

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

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

C. Faculty Advisers

A faculty adviser will be assigned to each DMin student to develop a specialized plan of study. Faculty advisers will also serve as professors for DMin courses. The adviser will be the key faculty connection for the DMin student through the coursework phase of the program. The Director of the Program is also available for questions concerning advising and plans of study.

D. On-Site Advisory Team

Each DMin student designates an On-Site Advisory Team, based on learning objectives which the student will set. Guidance for setting up this On-Site Advisory team will be given during the student's

first intensive. The On-Site Advisory Team provides a vital link for the DMin student with her or his ministry setting. It is important to bring key congregational leaders into the DMin experience of the student. Persons beyond the ministry setting may also be selected by the student to serve on the advisory team.

The On-Site Advisory Teams as well as the adjunct faculty member in ministry specialty work with the student during the first two years or coursework phase of the DMin program. Their formal work concludes with the Mid-Program Review. A faculty advisory team is designated for the research phase of the program (See item F below).

The on-site advisory team meets at least four times per year for the two years of coursework. The final meeting of the team includes a review of the student's Mid-Program Professional Identity Paper and Field Research Proposal. The recommendation of this committee is reviewed by the Faculty Advisory Team for Research, as a part of admission to candidacy. Overall responsibility for establishing, coordinating, and leading the team meetings belongs to the student, who will be trained for the task during the first intensive. The following steps are important for the student and the on-site advisory team to chart a direction for the student's learning. Thus, the team has a foundation for accountability and engagement of the DMin studies with the ministry context.

1) Setting learning goals. During the first meeting of each year the student and the advisory team will develop a written covenant for the ensuing year. This covenant should begin with articulating the student's learning goals. The goals should emerge from a consideration of the coursework, the ministry context, and the direction and shape of the project. This should be a broad and inclusive statement of hope and expectation.

2) Describing learning objectives. To support the learning goals, the DMin student will articulate 4-6 specific learning objectives. These objectives should be concrete things that the student will engage in learning, which will lead to the fulfillment of the hope expressed in the learning goal. The objectives must be observable and measurable and tied to specific tasks that should be enumerated with the advisory team so that the student and team have a place of accountability.

3) Resources. When the advisory team and the student have laid out the goals and objectives for the year, they will then need to ascertain whether there are resources such as personnel, time, energy, and reading material that will support the accomplishment of the learning. The resources should be specific to the task and the objective.

4) Reflection and accountability in quarterly meetings. Reflection and accountability are the purposes of the quarterly meeting. The DMin student needs to articulate the ways in which she or he receives feedback and can learn best from this kind of setting. The student and team should be creative in setting forward the most effective means for reflection and accountability and use this format to set an agenda for the quarterly meetings. Some possible formats for the quarterly meeting are: 1) utilizing a case study model for reflection on theology and praxis, 2) observation of growth in faith and discipleship through the process, 3) Bible study, historical reflection and theological traditions as they relate to praxis in discussion with the team. The meetings should be a minimum of two hours each session.

5) Convener. The on-site advisory team should have a chair or convener who will serve to communicate with the members of the team to bring them together, to make sure the agenda of the team moves forward in terms of housekeeping matters (such as the time and place of the meeting, the final recommendation report, the mid-level conference) and to hold the team and student to the covenanted purpose for the meeting.

E. Adjunct Faculty Leader in Ministry Specialty

Students will designate an **adjunct faculty member in their specialty area of ministry** who will assist in their area of specialization. A list will be provided of designated adjunct faculty leaders in ministry. These individuals possess a Doctor of Ministry or PhD degree and are recognized by the church for their leadership in specialized areas of ministry. A student may also nominate a person to serve as adjunct faculty member in ministry specialization. Such nominations are submitted to the Director of the Program, for review to serve in this position. Students will be responsible for establishing a pattern of regular meetings with the designated the ministry leader. There should be no fewer than three (3) meetings per year, lasting no less than one hour each. A reading program, based on the student's learning objectives will be devised each year. In some cases, more than one student may work with a particular. In that case, the students and the leader may hold some meetings as a learning cohort, rather than all sessions being held on an individual basis.

The adjunct faculty member should be a person who exercises competency in the area of ministry specialty in which the student is seeking growth. The student should respect this person as a practitioner of ministry. This person should be considered "wise" and nurturing. However, the gifts of confrontation, correction, challenge, and intervention should also be recognized as important in this relationship.

The adjunct faculty member should not be in a position of authority "over" the student. He or she should not hold roles with the student that may cause a conflict of interest.

This work, over two years, is developed through the course, 80-753/754 Topics in Pastoral Leadership. Annually, learning goals are set, together with a reading/reflection program in the student's area of ministry specialization.

The student and adjunct faculty member should set guidelines for their meetings, so that they will be most productive for the purpose of reflection. The course concludes at the end of two years with the Mid-Program Professional Identity paper.

F. Faculty Advisory Team for Research. The DMin student will nominate faculty persons to the Director of the program, who will approve the Faculty Advisory Team for Research in consultation with the track coordinator. The advisory team is assigned after completion of the coursework phase and will normally be composed of two G-ETS faculty members and a member from the church-at-large. The member of the committee from the church-at-large must have a DMin or PhD degree. Approved adjunct faculty members may be nominated, as well as others proposed by the DMin student. The Faculty Advisory Team meets on campus for the student's mid-program evaluation conference, approval of research proposal, admission to candidacy, and oral defense.

The project adviser will be one of the G-ETS faculty members and will assist the student in determining a focus for the research project and in the completion of a research proposal. The project adviser then chairs the on-campus mid-program evaluation conference, supervises the research project itself, and chairs the oral defense.

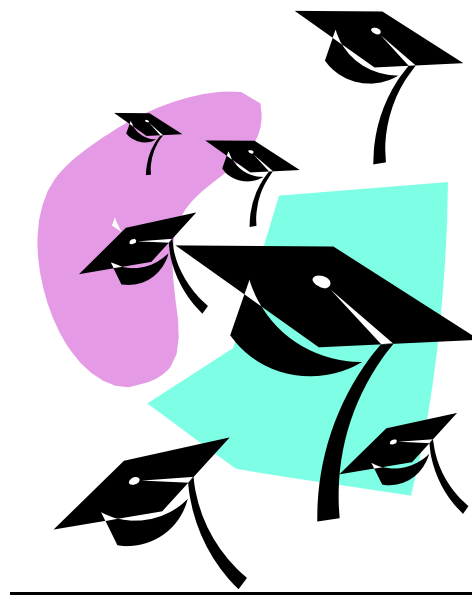
G. Electronic-Seminars

From the beginning of the program, students, with faculty support, will participate in an electronic-seminar to foster mutual accountability. The e-seminar focuses on personal support in cultivating one's spiritual disciplines and in assessing one's ministry context through case material, as well as support for the development of the research focus.

