



Doctor of Ministry Program Manual

2022 - 2023

Ecumenical Theological Seminary Directory

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The Doctor of Ministry Program Manual

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CHAPTER 1: GENERAL INFORMATION

Mission Statement

Ecumenical Theological Seminary provides a multi-confessional Christian theological education within an urban context, while initiating interfaith engagement. Our approach creates spiritual leadership through personal transformation, social responsibility, critical reflection and academic rigor. ETS graduates are prepared to lead communities of faith while sharing God's compassion in relationship to various ecumenical, interfaith, political, social, economic, and cultural contexts.

Letter of Welcome from the Director

Let me extend an extravagant welcome to everyone on this DMin journey. You are embarking on a season of excellence, challenge, and transformation in the ETS DMin program. Based on your leadership and scholarship you have been accepted to take a three year or two-year journey of personal, as well as professional change, and to this we say "trust the process." Dr. Beverly, former DMin Director said that "you represent a magnificent group of ministers that have been challenged in many ways during your lifetime; you are the ones who have traveled your own path ordered by God and made discoveries who many have yet to see."

Each person is on an individual track fueled by the research you feel needs to be examined from your context however, you are also with a group of people who will support and cherish a collective effort for your growth. The rigor of the program is designed to unpack and reshape your ministry lens. With new imaginations you will sharpen your skills and present as the expert in the field you have chosen to examine. The goal is a body of researcher that will interface theory with practice to produce a product that will make an indelible mark in the work of the church. I welcome you on this spiritual journey to become Doctors of Ministry so you can change not just your church praxis but change the world.

Rev. Dr. Constance Simon, Director

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The History of the Doctor of Ministry at ETS

Ecumenical Theological Seminary goes back to 1957 when Dr. Reuel Howe, concerned with providing continuing education for ministerial professionals, founded the Institute for Advanced Pastoral Studies, (IAPS). IAPS was the first ecumenical facility in the nation where ministerial professions of different traditions could come together and learn from each other. In 1973, Dr. John Biersdorf succeeded Reuel Howe and fostered a merger between IAPS and ETC, the Ecumenical Theological Center in 1980. It was that year that ETS was established to respond to the need for theological education in the Detroit metropolitan area. During the next 15 years the State of Michigan formally chartered the Doctor of Ministry (DMin) program.

In 1992, Dr. David Swink, a former graduate of the ETS DMin program, became president of ETS and strengthened the seminary in many ways, particularly the library that was later named for Dr. John Biersdorf. Dr. Swink continued to teach in the seminary after he retired from being president in 1997. He was a strong anchor in the DMin program under the direction of Dr. James Perkinson (1998-2003) and Dr. Urias Beverly, as director from 2003-2018, revamped the program and was instrumental in adding the DMin for Clinical Pastoral Educators. Presently, the program director is Dr. Constance Simon (2017-present). Her many talents add to the scholarship that undergirds this theological education.

The DMin program has continued to grow, not just with students within the continental United States but it is attracting seminarians from varied continents and walks of life. The quality of the students, the research and the effect of their outcomes to the wider body of knowledge is scholastically higher each year. This is all due to a team of dedicated faculty and staff who invest themselves into making the DMin program the best possible program it can be.

The Purpose of This Manual

This manual is a guide for students, mentors, faculty, staff and administrators working together to enable DMin colleagues to find their way through the challenges of the DMin program. The goal of this manual is not only to graduate ministry leaders but to have them become effective leaders and facilitators; not only in their church but in the wider ecumenical community where they live and serve. The Ecumenical Theological Seminaries' Doctor of Ministry (referred to as DMin) program, is a cohort design of both academic, relational and practical experiences woven together into an ensemble of spiritual magnificence. It is a different kind of educational process for many of its participants. The manual is not intended to be a cookie-cutter because each dissertation is unique and will stand on its own merit. The manual, which will be the seminarians' reference from start to finish, demonstrates the standards required to navigate this journey to a level that will warrant the dissertation that reflects the research necessary for the awarding of a doctoral degree. This manual along with your mentor, chair, content specialist and colleagues will provide direction as you navigate this academic yet spiritual journey.

The Manual is designed to assist colleagues with milestones to help them navigate through their journey through the DMin program to graduation. Please remember that it is your responsibility to seek the information necessary to move from one emergent week to another. The DMin is a

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journey of tenacity, perseverance, discovery and joy as you add to the body of knowledge in ministry.

Registration

Once you have been accepted into the DMin Program you will be automatically registered for each Emergent Week. **Full tuition payment or contract payments are due on or before the Wednesday prior to the beginning of each Emergent Week.**

Administration

Faculty and Adjunct Faculty

For a current listing of Faculty and Adjunct Faculty see the Seminary website. (<https://www.ets-seminary.edu/faculty>).

Academic Year

The academic year runs from August 1 to July 31 for the Doctorate Program. Emergent Weeks are held the **2nd full** week in August and the **2nd full** week in January.

The annual Ecumenical Theological Seminary commencement celebration for all ETS graduates from the Doctor of Ministry, as well as, Urban Ministry Diploma, Master of Arts in Ministry and Master of Divinity Programs are celebrated in early June (usually the 1st Saturday in June).

Grading/Assessment

Grading will be based on class attendance, participation, evidence of reading and completion of written assignments.

Scale

Course grades are determined based of the professors grading rubric which will be converted into the following letter grades:

A 100 – 95

A- 94 – 90

B+ 89 – 86

B 85 – 82

B- 81 – 79

C is Unacceptable

Research Paper Rubric is detailed in Appendix A.

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For the most part grades will be assigned by the mentor of each colleague group with the exception of core courses; the grades for each core course will be given by the professor of the core course. The work of the degree is scheduled over the period of three years. After each Emergent Week (EW) papers are required to be written, reviewed by the colleague group and the Mentor, refined by the colleague and turned into the Mentor. The mentor is responsible to assess whether the colleague is keeping pace with the requirements throughout the entire process. If in the Mentor's assessment that colleague is on track with his or her work, he or she will receive a grade to reflect the effort. All work must be completed successfully before the colleague moves to the next emergent week.

Assessment is something that we must have to determine whether a colleague is passing or failing in the program. There are various different assessments throughout the process of the DMin program that are explained in this Manual. The professor will designate a date for the requirements to be completed and give feedback to the colleague on the work that was turned in.

If an assessment is unsatisfactory, the professor may require certain improvements for the colleague to gain a satisfactory grade before the next EW. If this is not accomplished in a timely manner, the professor, the colleague, and the mentor will have a meeting. The results of that meeting could lead to termination of the colleague's program or requirements that must be achieved before candidacy or some other decision that appropriately grows out of the situation. Unless this issue is resolved before the third EW the candidate will not be allowed to move forward.

General Program Description

Ecumenical Theological Seminary (ETS) is a fully accredited member of the Association of Theological Schools in the United States and Canada (ATS). ETS Doctor of Ministry program is composed of a three-year process of personal and professional growth: Academic, Practical and Reflective experiences. The process combines academic achievement with practice, and reflection of that practice in your context of ministry. The Doctor of Ministry Program aims to foster community among participants and faculty in the ongoing process of transformation in the learning and doing of ministry.

Every Doctor of Ministry Program is designed to prepare graduates for leadership according to a specific ethos. The ETS DMin Degree Program is designed around an ethos which may be characterized as preparing leaders through a process of wholeness and ministry which emerges out of a focus on the characteristics of knowledge, integration and performance of theological reflection, cultural competency, group dynamics and leadership.

Knowledge: of yourself (past, present and future potential), of others (multicultural awareness and appreciation), of the varied religious traditions and theological stances (and the politics which these produce).

Integration: self-awareness, acceptance and appreciation (living comfortably with yourself so you can live comfortably with others).

Performance: ability to communicate effectively in written and oral forms (good

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performance often defines effective leadership).

Theological Reflection: your ability to find evidence of your concept of and belief in God in the Scriptures, nature, personal experiences and events of individuals and the community.

Cultural Competency: ability to appreciate and respect people of different cultures and to function effectively in more than your own culture.

Group Dynamics and Leadership: to understand the dynamics of group behavior and to use the natural group process to educate and give leadership to churches and communities.

The Doctor of Ministry Program focuses on the renewal of yourself as a minister, as well as, a renewal of the congregation or context in which you serve. Your studies will equip you for the practice of ministry at a new level of competence beyond which you have gained in the basic professional education of the Master of Divinity degree. Within this framework you will develop an academic and practical program with an emphasis geared to your specific needs. Your program of study is developed within the experience of a colleague group.

The ETS Doctor of Ministry Program is designed to be **completed over a three-year period for the regular DMIN students and a two-year period for the Clinical Pastoral Educators**. The major components of this program are compacted into **two Emergent Weeks** (January and August) each year.*

Intensive experiential **colleague groups** provide the settings in which you, your peers guided by a faculty mentor learn, teach and grow together monthly for the duration of the program. Your understanding of the theory and praxis of ministry grow together through personal vulnerability, mutual support and challenges, thus modeling faithful and effective ministerial leadership. Interpreting the meanings of theological symbols in the lived experience of ministry brings the whole context of faith to bear on immediate existential challenges of ministry.