III. Program Sequence

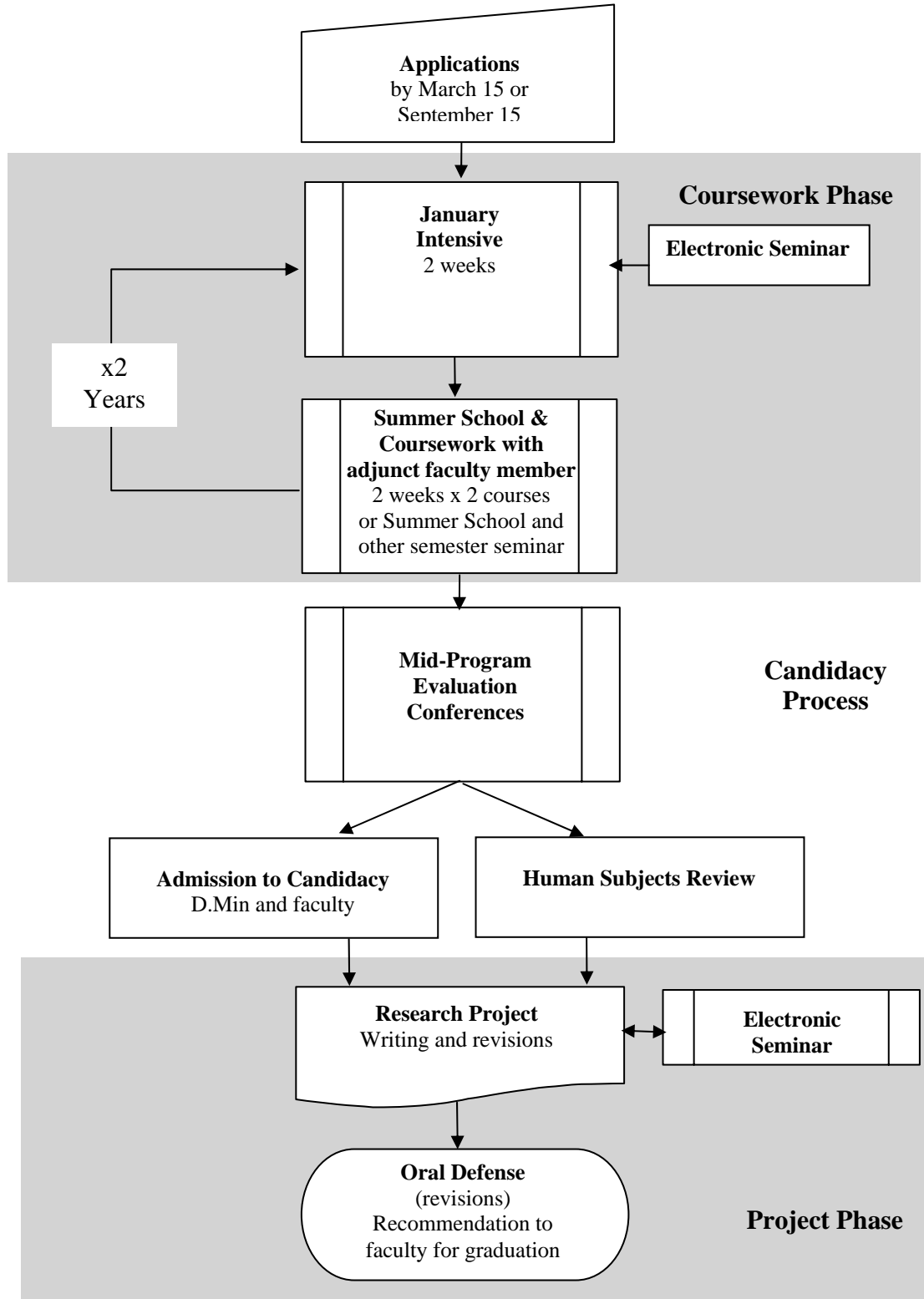
1. Prepare application
2. Acceptance for study by DMin committee
3. Two years of coursework at the seminary, beginning with January or summer intensive, including participation in e-seminar and annual setting of rule of life
4. Designation of on-site advisory team and setting learning objectives
5. Selection of Adjunct Faculty Member in ministry specialty and setting learning objectives for two years
6. Four meetings annually with on-site advisory team
7. Three meetings annually with Adjunct Faculty Member
8. Annual review by on-site advisory team and Adjunct Faculty Member
9. Mid-program professional identity paper completed with Adjunct Faculty Member
10. Identification of research project interest
11. Completion of research project proposal
12. Mid-program reviews of on-site advisory team and on-campus faculty team
13. Admission to candidacy
14. Human subjects review of research proposal
15. Research project (usually 1-4 years to complete)
16. First draft of research project due by February 1, if expecting May graduation
17. Oral defense of research project on campus
18. Recommendation to DMin committee and seminary faculty for graduation
19. Graduation

CONGRATULATIONS!



IV. CURRICULUM

A. Program Flowchart



B. Structure of Program

The Dmin program incorporates two years of coursework usually taken at two January intensives and two summer schools (in June/July). Some courses in the spiritual formation specialization are taken in seminar style in fall and/or spring semesters. Upon completion of the coursework and mid-program evaluation conference(s), up to four years may be taken for the submission of a research project, followed by an oral defense.

Curriculum Design -- (credit hours)

January intensive (two courses each January) = 6

(Second January intensive) = 6

3 courses in related areas in summer school or in seminar courses in fall and/or spring semesters = 9

1 course for work over two years with Adjunct Faculty Member (Topics in Pastoral Leadership) = 3

Some themes for course specializations are: Leadership & Congregational Development; Evangelism & Mission; Spiritual Formation.

Some course options are available through other area seminaries.

Research project and e-seminar = 6

Total credit hours = 30

C. January Intensives (total of 12 credit hours)

Two courses are taken in each January term. In addition to courses, the January intensive involves general orientation to the program, library resources, spiritual disciplines, and research. Faculty members for the January intensive also develop field trips, to worship experiences and other events relevant to classroom discussion.

Each syllabus will indicate what advanced preparation is needed to successfully complete the course. This will typically include required reading and short written assignments to be used in class. Additional academic papers are required following completion of the January intensive, and submitted one month after the last day of the intensive.

Doctor of Ministry – January Intensive 2009 – Schedule & “Extras”

First Week	Sat Jan 10	Sun	Mon	Tue	Wed	Thu	Fri
8:00-10:45		V	A1	A2	A3	A4	A5
11:00-12:00		V	SD1	Chapel	SD2	Chapel	SD3
12:15-1	Arrivals		Lunch	Lunch	Lunch	Lunch	Lunch
1:30-4:15			B1	B2	B3	B4	B5
4:30-5:30	6 p.m. Dinner & Orientation	Mission & Leadership Forum					
PM							

Second Week	Sat Jan 17 Morning	Sun	Mon	Tue	Wed	Thu	Fri 23
8-10:45	Intro to on-site program components or Intro to research project	V	MLK	A6	A7	A8	A9/B9
11:00-12:00		V	Holiday	Chapel	MLK lecture	Chapel	SD5
12:15-1			Lunch	Lunch	Lunch	Lunch	Lunch
1:30-4:15			No classes	B6	B7	B8	
4:30-5:30		Mission & Leadership Forum					
PM	Sat Evening						

Course A = A

Course B = B

SD = Spiritual Disciplines

V = Visits to worship experiences in Chicago area

Intro to On-Site Program Components

Mission & Leadership Forum will include some orientation to program issues and will not meet every day.

D. Summer School & Occasional Fall/Spring Term Courses (total of 9 Credit hours)

Depending upon specialization the student will take two courses one summer and one course another summer (each course is one week in length) or a combination of summer courses and other seminar-style courses in fall and/or spring semester.

Sufficient summer courses will be offered by G-ETS and by cooperating area seminaries, so that students will be able to specialize in leadership and congregational studies, evangelism and mission, or spiritual formation. DMin students interested in the United Methodist Certification in Spiritual Formation should discuss this option with the program director. Core courses for the Certification are offered within the DMin program and other courses open to DMin and Masters students.

Syllabi for the courses will generally be available from the end of March prior to the summer school. Each syllabus will indicate what advanced preparation is needed to successfully complete the course. This will typically include required reading and short written assignments to be used in class. Additional academic papers are required at the completion of each course and must be submitted one month following completion of the summer school.

E. Topics in Pastoral Leadership (3 semester hours)

The DMin student is required to work with an approved adjunct faculty member over a period of two-years in an independent study format. 3 semester hours will be granted for this work upon satisfactory completion of the learning goals and presentation of the Mid-Program Professional Identity Paper.

The Mid-program professional identity paper, is a major integrative paper (approximately 20 pages) with the following components: (1) assessment of one's growth in the goals and areas identified in the learning objectives; (2) knowledge gained from participation in all aspects of the program to date, discussed in terms of the integration of major themes and issues, not simply course-by-course; (3) a systematic theological reflection on one's current practice and leadership in ministry, utilizing case material; and (4) one's theory of ministry leadership. One's theory of ministry leadership might include the following: (a) a description of one's ministry context; (b) one's understanding of the nature and mission of the church; (c) one's theology of ministry; (d) the distinction between ministry and other forms of service; (e) one's gifts for spiritual leadership in ministry and how one employs them in one's context; (f) obstacles to effective ministry, both personal and situational; (g) one's aims for ministry, both in one's present situation and for the future; and (h) how the DMin program is enabling one to become more effective in ministry leadership. An ongoing reflective journal may be a valuable resource in preparing this paper.

The Mid-program professional identity paper will be archived in the student's academic file in the registrar's office. Periodically, such documents will be reviewed by an outside reviewer as part of on-going assessment of the program. Students should write the paper with the knowledge that it will not be treated in a confidential manner.

F. Summary

Doctor of Ministry With Specialized Studies in Leadership & Congregational Development, Evangelism & Mission, or Spiritual Formation

DMin students will take two consecutive January terms and complete other course requirements in two calendar years, following the first January term (8 courses). Research will be undertaken following two years of coursework. Students may complete the program in 3-6 years.

30 semester hours (10 courses) are required for graduation.

Required

12 semester hours (4 courses) are required:

- Cultural Values of Congregational Life (research practices) 3
- Topics in Pastoral Leadership (study with adjunct faculty member over two years) 3
- DMin Research (two courses) 6

Specialization

Each student selects a specialization – 9 semester hours (3 courses) in one of the following:

- Leadership & Congregational Development
- Evangelism & Mission
- Spiritual Formation

Electives

9 hours (3 courses) are selected as electives from all areas of study.

Two courses are offered regularly in the January two-week intensive. Additional courses are offered in summer sessions and seminar courses available during spring and fall semesters.

Transfer or ACTS Relationship

Courses offered by Garrett-Evangelical Theological Seminary can be augmented by DMin courses offered by our neighboring seminary, Seabury-Western, and other seminaries of the Association of Chicago Theological Schools offering DMin programs.

No more than 6 semester hours (2 courses) may be taken with ACTS seminaries offering DMin programs or other ATS accredited Doctor of Ministry programs.

G. Courses Regularly Offered – Listed by Specialization

Required

80-753/754 Topics in Pastoral Leadership (study with pastor practitioner over two years)
80-745 Cultural Values of Congregational Life (research practices)
80-755 DMin Research

Leadership & Congregational Development

80-756 Leadership of Pastor & Laity
80-752 Vital Worship
80-751 Worship for Healing & Reconciliation
80-758 Advanced Preaching Elective I (ACTS Preaching summer electives)
80-759 Advanced Preaching Elective II (ACTS Preaching summer electives)
80-760 Planning for Renewal+

Evangelism & Mission

80-744 World Evangelism
80-730 Church Growth & Development
80-724 New Testament Theology & Mission
80-765 Evangelism, Church Growth & Ecclesiology+

Spiritual Formation

80-706 Spiritual Disciplines for Leadership
80-740 Faith Formation with Youth
34/80-507 Spiritual Direction/Companionship*
34/80-602 Practicum/Supervision in Spiritual Direction/Companionship*

*These courses are taken at Doctoral level with master's students in Fri/Sat seminar model during Fall/Spring semesters.

+Courses in cooperation with Northern Illinois Conference Institute for Church Development

Preaching Electives

Available annually through ACTS DMin in Preaching

H. Graduation Grid

DOCTOR OF MINISTRY GRADUATION REQUIREMENTS

REQUIRED COURSES

COURSE# TITLE DONE HOURS

*80-753 A&B	Topics in Pastoral Leadership I		.5/.5
*80-754 A&B	Topics in Pastoral Leadership II		1/1
80-745	Cultural Values in Congregational Life		3
80-755	Research project and e-seminar		3
80-755	Research project and e-seminar		3

*taken during spring and fall for the first two years (full-time status)

Research Project Title: _____

EVALUATIONS:

Mid-program evaluation conferences
on-site advisory team Date: _____
faculty committee Date: _____
Advancement to Candidacy Date: _____
Research project defense Date: _____

DMin students are eligible to take courses at the 700 and 800 level.

NAME: _____

ID #: _____

ADVISOR: _____

SELECT **3 COURSES** FROM ONE SPECIALIZATION AREA AND 3 ADDITIONAL COURSES:

Leadership & Congregational Development

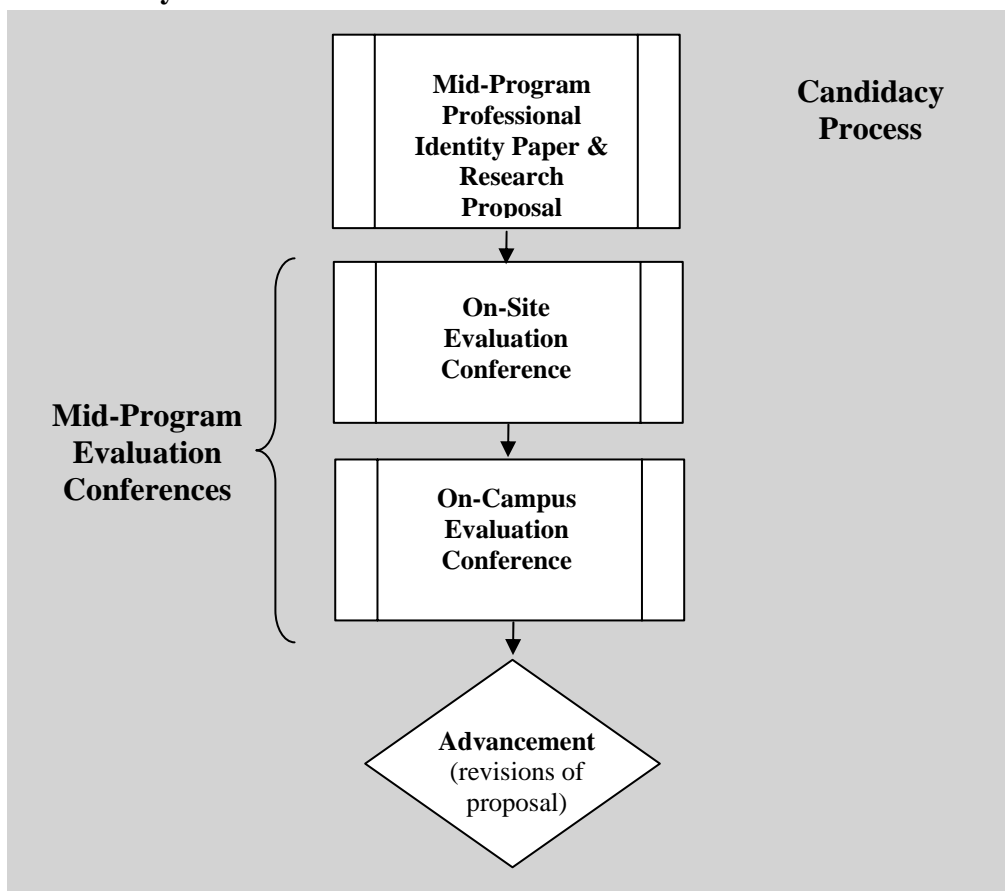
Evangelism & Mission

Spiritual Formation

TOTAL Semester hours **30**

I. The Candidacy Process

1. Candidacy Flowchart



2. Mid-Program Evaluation Conferences

Following the successful completion of the coursework phase of the program, which includes writing the **mid-program professional identity paper** under supervision of the adjunct faculty member, the student enters the candidacy process, which includes the writing of the **research proposal** in consultation with the project adviser, two mid-program evaluation conferences: one with the **on-site advisory team**, led by the student and one on campus with the **faculty advisory team**, led by the project adviser. Both groups review both the **mid-program professional identity paper** and the **field project research proposal**. If all the candidacy requirements are met, a recommendation is made to the seminary faculty, through the DMin committee for **admission to candidacy**.

3. Research Proposal

Research proposals should fulfill the following criteria:

- (a) The length of the research proposal should be approximately 20 pages (double-spaced).

- (b) The purpose of the proposal is to define clearly and concisely the area of research study. First, a research question must be identified, namely a specific challenge to pastoral or programmatic leadership related to the coursework, and presented in a particular context of ministry. Second, key theological concepts, practices and literature are identified, which shape the question to be addressed in the research. Third, a presentation of the working thesis that will drive the study, and any research methods that it requires. Fourth, all research protocols, including (but not limited) to surveys, interview questions, consent forms are included.
- (c) A project title should be chosen that embodies the major themes of the projected research.
- (d) A 200-word abstract describing the nature, purpose, design, theological basis and method of evaluation of the project is prepared.
- (e) A proposed outline of the chapters and sub-sections of the project with a timeline to demonstrate how the research project can be accomplished within the limits of the DMin program. The project phase usually lasts 1-4 years.

Admission to candidacy is granted following review of mid-program reviews by the DMin committee, with recommendation to the faculty

4. Human Subjects Review

Following approval by the Faculty Advisory Committee, the research proposal is reviewed by the Human Subjects Review committee of the seminary. Additional requirements may be made to assure the quality of the research and care of human subjects.

5. Field Project (total of 6 Credit hours)

The **field project** is undertaken following the mid-program evaluation conference and admission to candidacy. It is pursued under the direction of the project adviser, in cooperation with the whole faculty advisory team. Students are encouraged to utilize the electronic-seminar for support of research phase. Research proposals may employ a variety of research methodologies, but they must demonstrate the sense in which they are genuinely theological. The electronic-seminar serves as a tool for developing the research project, which progresses under the supervision of the on-site and faculty advisory teams. The project is concluded with an oral defense. A **summary article** of the research is also prepared, which would be suitable for publication in a **peer-reviewed journal**. The DMin student will research journals appropriate to the research subject and submit a list of potential journals in which to publish, along with the article. These materials accompany the draft of the research project for review by faculty committee. The thesis is generally in the range of 100 pages, and may include additional material in appendices.

(1) **Nature and purpose.** The research 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/or practice of ministry or pastoral counseling. It is a demonstration of the participant's ability to relate his or her own practice of ministry to fundamental theory in the classical disciplines and behavioral science studies, as appropriate to the topic, and found in the seminary curriculum.

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

(2) **Sequence.** 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) A tentative focus for the project is developed by the student in consultation with the track coordinator, faculty adviser, other faculty, and the advisory team.