Worship, prayer, meditation, and reflection are an important part of your program and are implemented as a basic way of understanding and living ministry.

Academic Policies

Expenses

The annual tuition and fees are due in August or January, depending on your month of entry. You do have the option of developing a payment plan with a current credit or debit card on file. For further information on payment plans, please contact Student Accounts or for federal financial programs and scholarships please contact the Financial Aid Department.

* **Emergent** is a word chosen intentionally because it seems to convey what the DMin process is all about. According to the Oxford American College Dictionary, 2002, *emergent* means “in process of coming into being or becoming prominent.” By derivation, emerge is a process of becoming more, greater, and/or prominent. Each Emergent Week of the DMin program centers on the process of coming into being and/or becoming prominent. We *emerge* better now than when we started and by this time next year we will be better yet.

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At the time of graduation additional expenses will include:

- the printing and binding 2 copies of the dissertation
- graduation fee
- the purchase or rental of the doctoral hood (approximately \$110)
- travel and other related expenses for your Content/Context Specialist
- technology fee

All fees are subject to change without notice.

Financial Aid

Return of Title IV Funds

Title IV Funds refers to the federal financial aid programs authorized under the Higher Financial Aid Act of 1965. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Title IV funds are awarded to a student with the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws prior to the planned ending date, the student may not be eligible for the full amount of the Title IV funds that the student received.

The law specifies how Ecumenical Theological Seminary must determine the amount of Title IV program assistance that you earn if you withdraw from school. Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received more assistance than you earned, the excess funds must be returned by the school and/ or you.

The amount of assistance that you have earned is determined on a pro rata basis. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period. A copy of the worksheet used for the calculation can be requested from Ecumenical /Theological Seminary.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school).

The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll),

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you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds. The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know your school's refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

How does a student withdraw from a course?

A student withdrawal form is to be filled out by the student, then signed by the student's advisor. The completed form is to be processed by the registrar specifying the date on the form as the official withdrawal date. A student can initiate a withdrawal at any time during the term after the drop period has ended.

If a student has not been present for the first two weeks of class (or not present in the online forum, for an online class), the student is withdrawn unofficially. The withdrawal date is the registrar action date occurring at the end of the second week of classes.

When are Title IV funds required to be returned?

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ETS must return unearned funds to the Department of Education within 45 days of the student withdrawal date. Funds must be returned in the following order:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Perkins Loan
4. Direct Plus Loan
5. Pell grant
6. FSEOG

Graduation

Upon completion of all requirements, the colleague will be recommended to the Ecumenical Theological Seminary Board of Directors for their approval of your Doctor of Ministry degree. Degrees are conferred at the annual Commencement of ETS.

Requirements for DMin

6 Thematic Courses	1 Candidacy Review
6 Core Courses	6 Dissertation Components
6 Emergent Week Summaries	3 Years of colleague group
1 Annual Review	1 Approved Dissertation

Requirements for DMin with a Concentration in Professional Education and Ministerial Leadership

4 Thematic Courses	1 Candidacy Review
4 Core Courses	6 Dissertation Components
4 Emergent Week Summaries	2 Years of colleague group
1 Annual Review	1 Approved Dissertation

Application

Colleagues cannot graduate without applying for graduation by March 15, preceding June Commencement. There is a form that is available in the registrar's office for graduation and a fee that must be paid. It is still the responsibility of the colleague who plans to graduate to get the form, fill it out and return it with the fee.

Academic record is maintained by the registrar and is available to you upon written request.

Program Completion Time–Line Guidelines

Normal Progress: You should normally complete the DMin Program **within three years** after the prerequisite requirements are finished.

Last Emergent Week: During the last Emergent Week (EW), you must submit to your mentor, and peer reader a **complete copy of the full dissertation manuscript** during the first colleague

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group session of that Emergent Week. Copies of their full manuscript must also be submitted to their Faculty Chair and Content Specialist by the end of that Emergent Week.

Colleagues, who complete their last Emergent Week (EW) in August, must schedule their defense **on or before November 15th**. Defenses will not occur beyond this date. Colleagues whose dissertations are **not approved by December 15th must file for a formal extension by completing Request for Extension of Dissertation Form**. **Colleagues, who complete their last Emergent Week (EW) in January, must schedule their defense on or before April 15th**. Defenses will not occur beyond this date. Colleagues whose dissertations are **not approved by May 15th must file for a formal extension by completing Request for Extension of Dissertation Form (See Appendix N)**.

Scheduling Defense: Before colleagues can schedule their defenses, they must have a title for their dissertation (**nine words or less**), complete the Request for Defense Form (**See Appendix J**) have the form signed by their chairperson, and e-mail the form to the Administrative Assistant to the Dean.

Colleagues must supply three (3) possible dates and times as options (most defenses are scheduled in two (2) hour slots). Colleagues must get prior approval by the colleague's dissertation chair; and collaboration with the mentor, content specialist and the peer reader. Upon review and space availability, Administrative Assistant will schedule the defense according to the colleague's priority dates. Once the defense is scheduled, the Administrative Assistant will e-mail a copy of the Request for Defense Form to the student with the designated date and time scheduled. The colleague will then be required to send the confirmed copy to the Director of DMin Program, the Registrar Office, and the Librarian to complete this step of the process. It is the colleague's responsibility to notify their defense committee members regarding the confirmed day, date and time of the scheduled defense.

Extensions/Leaves/Withdrawals

Extension of Dissertation: Some colleagues will not complete their work in the prescribed time. It is not in keeping with the spirit of the seminary to terminate all colleagues who fail to graduate. If a colleague does not complete all of the work necessary to fulfill the final Dissertation project the colleague must request an Extension of Dissertation (**see Appendix N**). The extension request must be approved by the Dissertation Chairperson before reviewed by the DMin Director in consultation with the Mentor and the DMin Administration Committee. If the extension is granted, the colleague may be given from six months up to twelve months to complete their work. If the work is still not completed it may still be possible, but less likely that a second year of extension will be granted. In the rare case that a second-year extension is granted and the colleague's work is still not completed a degree will not be granted by ETS.

During the extension, the colleague will be under the supervision of a faculty member and will participate with other colleagues on extension as required. Colleagues will be charged the current extended dissertation fee for the academic year which will be calculated at one-third the cost of the semester's tuition to cover faculty costs and it must be paid in full at the beginning of each

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Emergent Week. If you are approved for an extension, you must register for course number EOD 900, if it is for 1 semester extension or EOD 901, if it is for 2 semester extension.

Leave of Absence: If for some extraordinary reason you find it necessary to take time away from studies, you should submit the form “Request for a Leave of Absence” to the DMin Director stating the reason for the request. **This form is available from the Registrar or on our website.** A leave of absence is normally granted for a one-year period. An additional year may be recommended in some cases. At the end of the leave of absence you may rejoin the program, entering at the level at which you took your leave. If you need additional time away, you need to voluntarily withdraw from the program and reapply when you are ready to resume studies.

Voluntary Withdrawal: If you would, for any reason, wish to withdraw from the Doctor of Ministry Program; you may do so by petitioning the DMin Director in writing. All fees that are due at the time of withdrawal must be paid.

Administrative Withdrawal: If you miss an Emergent Week without the approval of the DMin Director and have not communicated with your Mentor or Registrar regarding continuation in the program, you will be administratively withdrawn. You may apply for readmission to the program at a later date.

Readmission: If you are applying for readmission to the program you must submit a complete and current admission application. New transcripts are not needed unless additional courses or credits have been added to your record. The following considerations must be completed before a request for readmission will be considered:

- *Colleagues applying for readmission must present evidence that the reasons for the previous difficulties in pursuing the degree have been identified and resolved.

- *Any previous indebtedness to the seminary must be satisfied.

The decision for re-admission will rest with the DMin. Administration Committee as they review and evaluate the above submitted information

Academic Probation: You may be placed on academic probation or suspended from the program for the following reasons: 1) failure to pay tuition and fees on a timely basis, 2) failure to turn in required work, 3) inability to function in an educational context and as a member of the learning community or DMin Colleague Group of which you are a part. When any of these conditions exist, the DMin Director will notify you of the academic probation. Probationary status if not rectified will lead to your suspension. You will not be allowed to attend classes while on suspension. This may prevent you from proceeding on schedule with the degree completion and graduation.

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Academic Standards Policies (e.g., Attendance, Honesty, etc.)

The faculty at ETS expects that the academic work you submit will be your own. Without this presumption, the work of our community loses vision, meaning and purpose. As a result, while you are expected to consult the works of others in the formulation of your own submitted work, it is vitally important to document such sources in a manner consistent with the principles of academic honesty expected of all members of a scholarly community.

Plagiarism is the use of another person's spoken or written words, ideas, concepts, programs, opinions, models, theories, results, graphs, charts, art work, drawings, photographs, video, or any other intellectual property, whether by quoting, summarizing, or paraphrasing without giving proper credit to the author of the material being used. Plagiarism may be avoided by using the style manual approved for the Doctor of Ministry Program: APA 6th edition.

It is the policy at ETS that a documented case of academic dishonesty, notably of plagiarism, will be cause for a conference with your instructor, mentor and the Dean and could lead to failure of the course and/or dismissal from the Seminary.