This process consists of preliminary identification of:

- 1) The objective
 - 2) Area of investigation
 - 3) Resources to be consulted
 - 4) Overall plan
 - 5) Proposed steps for implementation
 - 6) Means of evaluation
 - 7) Format of reporting
- b) A **project proposal** is drafted in consultation with student peers and seminary faculty, utilizing e-seminar and resources of faculty advisory team.
 - c) **The project proposal**, together with the mid-program professional identity paper are presented and discussed in the mid-program evaluation conference.
 - d) **Admission to candidacy** is granted.
 - e) **Human subjects review** of project proposal is completed, with any changes implemented to secure approval. *Approval is required before initiating research*
 - f) **The project** is executed.
 - g) The **first draft** of the **research project report** is due in February of the year of graduation and must be prepared in accordance with the guidelines for field or research project in section VI of the Handbook.
 - h) After revision, the **final draft** of the **research project report** is submitted to the faculty advisory team and such other faculty members as have agreed to read and evaluate it.
 - i) The participant will engage in an **oral defense** of the project and report before a faculty committee at the seminary consisting of the faculty adviser, track coordinator, and an additional faculty member chosen at the time of candidacy. Approval of the research project itself, the written report and a successful defense together form the basis upon which this faculty

committee makes its recommendation to the DMin committee. For participants planning to graduate in May, this must be completed by the date (usually in April) specified in the seminary academic calendar.

j) The DMin committee hears the reports (including a copy of the abstract) and recommendations from the oral defense committee, submitted by the program director, and makes a recommendation to the entire faculty regarding the awarding of the degree.

V. EVALUATION

A. Coursework

The coursework is defined as including the following elements:

- (a) Advanced preparation for January intensive and summer school
- (b) Participation in class sessions and completion of assignments
- (c) Assignments required after the completion of the class sessions

1. Feedback on Class Sessions

All DMin courses are graded on a pass/fail basis. These procedures apply to both January intensives, summer schools and any other courses. At the end of each class, faculty will evaluate students in writing according to the following criteria:

- (a) Attendance
- (b) Completion of advanced preparation
- (c) Participation in class discussion
- (d) Evidence of having completed and reflected upon preparatory readings
- (e) Capacity to understand the theological concepts addressed in the course, and their embodiment in the practice of spiritual leadership
- (f) Ability to clearly articulate an “argument” in an environment of mutual teaching and learning

2. January Intensive and Summer School Assignments

Following the January intensive, the student will have to complete one written assignment for each of the two classes. All written assignments assist the DMin student to build the biblical, theological and theoretical basis for the research project.

It is the responsibility of the student to submit assignments to the professor, with e-mail copy to the Academic Programs Coordinator within the space of one month after the end of each January/summer school session or as requested by the professor. Evaluation of the assignment will be due from the faculty within one month of receiving the assignment (*written comments should be typed on a separate page, not on the evaluation form*). Students may be asked to do one revision/rewrite of the assignment, which must be resubmitted within two months of receiving the faculty evaluation. The revision/rewrite will be evaluated within one month of receiving the resubmission. If the student does not fulfill this timeline, or does not submit a satisfactorily revised/rewritten assignment, a failing grade will be recorded, and the course must be repeated (with payment of additional tuition costs).

A one time extension may be requested for any paper, at the time the paper is due, by completing the appropriate form, available through the registrar’s office. A new deadline will be formally agreed upon by the student and the faculty member. If the student does not meet the deadline, a failing grade will be recorded, and the course must be repeated (with payment of additional tuition costs).

An evaluation form for each assignment will be used by the faculty to record comments (including the need for revisions/rewriting) and an overall assessment of either pass, revise/rewrite, or fail.

3. Criteria for Evaluation of Assignments

The following criteria will be used for the evaluation of all course assignments:

- (a) Evidence of having fulfilled the required reading
- (b) Capacity to understand the theological and practical concepts addressed in the course
- (c) Ability to clearly articulate an “argument” which connects conceptual material to the practice of spiritual leadership
- (d) Capacity to articulate how the substance of the assignment challenges one’s own leadership in the practice of ministry

B. The Candidacy Process

Admission to candidacy is granted by the seminary faculty when the following steps have been completed:

- (a) Successful completion of all the academic requirements of the coursework phase. This means that the student will have participated in, and satisfactorily completed all the written assignments for 8 courses, completed in two January intensives, two summer schools or other agreed schedule.
- (b) Appointment of a faculty advisory team by track coordinator with student’s suggestions.
- (c) Preparation of the mid-program professional identity paper
- (d) Preparation of a research proposal under the direction of a faculty adviser
- (e) Successful completion of a mid-program evaluation conference with the on-site advisory team
- (f) Successful completion of a mid-program evaluation conference with the faculty advisory team on campus. The mid-program professional identity paper is archived in the student’s file in the registrar’s office. These will be reviewed periodically by an outside reviewer as part of the institutional assessment of the effectiveness of the DMin program.
- (g) Review and recommendation of the DMin committee to the seminary faculty

1. Preparing the Research Project Proposal

Upon completion of the coursework phase, the track coordinator will assign a project adviser (as part of the faculty advisory team) who will help the student determine a focus of study for the research project and the writing of a research proposal. An introduction to research for students will be offered at the second January intensive. The required course, Cultural Values of Congregational Life, will also provide research tools. It is the responsibility of the student to contact the project adviser and make the necessary arrangements for completing the proposal.

2. On-Site Mid-Program Evaluation Conference

Upon completion of a research proposal, the student will arrange and chair a mid-program evaluation conference with the on-site advisory team. A faculty representative from the seminary

will be on conference phone for this meeting. The purpose of the conference is to review the mid-program professional identity paper and research proposal in relation to the student's prior covenanted work with the team and its promise for the student's future ministry. Evaluation will be according to the following criteria:

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

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

3. On-Campus Mid-Program Evaluation Conference

After completing the on-site evaluation conference, the student will arrange an evaluation conference with the faculty advisory team, to be conducted at the seminary and chaired by the project adviser. The purpose of the conference is to test the academic merit of the research proposal in light of the recommendations made by the on-site advisory team.

Evaluation will be according to the following:

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

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

4. DMin Committee Recommendations and Admission to Candidacy

After completing the on-campus conference, the title and abstract of the proposed research will be presented to the DMin committee for discussion. The DMin committee will ordinarily receive this as information and recommend the student for admission to candidacy by the seminary faculty. In extraordinary cases, a delay may be requested by the DMin committee for further clarification. In such case, the proposed research will be reviewed at the next DMin committee meeting for recommendation to the faculty.

Recommendations for advancement will be formally presented for approval by the whole seminary faculty. The student will usually have from 1-4 years to complete the project phase (subject to the 6 year program limit).

5. Human Subjects Review

Having successfully completed both mid-program evaluation conferences, the student must submit a human subjects review application to the human subjects review committee via the registrar's office. It is the purpose of this committee to review the research methodology for its potential risk to human subjects, not the academic merit of the project itself. For this reason, the human subjects review committee operates independently from the DMin committee in approving the research and may require revisions to the proposal of a methodological nature. Any substantial revisions to the proposal must be carried out by the student in consultation with the project adviser. Before research begins, however, the approval of both committees must be secured.

C. The Research Project and Oral Defense

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

- (a) The project should be significantly shaped by engagement with the classical theological disciplines: biblical studies, theology, ethics, and church history.
- (b) The project should demonstrate how such theological reflection is inseparably related to Christian practice.
- (c) The project should clearly articulate its theological and practical significance in relation to the challenges of Christian leadership or pastoral counseling and in terms of a specific context of ministry.
- (d) The project should make an original contribution, in content and argument, to the area of professional ministry.

Following the oral defense, the faculty advisory team may take one of the following actions:

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

Recommendations for graduation will be made to the DMin committee, which will review the student's record and formally present the student to the whole seminary faculty for approval.

D. Graduation

When all the program requirements have been satisfactorily completed, and the seminary faculty has approved the awarding of the DMin degree, the student's name will be sent to the registrar's office to be included in the next commencement proceedings.

VI. GUIDELINES FOR FIELD PROJECT

Distinctions between DMin Field Project and PhD Dissertation

DMin Field Project

1. Puts emphasis on developing a program or project and on evaluating its effectiveness.
2. Stresses innovativeness in the sense of doing something in ministry in a specific context that has never been done before.
3. Develops the dialectic between theory and practice, action and reflection, by testing a new way of doing something and then, as a theologian, asking what it means. Expects integration of theory and practice.
4. Tests and evaluates creative, new ways of doing ministry.
5. Is written in a style and format acceptable to the academic community, but is addressed primarily to the church and the ministry profession.
6. Requires existential involvement in the project in a leadership role, plus baseline skill in doing credible evaluation.
7. Demands a respectable level of knowledge of theory in the area of the project, plus a high level of competence in the practice of ministry in this area.
8. Expects mastery of selected viewpoints concerning a particular issue.

PhD Dissertation

1. Puts emphasis on adding to the body of knowledge in a particular field, coming up with new facts or interpretations.
2. Strives to make an original contribution by researching an area that has not been explored or tested in the same way before.
3. Begins with theory, and investigates or explores that theory to the cutting edge of what is known. Sometimes uses theory as a basis for elaborating and refining theoretical understandings.
4. Tests and/or proves an hypothesis.
5. Is written in the style and format expected by the academic community.
6. Requires sophisticated research skills.
7. Demands a high level of expertise in a narrowly-defined area of investigation.
8. Expects a thorough mastery of international scholarship concerning a particular issue, often including a history of research.

The doctor of ministry degree comes to completion with the field project. The following guidelines will serve as the style manual for this significant part of the program.

I. THE FIELD PROJECT

A. Nature and Purpose. The field project is conceived as an effort in creative ministry, to be developed and carried out in relation to the participant's context of ministry, and taking a significant approach to a problem or area of study related to the performance of ministry. It is a demonstration of the participant's ability to relate his or her own practice of ministry to fundamental theory in the classical disciplines and behavioral science studies found in the DMin curriculum.

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

The design and completion of the field project shall demonstrate the following:

1. The ability to identify a problem, issue, or area of study in ministry, discover appropriate resources, and develop a method for its resolution;
2. The ability to engage in action research with some aspect of ministry and derive from that research some generalizable contribution to the profession;
3. The capacity to function effectively in the context of supervision by and consultation with the faculty adviser, project consultant, advisory team, and others;
4. The ability to complete a written report which reflects a depth of theological insight and contributes to high level performance in the practice of ministry; and
5. The successful completion of an oral defense at the conclusion of the project with both the advisory team and a faculty committee, which is designed to examine it critically in the light of the several disciplines and perspectives represented and their relation to the theory and practice of ministry.

B. Components of the Field Project Report

While creativity and originality are encouraged in the development and presentation of the field project, the following elements normally are expected:

1. A **title page**, which appears first in the volume. This is to be worded and spaced as shown on the sample provided.
2. An **approval page**, which appears just after the title page. This is headed "Approved By" and has several lines for signatures, with "Advisory Team Chairperson," "Faculty Adviser," "Faculty Consultant," and "Director, Doctor of Ministry Program" or other title (depending on which have served on the oral defense committee), typed under them.
3. An **abstract** (maximum: 200 words) of the field project report, which is a concise summary of the development and conclusions and appears just after the approval page. Follow the American Theological Library Association guidelines:

- a. Write in complete sentences, preferably in the third person active voice.
 - b. Be brief; an abstract of 200 words.
 - c. State your thesis.
 - d. Describe the method of study or research.
 - e. State the result of the research or the conclusion reached in the study.
4. A page for **acknowledgements** (optional), on which the writer may express appreciation for persons who have contributed to the project in any way.
 5. A **table of contents**, listing titles and page numbers for chapters and major sub-sections.
 6. An **introduction**, in which the purpose of the project is stated, the ministry context described, the area of study defined, the rationale for selection of this project developed, the thesis advanced, and an overview of the remaining chapters given.
 7. A section of **theoretical foundations**, in which the relevance to the project of biblical, theological, historical, and/or sociological resources is developed.
 8. A report of one's **research** into previous thought, investigation, and experimentation relevant to the area of study.
 9. An account of the **project itself**, including the preliminary design, planning process, methodology, implementation, and response of those involved.
 10. An **evaluation** of the project, utilizing written evaluation instruments as well as anecdotal evidence and personal reflection, assessing how well the purpose was accomplished and the design carried out, with analysis as to why or why not.
 11. The **learnings** and **conclusions** drawn from the project, together with the means utilized in testing and validating these.
 12. **Recommendations** to the church regarding future research and/or ministry in the area of the project.
 13. Any **appendices** relevant to the project or supporting the conclusions.
 14. The **bibliography** of resources used.

C. Criteria for Evaluating the Project Proposal, the Field Project, and the Project Report.

1. **Theological relevance and grounding.** The project should be significantly informed by one or more of the classical theological disciplines, (Bible, theology, ethics, church history), bringing into constructive encounter both theological reflection and professional practice.
2. **Evidence of learnings.** The project should be a means of facilitating the growth of the participant in the understandings and skills of ministry, and the report should describe and demonstrate these new insights and increased competencies.
3. **Contribution to the local context.** The project should contribute in some observable way to the enhancement of ministry in the local congregation, community, or other context.
4. **Contribution to the profession of ministry.** The project should be of sufficient significance not only to strengthen the ministry of the participant and renew some aspect of his/her context, but also to strengthen the ministry of others as the project is reported to wider circles within the profession and the church.
5. **Originality.** An effort should be made to determine what other investigation and experimentation has already been done in the area of study, and then to develop an innovative approach to the project which is relevant to the participant's context. While there is no intention of assuring the absolute originality assumed for academic doctoral dissertations, it is not sufficient simply to replicate or report work done by others.

6. **Clarity.** There must be evidence that the participant has a thorough grasp of the area to be explored, demonstrates an adequate understanding of and capacity to utilize the necessary methodology, and can communicate the design and conclusions of the project clearly, concisely, and in appropriate sequence.
7. **Existential involvement.** The project report should describe an experience in which the participant was directly involved in a leadership role and in which s/he, made use of at least some of the competencies developed in other aspects of the DMin program.
8. **Coherence.** The project report should represent a solid integration of theory and practice, with the conclusions clearly and verifiably related both to the theoretical foundations and to the data generated by the carrying out of the project.

D. Examples of Titles of Field Projects

1. Toward the Theory and Practice of Lay Training and Empowerment
2. Ministry with the Homebound Elderly
3. A Process by Which Two Churches United
4. An Attempt to Discover How Non-Participating Church Members Understand and Feel about Their Relationship to the Church
5. The Lakeside Elder Adult Project: A Model for Working with Older People in the Local Church
6. Spiritual Formation in the Local Church
7. Preaching and Teaching the Book of Job
8. A Christian Life-Style Group: World Hunger Models
9. Personal Preaching: Bridging the Gap Between Pulpit and Pew
10. The Development of a Study Guide and Course on the Book of Revelation
11. Excellence in Ministry: A Conceptual Model For the Practice and Theory of Parish Ministry
12. Assessment: A Means to Growth - A Process of Clergy Performance Evaluation
13. Pastoral Care and Local Church Programming: An Exploration
14. Faith Development in Youth
15. The Use of Graphics of Bible Characters in Teaching a Model of Decision-Making
16. Worship Development in a Local Church
17. Ministry with the Bereaved in a Hospital Chaplaincy Loss and Grief Group
18. Faithful Response in Architecture: The Building of the Church of the Cross
19. A Congregational Program for Training in the Meaning of Baptism
20. A Survey of Pastors Counseling in a Parish: The Need for a Different Role Model, Skills Training, and Faith Development
21. Developing Adult Christian Education in the Local Church
22. Pastoral Care through Dialogical Preaching
23. A Process of Designing a Program of Confirmation for a Local Church
24. Conflict Management Training in the Local Church
25. Enabling Holistic Evangelization through Congregational Assessment
26. Family Ethics and the Aging Family Member
27. Leadership Training for Koinonia in the Church Committee
28. Rediscovering the Lord's Supper in a Local Congregation
29. The Holy Frame: A Study in Integration of Life and Scripture through Stories
30. Guidelines for Christian Stewards: A Stewardship Focus for Church Membership Classes
31. Training for Lifestyle Stewardship: A Bible Study Experience
32. Catching a Vision: A Process for Motivating the Laity for Ministry
33. Computers for Mission: A Local Church Decision-Making Process
34. Nurturing and Enabling Stewardship Praxis in a Small Group in a Local Church
35. A Local Church Process for Sunday School Growth
36. Preparing a Congregation for Enculturation in a Sense of Vocation as Stewards
37. A Pilot Project for Developing a Continuing Education Program for Professional Ministry in the National Primitive Baptist Convention
38. Stress and Satisfaction in Ministry of United Methodist Clergy and Laity

39. Preaching in the Electronic Age: Communication Style Resonance and Listener Satisfaction in Today's Preaching Event
40. An Analysis of the Multiple-Point Charge System in the Central Illinois Conference of The United Methodist Church
41. New Liturgies for Life's Transitions: Congregational Participation in Death and Marriage
42. The Small Church as Right Brain Community
43. Training Lay-Persons for Church Leadership through Adult Education
44. Developing a Video Ministry in the Local Church: Theory and Praxis
45. Attitudes toward Authority and Change among Retired Roman Catholic Women Religious
46. Christians at Work: A Pastoral Strategy for Promoting the Integration of Faith and Work
47. Exploring Morale Issues of Elders: With Particular Attention to the Relationship with the Ministerial Role of the Local Pastor in Local Church Settings
48. The Blessed Night: Experiences of God's Presence During Recovery from Childhood Sexual Abuse
49. Open Eyes with Burning Hearts: Reaching out with the Gospel to Generation X and Y Using Visual Arts in a Rural Community
50. Toward a Renewal Model of the District Superintendency in the Sarawak Chinese Annual Conference, Methodist Church in Malaysia
51. Spiritual Healing for Wounded Ministers
52. Seeking God's Congregational Calling: Developing a Vision for the Congregation through Spiritual and Identity Formation
53. A Quiet Resurrection: A Study of Two Vibrant "New Old" Worshipping Congregations
54. The Design, Implementation and Evaluation of the Apollos Program for the North Central Conference of the Free Methodist Church of North America
55. Rediscovering the Contemplative Tradition: The formation of Protestant clergy as spiritual Directors within the twenty-first Century

II. Summary Article

A. In order to promulgate the information gained through the field research, the student will prepare a summary article from the research, suitable for submission to appropriate peer-reviewed journals. This article will be submitted with the first draft to be reviewed by the faculty research committee.