Because classes are offered in an intensive format, your attendance is very important. However, if you must miss a class due to illness or emergency, it is important that you notify your instructor ahead of time. Please call your instructor or call ETS before the class is to begin. If you miss two classes without notifying your instructor, the registrar will be told to inform you that you will be dropped from the class.

Rights and Responsibilities

1) Confidentiality and Retention of Colleague Records

Colleague records are maintained with integrity and discretion and in keeping with the guidelines of the *Family Educational Rights and Privacy Act (FERPA)*. A colleague's academic record is available for review by the colleague, to the extent specified by law, during regular working hours of the Registrar's Office.

A colleague's record is held in confidence by the seminary as permitted or required by law, and is not released to persons, other than appropriate academic offices of the seminary, without authority of the colleague. Records in other offices are held in confidence, and can be discussed with colleagues in the context of procedures operating within each office.

2) Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords colleagues certain rights with respect to their education records. They are:

a. The right to inspect and review the colleague's education records within 45 days of the day the seminary receives the request for access.

Colleagues should submit to the registrar a written request that identifies the records they wish to inspect.

b. The right to request the amendment of the colleague's education records that the colleague believes are inaccurate or misleading.

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A request for an amendment to a record should be written to the seminary official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the seminary decides not to amend the record as requested by the colleague, the seminary will notify the colleague of the decision and advise the colleague of her or his right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the colleague when notified of the right to a hearing.

c. The right to consent to disclosures of personally identifiable information contained in the colleague's education record, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the seminary in an administrative, supervisory, academic or support staff position. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill her or his professional responsibility.

d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202-4605

3) **Public Information Act**

The seminary has traditionally included certain information regarding each colleague in a directory published annually. Items classified as public information are indicated below and are continued in this category unless the registrar is notified in writing during the fall registration week of every academic year.

The following is considered public information unless the registrar is notified in writing of exceptions: Name of student, name of spouse, photograph, local address, phone number(s), e-mail address, religious affiliation, program in which enrolled, confirmation of current status' place of birth, degrees and academic awards received and most recent college attended and degrees awarded.

4) **DMin Administration Committee**

This committee is convened to deal with student issues and needs which require consultation and action beyond the colleague-mentor or colleague-program director relationship. If the issue is not resolved in dialogue with the mentor or program director, the colleague may appeal to the Dean. The DMin Administration committee makes all decisions to terminate colleagues from the program.

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Library

The ETS Library **has** been transferred to the Wayne State University. As a DMIN student, credentials will be issued for library access.

In addition to the **Wayne State University** library, you are encouraged to use other available libraries. If you have been admitted to a cooperating seminary you may borrow books from its library. Other recommended libraries in the Detroit metropolitan area include:

Library	Address	Phone Number
Cardinal Szoka Library at Sacred Heart Major Seminary**	2701 W. Chicago Blvd., Detroit	(313) 883-8650
University of Detroit	4001 W. McNichols, Detroit	(313) 993-1070
Detroit Public Library	5201 Woodward Ave., Detroit	(313) 831-1000
Purdy/Kresge Library Wayne State Univ.	5265 Cass, Detroit	(313) 577-4043
Kresge Library, Oakland Univ.	Walton Blvd. & S. Squirrel Rd., Rochester	(248) 370-4426
Hatcher Graduate Library, Univ. of Michigan	Ann Arbor	(313) 764-0400

**Note: An annual fee of \$35 gives anyone full access to this superb library

Communications

The main communication will come from your instructors, your colleague group mentors, and the program director. For questions regarding the program, students are requested to ask their colleague group mentor or core course instructor as appropriate, then discuss with the program director if necessary.

Important announcements and information are posted in designated locations in the building and/or sent by e-mail, and can also be found under “Current News” on the ETS home page.

In cases of inclement weather, your colleague group mentor or core course instructor will be in touch with information regarding classes. Students are encouraged to reach out to the appropriate faculty member in situations where the weather might preclude safe travel.

In addition to catalogs, manuals, fliers and pamphlets, the Registrar’s Office is a resource for most procedural questions.

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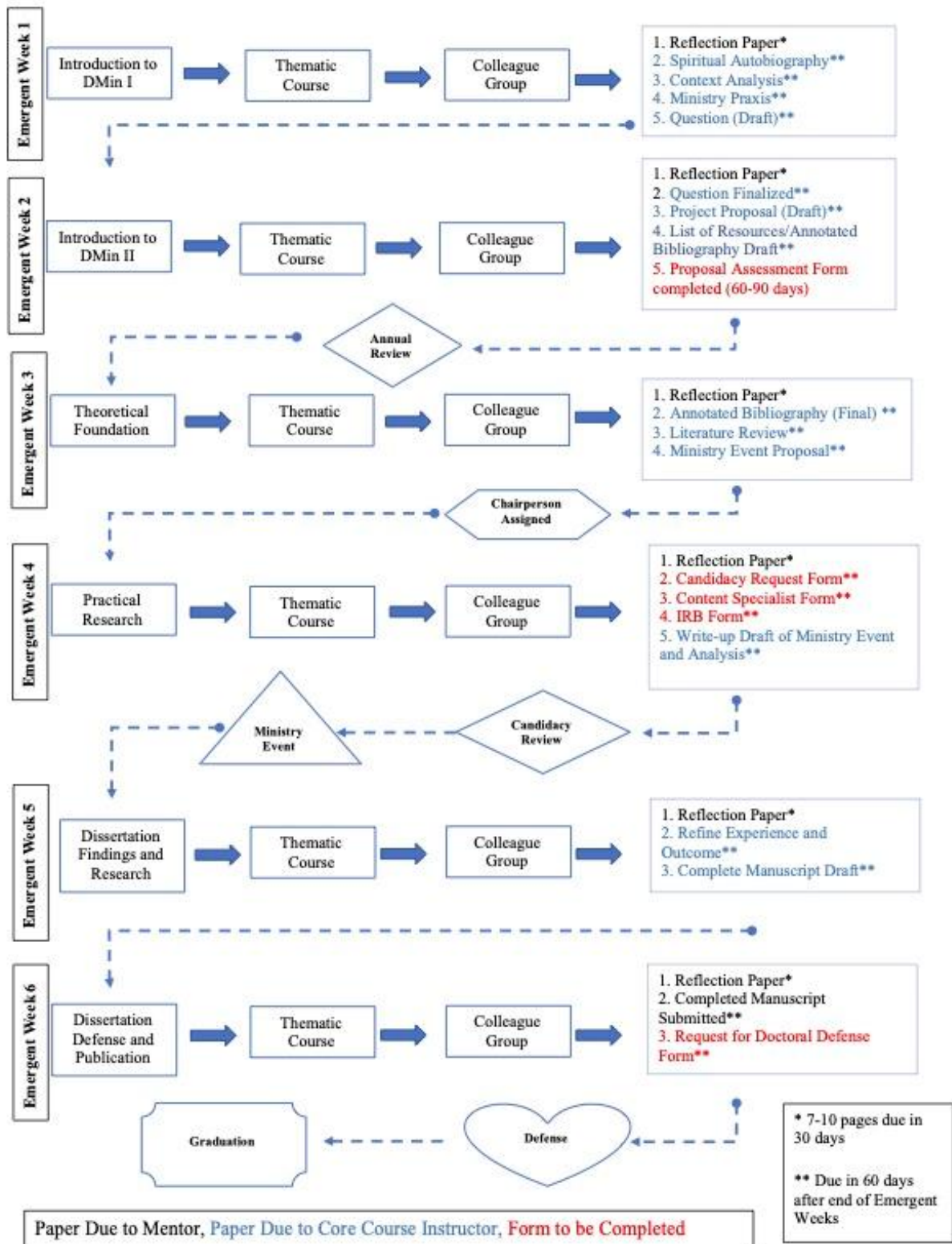
CHAPTER 2: PROGRAM REQUIREMENTS

Course Requirements

- ❖ Total of 12 courses required of all regular Colleagues (2 per 6 Emergent Weeks) or a total of 8 courses are required of all CPE Colleagues (2 per 4 Emergent Weeks)
- ❖ Each Emergent Week (EW) will involve the completion of a Thematic Course held in the afternoons and a Core Course held in the mornings.
- ❖ Total of 72 Hours is required of the Colleague Group
- ❖ Each Emergent Week will involve the completion of a Colleague Group Course held for 4 afternoon sessions. The balance of the colleague Group hours is completed monthly between each Emergent Week under the supervision of a mentor.

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Overview of Emergent Weeks - Flowchart



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Emergent Weeks

There are two Emergent Weeks of study per year in this program. The regular EW colleagues attend six EW's in the three-year period. The colleagues with the concentration in Professional Education and Leadership (CPE) will attend four EW's in a two-year period. As a DMin colleague you are **required to participate** in all of the Emergent Weeks. Each week includes four major components: worship, thematic course, core course, and colleague group (interactive time). The DMin Emergent Weeks (EW) occur in the second full week of January and the second full week of August each academic year. **All DMin colleagues are required to complete the courses in order.**

Thematic Courses

The Theme Course is a seminar developed around topics of interest and importance to ministerial leaders*. Topics are selected by the Director or designee based on interests and needs of the program to challenge your thinking and enhance your practice of ministry. The thematic courses will include a bibliography to enlarge your knowledge of each theme. You will be expected to prepare for each theme course by doing preparatory reading and there may be other requirements during the week. Following the completion of the theme course, you will develop a scholarly summary paper integrating the material from the course and your own experience during the EW.