B. The student will research appropriate journals and submit a list of suitable peer reviewed journals to the committee, along with the article.

C. The article will be prepared according to the specific guidelines of one of the potential journals.

III. Style Manual

A. Sample Title Page

Format: Left margin = 1.5"; top, bottom and right margin = 1"; double-spaced and single sided.

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

(TITLE OF PROJECT)

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)

Sample Approval Page

APPROVED BY

Faculty Adviser

Faculty Member

Faculty Consultant

B. Organization and Form

The field project or research project report should be adequately documented, and normally will be presented in written form, unless an alternative form more appropriate to communicating the nature and results of the project is approved by the faculty adviser and track coordinator. Creativity and originality are encouraged in all phases of the project, including style of communication. The length of the report will be commensurate with the nature and demands of the project.

1. The report should be submitted in a form suitable for publication in a professional journal. DMin students are expected to follow the style manual guidelines outlined in:

- a) Turabian, Kate. A Manual for Writers of Term Papers, Theses and Dissertations. 6th Edition. Chicago: University of Chicago Press, 1996.
- b) Chicago Manual of Style. (newest edition) Chicago: University of Chicago Press. 1993.
Web resources for A Manual for Writers of Term Papers, Theses, and Dissertations and Chicago Manual of Style:
<http://www.wrsc.edu/writing/Handbook/DocChicago.html>
- c) American Psychological Association. (1994). Publication Manual of American Psychological Association (4th ed.) Washington, D.C.
- d) Guidelines recommended by individual professors based on the standards of their learned societies, or as their preference of a. or b. above.

Approval of the director, track coordinator, and/or faculty adviser on matters of form and style should be secured in advance.

2. The project report is to be double-spaced, of length appropriate to the topic.

3. The final typed draft of the project report is submitted to the adviser by the due date, and the date for the defense is set by the adviser and the student, within the time period stipulated by the academic calendar.

4. The project is graded either pass or fail.

5. Two copies of the accepted project, with the official title page, are submitted to the registrar's office by the due date, accompanied by the duly signed certification form. Bound copies may be ordered by the student at additional cost at the time of submission.

6. Laying out the text: (primarily drawn from Turabian, chapter 14)

- a) See and follow example title page.
- b) Margins: Leave a margin of 1 ½ inches on the left edge and at least 1 inch on the other edges of the text. Right margins should be justified, and all hyphenation must be carefully checked and adjusted.

- c) Spacing: The text should be double-spaced except for block quotations, notes, captions, and long headings, which should be single-spaced with a blank line between items.
- d) Pagination: Every page must be assigned a page number. Although counted in the pagination, the number should not appear on the title page or other display pages. Number the preliminary pages with lower case roman numerals (iv, etc.) centered at the foot of the page, a least $\frac{3}{4}$ of an inch from the bottom edge. Number the text, illustration pages, appendix notes, bibliography or reference list, etc., with Arabic numerals centered or flush right at the top of the page $\frac{3}{4}$ inch below the top edge. On pages with major headings (e.g., first page of a chapter) place the number centered at the foot of the page $\frac{3}{4}$ of an inch from the bottom edge. Paginaton of the body of the paper begins with 1 and runs consecutively to the end.
- e) For other questions about the layout, see Turabian, chapter 14 or the APA Publication Manual, Appendix A.

7. Footnotes, Endnotes, or Reference Citations, and Bibliographies or Reference lists: See Turabian, chapters 8-12 or the Publication Manual of APA, chapter 3. Be consistent in following one of the above styles after consulting with your faculty adviser.

8. Use inclusive language throughout for human beings. Be aware of your gender-related language for God. State your perspective on this language use.

C. Publishing

The seminary now requires the use of ProQuest to publish all MTS theses, DMin projects, and PhD dissertations. ProQuest makes the academic work available in a full text format through online academic search engines, provides electronic copies to our library, and offers printing in book format as an optional service. Submissions will be made online through a special web portal made available to students before graduation. All fees for the service will be collected by ProQuest at time of submission. The basic service is \$45 for master's theses and \$55 for doctoral projects and dissertations.

VII. REGISTRATION

A. Good Standing

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

B. Extensions

Extensions are neither recommended nor lightly granted. A student may petition for an extension in order to complete coursework or the research project under certain limited conditions.

1. Coursework Extensions

A one-time extension may be obtained for any coursework assignment. The request for extension must be made on an extension form available in the registrar's office. The extension must be supported by the teaching faculty and the program director, stating reasons for the request and a proposed schedule for how the outstanding work can be completed. The request must be submitted to the registrar's office at least one week prior to the existing deadline.

2. Program Deadline Extensions

A one-time extension may be obtained for the project phase, taking the student's program beyond the standard 6 year period. The request for extension must be made on an extension form available in the registrar's office. The extension must be supported by the project adviser and the track coordinator or program director, stating reasons for the request and an indicative schedule for how the outstanding work can be completed. The request must be submitted to the DMin committee meeting, via the registrar's office, prior to the existing deadline. The committee will review the request and determine a final program deadline.

C. Tuition Costs and Continuation Fees

Consult current Student Handbook for fees.

D. Withdrawals

Consult with Registrar about this procedure.

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EVALUATION OF WRITTEN WORK

Garrett-Evangelical Theological Seminary, Doctor of Ministry Program

Winter Term 2009

Instructions for Electronic Submission

Directions to Student:

Complete this form and email it, along with the assignment, to your instructor(s) Please send one copy to me (andrea.leftwich@garrett.edu) by **February 23, 2009**. Send your paper to the instructor with copy to me.

Ruth Duck ruth.duck@garrett.edu

Don Kim don.kim@garrett.edu

In an emergency situation, extensions may be requested; forms must be on file in the registrar's office by **February 23, 2009**. Fill out the extension form found on the campusweb and email to the appropriate instructor, copy to andrea.leftwich@garrett.edu. Only one extension is permitted.

Questions? Please call Andrea at 847/866-3908 or reply to this email.

Garrett-Evangelical Theological Seminary
Doctor of Ministry
Evaluation of Written Work

Directions to Instructor:

Please update and return this form using your Garrett email account to: andrea.leftwich@garrett.edu . Return papers, along with your evaluations, directly to the students.

Student Name _____

ID# _____

Course # _____

Jan _____

Summer _____

Year _____

Date Paper Received _____

Grade: P

F

RW (Rewrite)

Instructor _____

Date _____

Grading Timetable

Paper Submitted on Time

OR

Extension

PAPER DUE to Instructor

2/23/09

APPROVED EXTENSION REQUEST due in R.O.*

PAPER ACCEPTABLE

-return to student

-grade sheet (P) to R.O.

PAPER UNACCEPTABLE

-return to student

-grade sheet (RW) to R.O.

3/23/09

Paper to Instructor

Revised paper to instructor

4/23/09

PAPER ACCEPTABLE

-return to student

-grade sheet (P) to R.O.

PAPER UNACCEPTABLE

-return to student

-grade sheet (RW) to R.O.

-return paper to student

-copy to R.O.

-grade sheet (P or F) to R.O.

5/23/09

Revised paper to instructor

6/23/09

PAPER ACCEPTABLE

-return to student

-grade sheet (P) to R.O.

PAPER UNACCEPTABLE

-return to student

-grade sheet (F) to R.O.

**Registrar's Office*

ANNUAL LEARNING OBJECTIVES

Check specialization: ____ Leadership & Congregational Development ____ Spiritual Formation
____ Evangelism & Mission

Name of Participant _____ Date of Enrollment _____

Learning Objectives for Year _____.

DMin students are required to set annual Learning Objectives. As you assess your own skill in leadership and ministry, please state both personal and professional Objectives for the year. You will discuss these with your adjunct faculty member, as well as with your on-site Advisory Team. These Objectives will assist you in formulating the nature of your covenant with these support teams. As you reflect upon your personal and corporate spiritual disciplines in the Rule of Life, you will devise covenants for reflection and consider engaging a spiritual director or pastoral counselor for the year. You will be asked to share some of this material with your DMin peers in the E-Seminar.

1. Set “learning objectives” for yourself for the present year of the DMin program.
 - a. Perspective ---
 - i. What strengths do you bring to your ministry/leadership specialization?

 - ii. What needs for growth do you sense for this year?

 - b. Specific Learning Objectives – set 4-5 specific objectives

For each Learning Objective, use the following questions to devise your plan.

LEARNING OBJECTIVE (state specifically what you want to learn)

1. What skills in leadership, spiritual guidance, ministry, counseling do you bring to this task?

2. What resources will you use to achieve this objective (readings, resources, persons)?

3. Evaluation (how, when, with whom?)

DEVELOPING A RULE OF LIFE

Drawing upon the following resources, write a personal Rule of Life for the next twelve months. The first resource is from *Soul Feast* by Marjorie Thompson. The second is from *Embracing God: Praying with Teresa of Avila* by Dwight Judy. In your Rule of Life for the DMin years of study, you will need to be particularly attentive to issues of scheduling for study and reflection, as well as scheduling for your sessions with your adjunct faculty member in ministry specialty and with your On-Site Advisory Team. What do you tend to “drop” from your schedule when your time becomes very committed? Do you tend to lose your prayer time, your time for personal exercise, your family time, your play time? Try to be aware of those challenges in making your Rule of Life. Please give prayerful consideration to these concerns for other kinds of helping relationships.

_____ I will seek out/continue a relationship with a Spiritual Director

_____ I will seek out/continue a relationship with a Pastoral Counselor

_____ I will seek out/continue an accountability relationship with:
(examples: adjunct faculty member in ministry specialty, covenant group, Advisory Team, other)

Developing a Rule of Life, from *Soul Feast* by Marjorie Thompson

The Rule of Saint Benedict views balance in human life very seriously. Times of common and private prayer are balanced. The daily rhythm of monastic life provides a balance of exercise for spirit, mind, and body: prayer, study, and manual labor. We need to consider such balance as we choose disciplines to structure into our daily lives. Each of us needs a balance between personal and corporate disciplines; each of us need practices that help us look to our own hearts, and practices that help us forget ourselves in meeting the needs of others. When the Spirit is freed to do its work, these disciplines work together in a mutually sustaining way.

To summarize, there are three basic questions to reflect on in choosing disciplines for your rule of life:

What [of the disciplines] am I deeply attracted to, and why?

Where do I feel God is calling me to stretch and grow?

What kind of balance do I need in my life?

Rule of Life from *Embracing God: Praying with Teresa of Avila* by Dwight H. Judy

For the period of time from _____ until _____ .

In the area of *worship*, I will:

As a personal discipline for *prayer* and *reflection*, I intend to:

When I think of issues within the world, I am most concerned about:

In response to this concern, I will pray for:

In response to this concern, I will serve through:

In response to this concern, I will donate money to:

In other areas of service and work, I will serve God through:

In my life of study, I will:

In my family life, I would like to:

In order to care for my physical body, I will:

A personal issue/attitude I will observe is:

If you have filled out something for all of these, it's probably too much. Go back and pick two or three of the most critical areas for yourself and notice if you feel a true commitment to those. Underscore these or highlight them.

In order to pay attention to these areas of potential development, I will review these areas on a daily and/or weekly basis, making journal notes of my relationship to the issue.

signed

date

CRITICAL INCIDENTS

Use Critical Incidents as one form of your self-reflection with your On-Site Advisory Team, your adjunct faculty member in specialty area, and your E-Seminar. Other reflections may utilize case verbatims, your Rule of Life, and reflection on your Learning Objectives.

A “critical incident” report presumes no definition of what is critical for you; rather it encourages you to allow yourself the fullest latitude in recalling an event which, in whatever way it is important, seems to typify your recent experience in spiritual guidance/companionship. A critical incident may be a personal involvement that may have caused anxiety; it may be a description of a particular leadership experience; it may be an experience that points toward need for further clarification of skills or learning; it may be an event that was exceptionally gratifying. In any case, it should be some experience that can be marked as a “high point” or a “low point” of your practicum experience in spiritual guidance/companionship.

In a 1-2 page report:

1. Describe the event including critical verbal and non-verbal communication, attending to your personal feelings about the situation and emotions you perceived in others.
2. The event can be a “low point” or a “high point.” What new insights or growth you perceive in the situation? List some other ways you might have handled the situation or responded within it.
3. What resources of pastoral leadership, pastoral counseling, spiritual guidance, companionship, prayer, self-awareness did you use?
4. Deal with the question, “How do I understand or make sense of this incident theologically?”
5. What insight did you gain about your role in ministry leadership, pastoral care, or spiritual guidance/companionship?
6. What “growth points” or needs for growth did this reveal to you about your ministry of spiritual guidance/companionship?

List any other concerns or comments you may wish to add

80-753/754 Topics in Pastoral Leadership

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 1. First year, spring report. To be submitted following the first meeting with the adjunct faculty member

Name of Participant _____ Date of Enrollment _____

The adjunct faculty relationship is a significant component of the Doctor of Ministry program. The DMin student is expected to define an area of leadership development that is significant for ministry. An adjunct faculty member is chosen who can model this area of development and assist the DMin student in developing competencies. It is expected that there will be a meeting between DMin students and adjunct faculty member at least three (3) times per year for two years. For the first meeting, the DMin student will present Learning Objectives and the Rule of Life for reflection. A contractual arrangement should be discussed regarding the strengths and areas of needed growth for the DMin student over the next year. The DMin student and ministry leader should discuss the way the student can best utilize this relationship and ways of receiving feedback. The last meeting of the year will consist of a review of the Learning Objectives and assist in setting Learning Objectives for year two. In the spring of the second year, the adjunct faculty member will reflect on the DMin student’s Mid-Program Evaluation and review of the Field Project Proposal or Research Proposal.

We met on _____ (date) at _____ (location).

The following items were reviewed. Please check and make brief comment on back regarding each.

____ Learning Objectives ____ Rule of Life ____ Setting schedule for pastoral care specialist training

____ Attach Learning Objectives, with agreed upon bibliography and anticipated written reflections

____ Description by DMin student of personal leadership development intentions in relationship to the ministry context. The may include preliminary thoughts on Field or Research Project

____ Setting of schedule for meetings with adjunct faculty member during the year.

Adjunct Faculty Member:

(name) (social security number – for honorarium)

(church/counseling center or professional designation)

(address) (city, state zip)

(phone) (e-mail)

Reason this adjunct faculty member is chosen (include professional competencies, use back if needed):

Signature of Adjunct Faculty Member _____

Signature of DMin Student _____

80-753/754 Topics in Pastoral Leadership

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 2. To be submitted by late winter of first year.

Name of Participant _____ Date of Enrollment _____

The relationship with the adjunct faculty member is a significant component of the Doctor of Ministry program. The DMin student is expected to define an area of leadership development that is significant for ministry. An adjunct faculty member is chosen who can model this area of development and assist the DMin student in developing competencies. It is expected that there will be a meeting between DMin students and adjunct faculty member at least three (3) times per year for two years. For this report, the DMin student and ministry leader should review the Learning Objectives and Rule of Life for the past year. They should also review their working relationship and discuss any ways to make the meetings more productive. The DMin student will look toward setting revised Learning Objectives and Rule of Life for year 2 of the program.

We met on _____ (date) at
_____ (location).

Meetings between DMin student and adjunct faculty member took place on these dates during the last year:

1) _____, 2) _____, 3) _____, 4) _____

The following items were reviewed. Please check and make brief comment on back regarding each.

_____ Learning Objectives _____ Rule of Life

_____ Description by DMin student of personal leadership development intentions in relationship to the ministry context. The may include preliminary thoughts on Field or Research Project

_____ Setting of schedule for meetings for DMin student and adjunct faculty member for the second year.

The following recommendations were made regarding leadership objectives and competencies for second year. Use the back for further comments.

Areas of strengths:

Areas of needed growth:

Signature of Adjunct Faculty Member _____

Signature of DMin Student _____

80-753/754 Topics in Pastoral Leadership

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 3. Usually submitted in fall of second year together with the **Mid-Program Professional Identity Paper** and a preliminary Field Project Proposal. This form is necessary for granting the 3 semester hours of credit for the course.

Name of Participant _____ Date of Enrollment _____

We met on _____ (date) at
_____ (location).

We reviewed the following:

_____ **Mid-program professional identity paper**, which is a major integrative paper with the following components: (1) assessment of one's growth in the goals and areas identified in the learning objectives; (2) learnings gained from participation in all aspects of the program to date, discussed in terms of the integration of major themes and issues, not simply course-by-course; (3) a systematic theological reflection on one's current practice and leadership in ministry, utilizing case material; and (4) one's theory of ministry leadership. One's theory of ministry leadership might include the following: (a) a description of one's ministry context; (b) one's understanding of the nature and mission of the church; (c) one's theology of ministry; (d) the distinction between ministry and other forms of service; (e) one's gifts for spiritual leadership in ministry and how one employs them in one's context; (f) obstacles to effective ministry, both personal and situational; (g) one's aims for ministry, both in one's present situation and for the future; and (h) how the DMin program is enabling one to become more effective in ministry leadership.

_____ **Preliminary Field Project Proposal**

We have met these dates during the last year: 1) _____, 2) _____, 3) _____, 4) _____

The following recommendations were made (Use the back for further comments):

Mid-Program Professional Identity Paper

Field Project Proposal

Signature of Adjunct Faculty Member _____

Signature of DMin Student _____

ON-SITE ADVISORY TEAM

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 1. To be submitted following the first meeting of the On-Site Advisory Team, spring of first year.