Core Courses

Core courses coincide with the stages of the research process. Your **first-year course** will introduce you to the DMin Process and Clarifying Your Call to Ministry. During the **second year** you will take Theoretical Foundations and Practical Research and Methodology. In your **third year** you will take courses that focus on implementing your Ministry Event and completing the final document. The last course is presenting your work and planning future use thereof.

- **Introduction to the DMin I (COR 820)**

The purpose of this course is to orient students to the seminary, and to the ETS DMin process. This course is designed to evaluate your personal call and to examine your praxis for areas to analyze. In this course you will begin to identify your problem and embark on developing your research question.

- **Introduction to the DMin II: Clarifying the Call (COR 821)**

The purpose of this course is to guide you into the process of developing a proposal for the doctoral project, which will form the basis of your dissertation. At this point the problem has been established with your context and praxis defined. The question is being formalized for the proposal which will be presented for approval.

*Such themes in the past have included spirituality, leadership, racism and the church and a nuclear world.

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- **Theoretical Foundations of Ministry Events (COR 823)**

The purpose of this course is to help you focus on the literary aspects of your project. In this course you will identify questions, explore theories and theorists that need more exploration for the topic. Reflecting theologically, biblically, philosophically, ecclesiastically, and politically in light of the literature of the experts related to your project and write your theory of the conceptual framework and your literature review. Using the online library sources will be a major component of this course.

- **Practical Research and Methodology (COR 822)**

In this course you will discuss theories and accepted practices that are necessary to conduct an appropriate research study. Concepts addressed will include qualitative and quantitative research designs, appropriate methodologies used with those designs, the analysis of data, drawing defensible conclusions, and identifying the limitations and delimitations of your study.

- **Dissertation Process I (COR 824)**

The purpose of this course is to assist you with the information gathered after your ministry event. In this course you will examine the data you collected, analyzing your findings. You will discuss how to organize the data and how to write about your findings with your data in graphs, charts, and tables for your dissertation. The proper manuscript form is discussed from beginning end.

- **Dissertation Process II (COR 825)**

The purpose of this course is to prepared you for your defense. Preparing your PowerPoint, polishing your presentation of your research and the components of your final document will be discussed. Students will enter this course with a completed draft of the dissertation. You will also explore the possibility of publication and the broader usage of your work to the church and the community.

Colleague Group

Another essential component of the DMin process is the meetings with your Colleague Group Members. Colleague Group (CG) is the setting for the interactive learning that takes place with your group of colleagues. Active membership in a colleague group is required monthly during each year that you are in the DMin program. Your colleague group is an essential context for personal community support, accountability, deepening communal and personal prayer and meditation, receiving consultation on issues in your ministry setting, integrating the learning of the program, and presenting and receiving feedback on written work. The colleague group is a community based on personal and professional relationships.

This group meets each day of the Emergent Week for a total of eight hours.* Your time will be spent developing and deepening relationships with each other, reflecting on materials presented in the thematic and core courses, planning times for future meetings and celebrating progress as a group and as individuals. Your colleague group continues to meet once a month for an average

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of six to eight hours per session. The time is scheduled according to the needs of the group, for a total of 72 hours per year. Individual time between the mentor and the colleague is also counted as group time.

If Colleague Group Sessions take place at ETS, the ETS building manager must be notified in advance to arrange meeting space at the seminary.

*If the group makes alternative arrangements these hours are made up during the semester schedule.

Written Assignments

Due Dates

All reflection papers are due 30 days after the Emergent Week and should be turned into Colleague Group Mentor.

All Core Course assignments are due 60 days after Emergent Week and turned into the instructor for that Core Course.

All assessments will be scheduled after the Core course assignments are complete.

Preparatory Papers

Some of the Theme Courses will require a preparatory paper in addition to the reading assignments. Assignments will be detailed in the syllabus prepared for the course.

Reflection Papers

Each Emergent Week (EW) requires a theological reflection paper, based on your experiences of each Emergent Week. The paper is the result of your reflection:

- 1) individually and within your colleague group;
- 2) on the thematic course;
- 3) the core course;
- 4) your visceral insights gained from the entire week of experience;
- 5) How you would in use this learning in your context.

You are expected to reference the texts recommended by the course instructors as well as other resources. Each paper should be 7-10 pages. These papers must be written in a scholarly fashion using the current APA format. These papers are be submitted to the colleague's mentor. You will not receive credit for the week until your reflection paper has been submitted. See Appendix B for guidelines.

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Emergent Week I (EW I)

Following the **First Emergent Week** (EW I) the colleague will write the following papers:

1. **Reflection Paper (Required within 30 Days)**
2. **Spiritual Autobiography**
3. **Context Analysis**
4. **Ministry Praxis**
5. **Question (Draft)**

Spiritual Autobiography Paper

The spiritual autobiography is a detailed account of your life identifying events that are spiritual in nature, having influenced who you are today as a minister and a person (significant deaths, sickness, abuses, rites of passage, addiction in the home, etc.). This paper should also reflect your sense of calling to ministry and in what ways you have responded to your call (i.e., education, ordination, certification, etc.).

Context Analysis Paper

The context analysis is a full description of the context where you do ministry and where you most likely will do your ministry project. The paper should include the history of the context, when did it start, what is its purpose, what is its mission, what makes up its membership and clientele, what is the decision-making process, what are its strengths and weaknesses, etc. The context analysis paper will give you a better appreciation of the system in which you do ministry.

Ministry Praxis Paper

The ministry praxis paper will help you become aware of your values and passions in ministry. It will address how you do ministry in your setting: what is the theory, philosophy, and practice of your ministry; what do you do well and not so well, what would you like to change, what would make things better, what are the encumbrances to the ministry, and ultimately, what specific aspect of the your ministry would you like to examine more closely to see how it may add information to the body of knowledge in the field of ministry, enhance the ministry context and community? The underlined may well become your ministry project.

Question (Draft)

Some colleagues come to the DMin program certain of the question they want to explore, however, it rarely turns out to be the question they use because usually it is too large for the time limits of the DMin the program. Other colleagues are confused about their question of interest and still many have absolutely no idea what they want to study. This is not a problem; the program is designed to help all of the **colleagues find their passion for the problem** they want to study. The three papers you write: Spiritual Autobiography, Context Analysis and Ministry Praxis are designed to bring out your passion for a question you want to pursue. One of our best graduates

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of the program changed her entire project proposal four times before she found her passion; after that she was the first one to finish and defended her dissertation successfully.

Emergent Week II (EW II)

Following the Second Emergent Week (EW II) the colleague will write the following documents:

1. **Reflection Paper (due within 30 days)**
2. **Question (Final)**
3. **Project Proposal (Draft)**
4. **List of Resources/Annotated Bibliography Draft**
5. **Program Timeline**

Two to three months after the second EW (date set by instructor of Core Course Cor821) each candidate will have updated his or her **Project Proposal** and have begun making a list of **Related Literature Reviewed** and **Other Resources**. This list of written material, workshops, interviews, seminars, videos, etc. will include at least **three experts** that agree with your position and at least one who disagrees, at least in part, with your position. All the resources used must be verifiable and scholarly.

Project Proposal Components

The two to three-page project proposal includes:

1. **Statement of the problem**
2. **Context in brief**
3. **Project question**
4. **Theory (beginning)**
5. **Goal of the Ministry Project**

Statement of the Problem

Problem in research language and does not mean bad; it could be something that is going so well the researcher may want to find out why it is going so well and if it will work in other settings. Once you understand the problem you realize that anything you want to study, for any reason, is referred to as **The Problem**; meaning the focus of your study. Your problem is something you want to understand well enough that you can find a way to influence it, for better or for worse. It must be something you can design and do in a way that lends itself to assessment.

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Context in Brief

The context is the place, the venue, the area, the target population, a special group (i.e. women of child bearing age, etc.). The contexts include all of those, who fit in a certain category or a description, which you would like to influence. The description and human dynamics is a very important part of the context.

Project Question (Final)

The question draft written by the colleague after EW 1 should be finalized as part of the project proposal.

Theory

The theory grows out of your consultation with the experts in the field. One way to develop an outline for your theory is to make a list of **heuristic** questions about your subject and find experts who talk about it and for the most part agree with you. As you answer the questions you see the theory forming. Ultimately, your theory is the intersection of the people, the issues related to the problem, the limitations of the issue, what has been done and your rationale for your proposed change.

Goal of the Ministry Project

Your goal is an assumption at this point based on the gaps in the praxis.

What is the goal for your ministry event? How has your personal experience developed a passion for your work? What is your expected outcome, based on the need for this issue?

Project Question and Hypothesis -

Students are required to develop a guiding research question and learn research methodologies appropriate to that question. This research question will guide each student's work between courses and will serve to further shape, clarify and focus the relationship between course work and each student's ministry event. A **hypothesis** sets an anticipated expectation for the outcome of the ministry event which will be supported or not at the conclusion of the event activity.