Name of Participant _____ Date of Enrollment _____

The On-Site Advisory Team is an integral component of the Doctor of Ministry program. The DMin student designates professional and lay members to constitute this team. It is expected that the Team will meet at least quarterly to facilitate the advancement of ministry leadership and competencies of the DMin student, and to assist in integrating the DMin Field Project into the life of the congregation or other ministry context. A chairperson will be named for the Team. The chairperson will work closely with the DMin student in oversight of Learning Objectives and convening of the Team for the quarterly consultations. The On-Site Advisory Team will meet at the end of the first year to assist in setting Learning Objectives for year two. In the spring of the second year, final formal meeting of the Team is held for the DMin student's Mid-Program Evaluation and review of the Field Project Proposal.

First year, summer report.

The committee on _____ (date) at _____ (location).

The following items were reviewed. Please check and make brief comment on back regarding each.

_____ Learning Objectives _____ Rule of Life

_____ Description by DMin student of personal leadership development intentions in relationship to the ministry context. The may include preliminary thoughts on Field Project

_____ Setting of schedule for meetings of the On-Site Advisory Team for the year.

The following persons are named to the On-Site Advisory Team (additional persons may be added on back)

- _____ (name) reason this person is chosen:

- _____ (name) reason this person is chosen:

- _____ (name) reason this person is chosen:

- _____ (name) reason this person is chosen:

Signature of Chairperson _____

Signature of DMin Student _____

ON-SITE ADVISORY TEAM

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 2. To be submitted by late winter of first year.

Name of Participant _____ Date of Enrollment _____

The On-Site Advisory Team is an integral component of the Doctor of Ministry program. The DMin student designates professional and lay members to constitute this team. It is expected that the Team will meet at least quarterly to facilitate the advancement of ministry leadership and competencies of the DMin student, and to assist in integrating the DMin Field Project into the life of the congregation or other ministry context. A chairperson will be named for the Team. The chairperson will work closely with the DMin student in oversight of Learning Objectives and convening of the Team for the quarterly consultations. The On-Site Advisory Team will meet at the end of the first year to assist in setting Learning Objectives for year two. In the spring of the second year, final formal meeting of the Team is held for the DMin student's Mid-Program Evaluation and review of the Field Project Proposal.

First year, fall report.

The committee met on _____ (date) at
_____ (location).

The committee has on these dates during the last year: 1) _____, 2) _____, 3) _____, 4) _____

The following items were reviewed. Please check and make brief comment on back regarding each.

_____ Learning Objectives _____ Rule of Life

_____ Description by DMin student of personal leadership development intentions in relationship to the ministry context. The may include preliminary thoughts on Field Project

_____ Setting of schedule for meetings of the On-Site Advisory Team for the second year.

The following recommendations were made regarding leadership objectives and competencies for second year. Use the back for further comments.

Areas of strengths:

Areas of needed growth:

Please note any changes in personnel of the On-Site Advisory Team.

Signature of Chairperson _____

Signature of DMin Student _____

Garrett-Evangelical Theological Seminary

Doctor of Ministry

ON-SITE ADVISORY TEAM

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Report 3. Usually submitted in fall of second year OR at other time of **Mid-Program Evaluation** and presentation of Field Project Proposal. Submit this form with **Admission to Candidacy Form**.

Name of Participant _____ Date of Enrollment _____

The committee met on _____ (date) at
_____ (location).

The committee reviewed the following:

_____ **Mid-program professional identity paper**, which is a major integrative paper with the following components: (1) assessment of one's growth in the goals and areas identified in the learning objectives; (2) learnings gained from participation in all aspects of the program to date, discussed in terms of the integration of major themes and issues, not simply course-by-course; (3) a systematic theological reflection on one's current practice and leadership in ministry, utilizing case material; and (4) one's theory of ministry leadership. One's theory of ministry leadership or pastoral counseling and care might include the following: (a) a description of one's ministry context; (b) one's understanding of the nature and mission of the church; (c) one's theology of ministry or pastoral counseling or care; (d) the distinction between ministry and other forms of service; (e) one's gifts for spiritual leadership in ministry and how one employs them in one's context; (f) obstacles to effective ministry, both personal and situational; (g) one's aims for ministry, both in one's present situation and for the future; and (h) how the DMin program is enabling one to become more effective in ministry leadership or pastoral counseling.

_____ **Field Project Proposal**

The committee has on these dates during the last year: 1) _____, 2) _____, 3) _____, 4) _____

The following recommendations were made (Use the back for further comments):

Mid-Program Professional Identity Paper

Field Project Proposal or Research Proposal.

Signature of Chairperson _____

Signature of DMin Student _____

Garrett-Evangelical Theological Seminary
Doctor of Ministry Degree Program
Mid-Program Preparation

Identification of:

- **Research Project Faculty Advisory Committee**
- **Proposed Research Focus**
- **Estimated Dates of Evaluation Conferences**

Name of Student _____ Specialization _____

Program Start Date _____

Garrett-Evangelical Faculty Advisory Team:

Project Adviser: _____

Second Faculty Member: _____

Representative of Church-at-Large:
(usually from designated adjunct faculty) _____

Proposed Research Focus:

Estimated Dates of Mid-Program Evaluation Conferences:

On-Site Advisory Team _____

Garrett-Evangelical Faculty Advisory Team _____

Please verify by signature that you personally contacted the faculty you have identified as members of your Garrett-Evangelical research project faculty advisory committee and that each of them has made a verbal or written commitment to participate in your mid-program proposal review and oral defense. The project adviser will also have agreed to work with you throughout the completion of your program, from formulation of your proposal, to advising you with your project research and writing. Present a petition letter stating qualifications of the representative of church-at-large, if not already an approved adjunct faculty member.

Signature of Student: _____ Date: _____

Director, DMin Program _____

ADMISSION TO CANDIDACY

check specialization: ____ Leadership & Congregational Development ____ Evangelism & Mission
____ Spiritual Formation

Name of Participant _____ Date of Enrollment _____

Research Project Title _____

***DESCRIPTION ON REVERSE SIDE, PLEASE

A. Data on Which to Base a Recommendation

1. Satisfactory completion of all coursework and evaluation of these, including Counseling Center for pastoral care specialist training.
2. Satisfactory completion of Mid-Program Review by on-site advisory team.
3. Completion and approval of the Field Project Proposal and any evidence of progress in work on the Project.
4. Written description by the Advisory Team of evidence of growth observed by them, in terms of the expected benefits identified at the time the Participant entered the program, and in light of the criteria below.
5. Attach Research Abstract to this form

B. Criteria for Evaluation of Growth in Competence

1. Evidence of a base line ability to function in a leadership role.
2. Evidence of growth beyond the entry level of competence in the understandings and skills of ministry specialization.
3. Evidence of having learned from Contextual Training Events and other program experiences, and from reflection on them, whether successful or not (if applicable).
4. Evidence of a willingness to risk oneself in a new venture, of an intention to develop skills in new areas of practice.
5. Evidence of the capacity for: (a) planning and designing; (b) motivating and involving people; (c) appropriate modes of leadership; (d) evaluation and follow-up.
6. Evidence of sensitivity to the needs and patterns of the congregation and to the appropriate time of interventions into parish life or other ministry context.

C. Action of the On-Site Advisory Team

The members of the Advisory Team 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 (Adjunct Faculty)
_____, Faculty Adviser or Track Coordinator

D. 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, the Team voted to recommend him/her for Admission to Candidacy.

Signed _____, Faculty Adviser
_____, Faculty Reader
_____, Representative of Church-at-Large

E. Action of the DMin Committee

Admission to Candidacy voted by the D.Min. committee on _____ (date).

Signed _____, for the Committee

F. Action of Faculty

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

Signed _____, Dean
Garrett-Evangelical Theological Seminary

Doctor of Ministry Program
Theology & Leadership

REPORT ON FIELD PROJECT

Name of Participant _____

Field Project Title _____

A. CRITERIA FOR THE EVALUATION OF THE FIELD PROJECT AND REPORT

1. Theological relevance and grounding. Informed by theological disciplines.
2. Evidence of learnings. Growth in the understandings and skills of ministry.
3. Contribution to the local context. Enhances ministry locally.
4. Contribution to the profession of ministry. Strengthens the ministry of others.
5. Originality. Innovative approach relevant to the context.
6. Clarity. Adequate grasp, methodology, and communication of design and conclusions.
7. Existential involvement. Direct involvement in leadership role.
8. Coherence. Integration of theory and practice.

B. ACTION OF THE FACULTY TEAM

The undersigned members of the Garrett-Evangelical faculty, having read this Field Project Report, met with the Participant on _____ (date) to discuss and evaluate the Project and Report. After due examination, 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
 _____, Representative of Church-at-Large
 Date _____

C. ACTION OF THE D.MIN. COMMITTEE

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

Signed _____, Program Director

D. ACTION OF THE FACULTY

Recommendation for graduation was voted by the Garrett-Evangelical faculty on _____ (date).

Signed _____, Academic Dean

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