Most research questions in Doctor of Ministry studies come as a "grand tour." That is, the research question gives in its most abstract form what will direct the study or what the researcher wishes to know, learn, explain, or clarify as a result of the project. Typically, the research question will corollate with the research method that will be employed or at least to its quantitative or qualitative nature.

A research hypothesis is simply an educated guess as to what results the researcher expects. In quantitative research, the hypothesis will be quantified with a numerical or percentage increase or decrease. In qualitative research, the hypothesis simply helps the researcher to be precise in describing anticipated results, even though the results are not normally quantified.

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Annotated Bibliography

An **Annotated Bibliography** will follow everything that has gone before and will continue to be added to as the process continues. An annotation is more than just a brief summary of an article, book, Web site or other type of publication. An annotation should give enough information to make a reader decide whether to read the complete work. In other words, if the reader were exploring the same topic as you, would this material be useful and if so, why?

Although annotations can be descriptive, they also include distinctive features about an item. Annotations can be evaluative and critical as we will see when we look at the two major types of annotations.

An annotated bibliography is an organized list of sources (like a reference list). It differs from a straightforward bibliography in that each reference is followed by a paragraph length annotation, usually 100–200 words in length.

Depending on the assignment, an annotated bibliography might have different purposes:

- Provide a literature review on your particular subject
- Help to formulate a thesis on your subject
- Demonstrate the research you have performed on a particular subject
- Provide examples of major sources of information available on your topic
- Describe items that other researchers may find of interest on a topic

Emergent Week III (EW III)

Following the Third Emergent Week (EW III) the colleague will write the following documents:

- 1. Reflection Paper (due within 30 days)**
- 2. Finalize Annotated Bibliography**
- 3. Literature Review**
- 4. Ministry Event Proposal**

Literature Review (Estimate: 25-50 pages)

The purpose of the Literature Review (Chapter Four in your Dissertation) is to listen to contemporary voices and how they speak to your project. This is not a book report. This is a conversation with those who have —made their mark in an area that is relevant to your project. Your task is to come up with a flow of ideas that come from reading multiple authors. What is the logical flow of questions, propositions, topics or concepts?

The contents of chapter three must address the purpose statement. This means that the questions you will ask in the review of the literature must answer the research question. Your literature review will reinforce and support the questions you ask in an effort to help answer the research question.

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The purpose of this assignment is to write the literature review in draft form for your project. Your review will include a review of those contemporary resources which speak, in agreement and disagreement, to your project. These resources should include theories, data, models, and programs that others have presented about your topic. This material will provide a theoretical frame and a contemporary setting for your project.

All resources used must be verifiable and scholarly.

The theory includes what the issue is, why it is and how it can be influenced by the Ministry Project.

As the colleague continues to develop the Ministry Event (the steps that will be taken to influence the issue under study), the guiding dynamic will be the Question that the colleague puts forth. This will serve as the plan of activity to be assessed after the ministry event is completed.

Emergent Week IV (EW IV)

Following the Fourth Emergent Week (EW IV) the colleague will write the following documents:

1. **Reflection Paper (due within 30 days)**
2. **Candidacy Request Form (Appendix H)**
3. **Content Specialist Forms (Appendix D, Appendix E, Appendix F)**
4. **IRB Form (Appendix G)**
5. **Write-up Draft of Methodology/Ministry Event and Analysis**

Methodology (Estimate: 10-15 pages)

In this section you will briefly describe the method or methods by which you will research and write your project, and why you have chosen it/them. Such methodologies might include, for example: historical or sociological research and analysis; personal reflection on experience; case studies; assessment instruments; surveys of existing literature on the subject; biblical exegesis and linguistic analysis, etc.

State in some detail the process you will follow in securing input, data, and feedback from project (ministry event participants. Will you do a pre-project survey? Post-project survey? Interviews? Be as specific as possible. What statistics will you use to evaluate whether your project made any statistically significant difference? If you are using pre- and post-surveys, it is normally best to match a participant's pre- and post-survey so that you can determine the statistical change (if this is the case, then you will want to use a t-test for dependent samples). Use literature to support your statistics/analysis choice and explain the statistics to the novice reader.

Quantitative Research. In quantitative research, data are numerical, analysis is statistical, and methods are objective. Replicability is an important aspect of research design since findings are

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verified when replicated by other researchers. Most scientific advances are the fruit of quantitative research and quantitative assumptions continue to dominate research in the natural sciences.

Qualitative Research. In qualitative research, natural settings are respected, human interactions, processes and relationships, not only quantifiable variables, are of interest, data are verbal, analysis employs interpretative methods, and findings typically are not replicable. Qualitative research assumptions and methods are widely embraced within the social sciences.

Research in ministry rarely is purely either quantitative or qualitative; most research in ministry employs a Mixed Methods Approach. This name is misleading, however, since the differences between quantitative and qualitative research are less methodological than philosophical. It is no more necessary to embrace the naturalistic assumptions often associated with quantitative research than to subscribe to the epistemological relativism that underlies much current qualitative research. It should be noted, furthermore, that very few research methods are solely quantitative or qualitative, grounded theory research being the principal exception.

Analysis

This chapter presents the results of the analyses, usually in order by research question, and any results of further analyses (that is, analyses that were not proposed but which were carried out). Results should be presented without interpretation; interpretation is reserved for the discussion in chapter VII.

Institutional Review Board

The Institutional Review Board (IRB) document is a process that has you consider the implications of harm that could be the result of an intentional or unintentional outcome of your research. The IRB is used in all areas of research to analyze the ethics, the safety of the methods used and the confidentiality expected for all subjects participating in the research. The questions on the IRB should allow the researcher to examine whether the study could provoke triggers in their subjects. It also establishes the research protocols for communicating to the subjects, whether remuneration is given for participation, the confidentiality and how issues will be handled.

This form will give you questions to think about as you prepare your final proposal for your Candidacy review. The IRB and your Proposal will be completed and turned in before your candidacy review to your Chair, Mentor, Peer Reviewer and Director

Emergent Week V (EW V)

Following the Fifth Emergent Week (EW V) the colleague will write the following documents:

1. **Reflection Paper (due within 30 days)**
2. **Refine Experience and Outcome**
3. **Complete Manuscript Draft**

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Experience and Outcomes / Findings

Results are interpreted in light of the research questions and discussed in conjunction with other literature. Limitations of interpretation and implications for further research may be presented in this paper. The student should summarize all the major points made throughout the ministry event and make a conclusive statement regarding the solution to the problem addressed. Students may also include a statement regarding opportunities for further development of the project. This is an opportunity to use and cite bibliography sources.

Emergent Week VI (EW VI)

Following the Six Emergent Week (EW VI) the colleague will write the following documents:

1. **Reflection paper (due within 30 days)**
2. **Submit Completed Manuscript**
3. **Request for Doctoral Defense Form (Appendix J)**

Conclusions

Conclusions should be based on the research questions in Chapter 1. They should be presented in the same order as the research questions. This last chapter of the research paper should bring the research full circle. Be very clear about stating conclusions and the discussion of the conclusions. This chapter is anything and everything that the researcher wants to say about the research that has been conducted. It is the chance to tell the reader what the research thinks about the research. Therefore, be sure to use references in this chapter to support what is being said!

Students should feel free to disagree with what was found in the literature, just be sure to explain what is being thought. As the researcher, you may draw upon life experiences to support your thoughts, views, and ideas. Tie everything together. The student should analyze, synthesize, and evaluate what was found in the research with what they think.

Completed Manuscript

Once the student has made the required corrections to their dissertation to the satisfaction of the examining committee, they will submit printed copies of your thesis to the office of the Doctor of Ministry Director per the requirements in this guide.

Recommendations

In the review of literature and in the research that was studied, several “holes” were probably were questionable. Give some recommendations as what further could be studied in the area of research conducted. When stating what should be studied, also indicate why this is important. Provide a rationale for why the additional research should be done.

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Dissertation Component Papers (Length of Project: 125-175 pages)

The six Dissertation Components require scholarly papers written by students during their progression through the program that become part of their dissertation. **The dissertation represents the foundation of the culmination of all of these scholarly pieces of work enhanced to a higher level.** The Dissertation is a biblically based, theologically sound analytical paper, complete with sustained argument in an area that has a broader scope and application beyond a specific ministry.

Focus:

A Dissertation is meant to influence the broader church or Christian world rather than a specific ministry.

Audience:

A Dissertation is meant to influence peers, while the Ministry Focus Paper is written for the leadership of a local ministry.

Research:

A Dissertation is a well-researched, high quality manuscript in the area of theology and/or ministry that makes a unique or creative contribution to the literature in the field.

Content:

A Dissertation is a sustained argument of a theme that requires a higher level of research and scholarly justification than a Ministry Focus Paper, which centers on addressing a specific localized problem.

Once your ministry event has been implemented and the data has been collected, the components will be assembled into one final document within the appropriate chapters. You will submit to your Dissertation Committee the final draft of your manuscript for review. Student will submit the paperwork for their defense. After approval is given you will defend your dissertation to the Dissertation Committee and to the public as a final requirement for the DMin degree.

Dissertation Defense

The student will file for graduation and send the approved dissertation along with the signature sheets to be published and bound.

Dissertation Components

Component 1

- **Spiritual Autobiography (The Journal)**
- **Context Analysis**
- **Ministry Praxis**

Component 2

- **Proposal**
- **Literature Review**

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- Theory

Component 3

- Methodology

Component 4

- Implementing Ministry Event

Component 5

- Data Analysis and Findings

Component 6

- Recommendations and Reflections

Three Stages of Program Assessment

There are three stages of assessment in the DMin program including the Annual Review following the second EW, Candidacy following the fourth EW, and the Dissertation Defense following the sixth EW.

Annual Review

The first stage of a major assessment in this program which comes after the second EW is the **Annual Review**. This review will include the Instructor of Core Course 821, the colleague's **Mentor** and the **Colleague** meeting together to review all of the material above to determine whether the colleague is progressing academically and scholarly (writing, thinking, openness and conclusions supported by their peers and mentor). While the work is still in the beginning stage, a determination will be made as to whether the project as it appears thus far can be completed by the candidate. Does it rise to the level of a doctoral degree, is it in fact, a ministry that is theologically, biblically and philosophically sound and is it helpful to the participants in the study and possibly the world. The approval of the dissertation problem is a part of this review. Finally, does the level of scholarship meet the standards of the ETS DMin program?

The colleague will setup an appointment with the Core 821 instructor, the mentor and the colleague to meet for the **Annual Review**. A form will be used (Appendix D, Pg. 51) for the mentor to evaluate all the work done thus far and the colleague's work ethic; the use of the group (positive or negative). The course instructor will evaluate the most recent work of the colleague. By the end of the meeting of the Annual Review the result will be one of the following decisions: 1) the colleague will continue in the program incorporating the feedback given in the review; 2) the colleague will be put on probation with certain required achievements to be accomplished by a set timeline; or 3) the colleague will be discontinued from the program.

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Candidacy

The second stage of major assessment in the program will be the Candidacy Review. It is the first official step in the Dissertation Process. Candidacy is not only a major review, but perhaps the most critical one of the colleague's process. He or she cannot move forward until this review has taken place and Candidacy has been awarded. The Chair will be assigned before the fourth EW, but the Candidacy Review will not take place sooner than thirty days after the fourth EW. All of the candidacy's process and work including Core Courses, Preparation for Candidacy, Theoretical Foundations and Methodology will be reviewed by the Chair who will help prepare you for the candidacy and determine when you are ready for the review.

There is an application form in the appendixes (see p. 53) of the DMin Manual that must be filled out and signed by you, the chair, your mentor and your peer before you can be scheduled for your candidacy review. When the candidates feel they are ready for the Candidacy Review, they must fill out the form and get all the signatures. The Chair will not sign the form until he or she believes everything is in proper order to conduct a Candidacy Review. Once all of the signatures are in place, you will call the Academic Assistant to schedule an appointment for the review. The Candidacy Review is the second most vital step in the entire DMin degree process. It authenticates whether or not you are qualified to continue in DMin process and supports the expectation that you will complete the degree.

Purpose

There are several purposes for the candidacy process:

- 1) To bring a Faculty Chair on board for each colleague, (after third Emergent Week)
- 2) To allow colleagues to present all the work completed up to that point and have it examined by an objective member of the faculty to determine whether it is in keeping with the mission statement and the academic standards of the seminary,
- 3) To determine if there are problems with the colleague's proposal and/or other aspects of the work done so far; the candidacy process helps the colleague get on track before going any further; and whether the ministry project when completed would rise to the level of warranting a DMin degree;
- 4) To allow colleagues the opportunity to demonstrate that they are academically strong enough to complete the doctoral degree or not, and finally,
- 5) If an assessment of colleague's work demonstrates inadequate academic standing, the colleague may be delayed until further work has been submitted to demonstrate quality work required or if not possible, the colleague may dismiss from the DMin program.
- 6) Refer to Appendices E-1, and E-2

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If you fail for any reason, to present yourself for Candidacy after the fourth Emergent Week, the Dissertation Committee {see page 17-Dissertation Committee}, (Faculty Chair, Mentor, Director of the DMin Program [another DMin faculty person if the Director is the Mentor] and the Dean) will meet and determine if and how you may continue the DMin process or decide to terminate you from the program. This decision will be made no less than two weeks before the Fifth Emergent Week begins. You will not be allowed to register for that Emergent Week.

Candidacy Review Packet

The Candidacy Process requires the you to put together a candidacy review packet following the third Emergent Week. This packet should include the following items:

1. Spiritual Autobiography,
2. Context Analysis
3. Ministry Praxis
4. Project Proposal (refer to p. 11-12)
5. Theory (growing out of a review of related literature and resources)
6. Methodology
7. Literature Review

The packet must be approved by the members of the colleague group and the Mentor. Once the packet is approved it is delivered to the Dean who will identify a Faculty Chair for you. The Faculty Chair will review the packet and determine if it is adequate and appropriate for the candidacy committee to meet. Following the Candidacy Review Meeting the committee will decide whether you may become a candidate and if your ministry project may be implemented (see Candidacy Appendices: Appendix H - Application and Appendix I - Evaluation).

Defense

A project defense is required for the DMin. To graduate in June you must submit your project and you must schedule a defense and Appendix F form is returned to colleague, the colleague must submit a copy of the form to: Director of DMin, 2) Registrar Office. You may schedule your defense before this date or shortly thereafter. In either case, your committee must receive your thesis/dissertation at least one month before the scheduled defense. It is important to schedule your defense so that you allow enough time afterwards to make final revisions before the final submission. ETS defenses are open sessions.

In all cases, when the date is selected the student must submit copies of the dissertation draft to the members of their committee at least 4 weeks prior to the defense. The project defense is held within one month after it is submitted. Final approval by the student's committee needs to be made by April 15th. This approval should be noted on the Doctor of Ministry Project Defense Appendix G form following the defense. If, however, the project is approved with requirements or recommendations the student will be required to complete all revisions or re-writes

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Before final approval is granted. The committee needs to make the final decision by April 15th. Once a project has been approved, The Doctor of Ministry Oral Defense Presentation Evaluation form (Appendix G), must be given to the DMin. Director and Registrar at the close of the meeting due by May 30th to the Assistant Dean for Academic Programs. At this time, if not yet obtained, the student should also obtain original signatures from the committee on each copy of the title page printed on the proper paper with the proper formatting that follows Doctoral Dissertation Guidelines.

After a successful defense and final revisions are made and approved, you must bring two complete sets of your project to the Registrar's office along with the completed Doctor of Ministry Publishing and Binding form.

Dissertation Components

Time	Core Courses	Dissertation Component
1 st Week of 1 st Yr.	Intro to DMin I: Clarifying the Call	Dissertation Component 1 – <i>Clarifying the Call</i> (completed and approved by next Core Course)
2 nd Week of 1 st Yr.	Intro to DMin II Prep for Candidacy Annual Review	Dissertation Component 2 – <i>Project Proposal</i> (completed and approved by the end of Year I)
3 rd Week of 2 nd Yr.	Theoretical Foundations	Dissertation Component 3– <i>Theoretical Foundations</i> assignments (completed and approved by next Core Course)
4 th Week of 2 nd Yr.	Practical Research Candidacy Review	Dissertation Component 4 – <i>Research Methodology</i> (completed and approved by next Core Course)
5 th Week of 3 rd Yr.	Dissertation I Dissertation Review of Results	Dissertation Component 5 – <i>Ministry Event</i> (completed and approved by next Core Course)
6 th Week of 3 rd Yr.	Dissertation II Preparation for Publication	Dissertation Component 6 – <i>Recommendations and Reflections</i> (Completed and approved by Feb. 1/Oct. 1 of 3 rd Yr.)

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DMin in Professional Education and Leadership (CPE) Program

The ETS Doctor of Ministry Program with a concentration in Professional Education and Leadership will begin on Monday, August 14, 2017, along with the regular DMin Colleagues at ETS Campus.

The two programs overlap in many places, but the seminarians begin the program in Week II and it will end after Week V. The Emergent Week's (EW's) schedule and format will be essentially the same.

The requirements to enter the program include a minimum of four units of ACPE Accredited CPE and a recommendation from the ACPE Supervisor in charge of their Supervisory Education. Any Certified ACPE Supervisor in good standing (active or retired) is invited to join this program.

The process of applying is the same as all the DMin applicants (indicate CPE on application and their qualifying status).

The DMin Emergent Week Format for CPE

The CPE Program is an accelerated intensive. The DMin for the CPE student is a two year program where the students will complete the DMin with a concentration in Professional Education and Leadership. The CPE colleagues will attend all programming- Worship, the Theme Course, Core Courses and their own Colleague Group with a CPE Mentor for Emergent Weeks II, III, IV, and V. The group will complete in EW V.

The CPE colleagues will have the same requirements as the regular DMin colleagues and will be required to complete all program assessments, Annual Review, Candidacy Review and Defense. The CPE colleagues will meet with their peer group in between EW. They will be required to complete all the papers for the first and second EW before the next EW. These papers include Spiritual Autobiography, Context Analysis, Ministry Praxis and Statement of the Problem/Project Proposal; include a list of at least fifteen (15) Literature Review sources.

All papers will be reviewed by colleague group mentor, revised appropriately and turned in to the mentor before moving to the next paper. Other writings will follow the next EW.

Students in the DCPE program will do the Emergent Week Core Course on Monday only, then move to the week two Core Course for Tuesday - Friday. The sixth Emergent week core course will be taught in a webinar.

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Dissertation Components for CPE

Time	Core Courses	Dissertation Component
1 st Week of 1 st Yr. Mon- day only	Intro to DMin I: Clari- fying the Call COR 820 (1day only)	Dissertation Component 1 – <i>Clarifying the Call</i> (com- pleted and approved by next Core Course)
1 st Week of 1 st Yr. Tues- day - Thurs- day	Intro to DMin II Prep for Candidacy Annual Review COR 821 (Tue. - Thurs.)	Dissertation Component 2 – <i>Project Proposal</i> (completed and approved by the end of Year I)
2 nd Week of 1 st Yr.	Theoretical Founda- tions COR 823	Dissertation Component 3– <i>Theoretical Foundations</i> assignments (completed and approved by next Core Course)
3 rd Week of 2 nd Yr.	Practical Research Candidacy Review COR 822	Dissertation Component 4 – <i>Research Methodology</i> (completed and approved by next Core Course)
4 th Week of 2 nd Yr.	Dissertation I Dissertation Review of Results COR 824	Dissertation Component 5 – <i>Ministry Event</i> (completed and approved by next Core Course)
5 th Week Webinar	Dissertation II Preparation for Publi- cation COR 825	Dissertation Component 6 – <i>Recommendations and Re- flections</i> (Completed and approved by Feb. 1/Oct. 1 of 3 rd Yr.)

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CHAPTER 3: DISSERTATION

Dissertation Process

The DMin Dissertation is the third and final stage of assessment of the DMin Program. It is a formal, academically written document of everything pertaining to a topic which has been researched, analyzed and interpreted by the author of the document. The dissertation should include spiritual autobiographical material, i.e. personal, family, and professional and ministry context and leadership position. It should also include a question of inquiry for the author as a passion; this question should be discussed in light of at least one hundred published books and articles. Finally, the topic should be tested by a ministry project designed and conducted by the author and its findings analyzed and conclusions drawn there from. When this document is presented to a committee, the author will defend its contents and explain its benefits, to the participants in the study and future users.

Dissertation Committee

The Dissertation Committee consists of an ETS Faculty Chair, the colleague group Mentor, and your Peer Reader. This committee is responsible for your Candidacy review. After Candidacy, a Content/Context Specialist (CCS) is added to this committee. You will defend your work before this Committee which will engage you in dialogue including the results of the ministry event and resulting reflection; they also approve your written dissertation and recommend you for the Doctor of Ministry degree. If editing and/or revisions are necessary, changes must be made and given to the Faculty Chair of the committee, by a date set unless otherwise instructed.

Colleague Group Mentor

The Mentor is responsible for leading a group of colleagues collectively and individually from the beginning to the end of the process over a three (3) year period. The Mentor will facilitate the process by which you as colleagues become a worshipping, supporting, challenging, and studying group. In the course of time the Mentor will develop a relationship with the entire group and you as a member of the group, communicating the DMin process and standards of ETS, while guiding you to maximize your participation in the DMin process.

Your Mentor collects and reviews all required papers, gives feedback to you on your paperwork and facilitates feedback from the colleague group on each colleague's work. During the Emergent Weeks, the Mentor engages the group in reflection on the Thematic Course and other activities of the week. The Mentor meets with the colleague group in between Emergent weeks for group building, reflection on the group members' work, and reflection on each individual's progress. The Mentor also participates in your evaluation process.

Faculty Chair

A member of the ETS regular faculty will serve as the chair of the colleague committee. Following the third Emergent Week prior to the Candidacy Process, you will be notified of the name of

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your chair. After the Candidacy Review the Chair will indicate satisfaction with your work by signing the Candidacy form. The role of the Faculty Chair is to chair your committee and examine the material for its content, scholarship, potential contribution to the field of ministry as well as its potential benefit to the context in which the project will be done. The faculty chairperson will be the major guide from the appointment until the student matriculates. **The Faculty Chair is not expected to edit grammar for you, only the overall content of the document. If materials turned in do not represent high academic scholastic quality, the materials may be returned to you requiring editing before turning it in again. In all cases, the faculty will give feedback to you within thirty (30) days or less.**

Content/Context Specialist

A Content/Context Specialist (CCS) may be chosen before or after candidacy is achieved. You with the help of your mentor and faculty chair, engage a CCS who will serve in the role of a Consultant to assist you with methodology, literature and resources. The Content/Context Specialist must have a terminal degree in the area of your specialty, and familiar with research design, as it relates to your dissertation question and focus. The CCS must be approved by the DMin Director and your Faculty Chair (see **Appendices D, E & F**). Your CCS also serves on your Dissertation Committee.

Peer Reader

A Peer Reader is a member of your Colleague Group chosen by the mentor and you, and serves as an additional reader for your dissertation. The Peer Reader needs to have full knowledge of your project and process in order to provide an opportunity for ongoing feedback and dialogue with you. The Peer Reader is a member of the Dissertation Committee and participates in the final evaluation process, including the vote for the doctoral degree.

Dissertation Preparation

Operational Definitions

1. **Dissertation** -- a lengthy, formal document that argues in defense of a particular thesis. The research performed to support a thesis must be both original and substantial. In particular, a dissertation highlights original contributions. The dissertation must use an accepted methodology to investigate the topic. The essence of a dissertation is critical thinking. A dissertation concentrates on principles: it states the lessons learned and not merely the facts behind them. In general, every statement in a dissertation must be supported either by a reference to published scholarly literature or by original work.
2. **Defense** -- an oral presentation of your dissertation that is followed by a question and answer time.

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3. **Methodology** -- the way, e.g. survey, case study, interviews etc., that you answer the question(s) of the dissertation.
4. **Hypotheses** -- an educated guess or prediction of what the results of your research will demonstrate.
5. **Spiritual Autobiography** -- a section of your dissertation, normally chapter one, where you trace your spiritual development and the context of your ministry.
6. **Style Manual** -- a guidebook of regulations about how to format some piece of writing. For your dissertation the required style manual is *Publication Manual of the American Psychological Association* **6th or most recent edition**.
7. **Plagiarism** -- the use of another person's words, ideas, concepts, programs, opinions, models, theories, results, graphs, charts, art work, drawings, photographs, video, or any other intellectual property whether by quoting, summarizing, or paraphrasing that person's spoken or written words without giving proper credit to the author of the material being used.
8. **Operational Definitions** -- technical terms used in your dissertation. Each of these terms should have a precise definition of how the term is used within your dissertation.

Style Manual

All Ecumenical Theological Seminary dissertations must follow the rules for quotations, citation systems, style, grammar, mechanics, and other relevant guidelines found in the 6th edition of the Publication Manual of the American Psychological Association (APA). When a new edition of the APA is published, all dissertations that are in their final year may continue using the older edition but dissertations that are a year or more from defense should follow the guidelines in the new edition.

All students are expected to purchase their own copies of the style manual for reference. Students with questions or problems with the style manual should go to the library for help.

Paper

The paper that you use in your dissertation must meet all of the following requirements:

- It must be 8 1/2 by 11 inches.
- It must be plain white paper without any woven pattern or textures.
- It must also be at least 20 pound weight and contain at least 25% rag or cotton fiber and be marked "acid-free."
- It must not have any holes punched in it, have been stapled, bent, or torn.

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Printing

The dissertation should use only one side of each page of paper. No double side copying is permitted. The dissertation should be printed only in black ink, and all pages must be printed in the portrait position.

Type Font

The dissertation should be typed using Times New Roman font in size number 12 point. Headings should be larger at 16-20 size point and done in bold to make them stand out (refer to APA Manual). This applies to all text of the dissertation including page numbers, charts, tables, and bibliographies.

Spacing

The entire dissertation should be double-spaced including the abstract, quotations (short and long), endnotes, and bibliographies.

Margins

In order to make the dissertation easy to read once it is bound, the margins need to be 1.5 on the left margin to accommodate binding of the dissertation and 1.25 on all other sides. Everything including page numbers, graphs, and text should be inside these margins.

Pagination

The title page of your dissertation is not numbered, but every page after it must have a page number. The pages before chapter one such as the copyright page, abstract, table of contents, and acknowledgments should be numbered with lower case **Roman numerals**: i, ii, iii, iv etc. Starting with the first page of chapter one and running to the end of the last appendix, you should use **Arabic numerals**: 1, 2, 3, 4 etc.

Page numbers should be **printed on the bottom center of each page** of the dissertation and run consecutively through the entire document. The Roman numerals and the Arabic numerals are two separate series and each should begin with the first symbol (i or 1). Your dissertation should not have Roman numerals i through xxi and then start chapter one on page 22; rather it should be Roman numerals i through xxi and then chapter one starts on page 1. The page numbers only need the digit without the word page before the digit.

Name

Your full name must appear in your dissertation exactly how it appears on your academic records in the Registrar's office. If your full name contains a hyphenated surname, an initial, or any additional elements such as Jr., it must appear consistently in your dissertation, your academic records, and on all paperwork for the program. If you wish to change the appearance of your name on records, please contact the Seminary's Registrar.

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The order of your name will follow the common design used in the United States of first (given) name followed by a last(s) or family name unless you ask for a different order. On the title page of your dissertation, your name should be followed by the highest degree that you have previously earned. This degree should be listed by initials such as M.Div. or M.A. and should not mention majors or specialties. You should not use any title or offices in front of your name on your title page for example Rev., Sister, or King. Following are two examples of correct name format for your dissertation:

Saige M. McGinness, M.Div.
Saige Marie McGinness, M.Div.

Title

The title of your dissertation should be clear and should reflect the content of the dissertation. The title should be no longer than three (3) to nine (9) words and must appear exactly the same in all locations. It should be written in English and should include only foreign language characters that appear in a Standard English language word processing fonts such as ü or é. It should not contain any symbols, superscripts, subscripts, or foreign language characters. Titles are very important and should be given considerable thought. The title is the first thing that a reader sees, and the first impression is very important. It must convey the meaning, importance, and substance of the entire document in nine or fewer words.

Subtitles should appear after the main title and a colon and should be typed in a smaller font size than the main title. **The words of the subtitle are counted against the three to nine word limit.** The first letter of the title and the first letter of each word except "a," "an," and "the" should be capitalized and short prepositions. The title should not contain any first person pronouns. Following are several examples of acceptable titles:

The Parish Church:
A Locus for Health Promotion

A Pastor's Spiritual Journey into Congregational Sanctification

Job Mapping:
An Effective Tool for Responsible Stewardship

Date

The date on the title page of your dissertation should be the date of your dissertation defense. It should be typed in month, day, and year style. For example: May 3, 2005

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Title Page

The title page of your dissertation should include: title, your name, defense date, defense location (city and state), degree name, and Ecumenical Theological Seminary as the granting institution. You should follow the title page format **found on page 39** of this manual.

Acknowledgments

The dissertation may include a page of acknowledgments to recognize those people who helped you with your dissertation in any manner. This page of your dissertation should be **placed between the abstract page and the table of contents**. It should be numbered with a Roman numeral.

Library Release

This page is a standard copyright waiver for ETS. It gives ETS the right to copy your dissertation for interlibrary loaning and to migrate your dissertation into another format if it is necessary. See **Appendix L**

Abstract

All dissertations must have an abstract. **This abstract is located after the copyright page and before the table of contents.** It should have a bold heading of "Abstract" at the top center of the page in 16-20 point font. **The abstract should be a single paragraph with a limit of 150 words.** It is doubled-spaced in 12 point Times New Roman Font. Your abstract is not an introduction to the dissertation, but rather it is a summary of the entire work. The abstract should include something about the purpose, methodology, results, and conclusions of the dissertation. It should be self-contained and report on the entire dissertation without evaluation.

Table of Contents

You need to provide a table of contents in your dissertation. This table of contents should give a list of materials in your dissertation including chapters, appendices, bibliography, and indices with corresponding page numbers. You should include the name of each chapter and not just list it as **Chapter 1.....Page 1**. The title or heading of each entry should be listed exactly as it appears in the text of the dissertation.

Parenthetical Citations

When you use the intellect property of others in your dissertation, you must provide a parenthetical citation whenever you quote, summarize, or mention their work. All parenthetical citation must have a corresponding reference citation in the bibliography.

Endnotes

Your dissertation should not have any footnotes, but rather endnotes should be placed at the end of the last chapter and before your bibliography. There are two types of acceptable endnotes: (1)

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a content notes that provides supplemental information to the material in the text of the dissertation and (2) a copyright permission note. If you consider the information that you are presenting in an endnote as important to your dissertation, then you should strongly consider moving the information out of the note and into the text of your dissertation.

Charts and Illustrations

Your dissertation may include charts, graphs, tables, and/or photographs. Any form of illustration must be printed directly onto regulation paper and conforms to the set margins. The illustrations must be in black and white. The ETS library offers a high quality scanner to help with producing regulation photographs. A list of illustrations should be placed after your table of contents.

Appendices

Your dissertation may include appendices of letters to subjects, instructions, surveys, and any other document that you created to help you answer your question and which you referred to in your text.

Addenda

The dissertation may also include computer disks, CD-ROMs, audiotapes, pamphlets, or other special supporting material with the approval of the dissertation committee. These materials should be clearly labeled with the title of the dissertation, description of the contents, and instructions for use. The addenda should be listed on the table of contents without page numbers.

Length of a Dissertation

ETS's dissertations are **no less than 120 to 150 pages (excluding charts and appendices)**, but this is not a strict limit. The dissertation must be long enough to cover the topic, therefore a dissertation may be longer than 150 pages under certain circumstances upon approval by the colleague's Chairperson and Mentor.

Multi-Volume Dissertation

If your dissertation is **longer than 400 pages**, it must be bound in more than one volume. For such a dissertation divide the pages evenly between the two volumes but do not break the consecutive page numbers. Each volume should contain its own title page with Volume One of Two or Volume Two of Two under the title.

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Order and Contents of Dissertation

Page	Page Number
Title page/Signature page	not numbered
Copyright page (if used)	Roman numeral ii
Library release	Next consecutive Roman numeral
Abstract	Next consecutive Roman numeral
Preface, Acknowledgments, Dedications (if used)	Next consecutive Roman numeral(s)
Table of contents with page references	Next consecutive Roman numeral(s)
List of illustrations with page references	Next consecutive Roman numeral(s)
List of charts with page references	Next consecutive Roman numeral(s)
Chapter 1 through Chapter 7	Arabic numerals
Endnotes (if used)	Next consecutive Arabic numeral(s)
Appendices (if used)	Next consecutive Arabic numeral(s)
Bibliography	Next consecutive Arabic numeral(s)
Addenda (if used)	Not numbered

Foreign Languages

- You must write your dissertation in English unless you have received special written permission from the Program Director.
- You must provide an English language translation of quotations within your dissertation.

Dissertation Chapter Content Guidelines

- Chapter 1: Introduction**
- A Clear Statement of the Problem (In Brief)
 - Describe Context
 - The Issue In Question
 - Why It Is An Issue
 - Why The Need for the Study
 - An Overview of the Other Chapters

- Chapter 2: Spiritual Autobiography (Journey)**

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- Introduction Paragraph (Brief- include the order and format of your Spiritual Autobiography)
- Chronology of life and Spiritual Experiences (Beginning to Current)
- Purpose for the Study
- Researcher's Qualification to do the Study (Ministry Project)
- Purpose and Passion for the Study

Chapter 3:

Context and Praxis

- An Overview of the Context for the Research
- A Summary of the Writer's Praxis

Chapter 4:

Literature Review/Theory

- Start with an Extensive Review of the Experts in the Fields of Study (Issues to be Covered in your Study)
- Finish with Your Theoretical Conceptual Framework in Consultation with the Experts
- The Need and Benefit for Raising and Answering the Research Question
- The Hypothesis Expected in the Outcome

Chapter 5:

Methodology

- Identification of Research Design and Method Used
- Reason for the Use of This Method
- Reason Why Other Methods Might Not Be Appropriate
- Identify Independent and Dependent Variables
- Participant Selection, Context and Demographics
- Data Collection Tools (Focus Groups, Interviews, Surveys, etc.)
- Implementation of the Ministry Event (Research Study)
- Full Description of Ministry Event (Research Study)

Chapter 6:

Findings

- Determine Method of Reporting Your Findings (Tables, Charts, Graphs, etc.)
- Analyze, Report and Explain Findings
- Limitation and Delimitation of Study

Chapter 7:

Conclusions and Reflections

- Implications and Impact of Findings

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- Value to Participants, Church and Community
- Unanticipated Discoveries
- Recommendations for Future Studies

References/Bibliography

Appendices

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Dissertation Defense Procedures and Guidelines

Scheduling

To schedule your dissertation defense, you should contact your committee's chairperson (see **Appendix J**).

Sending Your Dissertation to the Committee

The complete copy of your dissertation manuscript must be sent to all of your readers (see **Emergent Week VI** for policy guidelines). The draft should not be sent in an e-mail; rather it should be a paper copy that is mailed or dropped off to the readers.

Time Allocation

Your dissertation defense will **last one hour. You will have only 20 to 25 minutes** to present your dissertation (**usually Power Point presentation**). **This is not the time to preach or do a workshop.** Next there will 20 to 25 minutes for your committee to ask you questions and the final 10 minutes will be used for questions from the attending faculty, students, and guests.

Invitations

Your dissertation defense is open to the public. You may invite friends and family to come to your dissertation defense.

Audio-Visual Equipment

If you need any audio-visual equipment for your dissertation defense, then you must request the equipment on the Request for Defense Form (see **Appendix J**). The seminary may provide: a lap-top computer, overhead projector, and other media equipment as available.

Viewing Other Defenses

One of the best methods to prepare for your dissertation defense is to **observe other dissertation defenses. It is strongly suggested that you watch one or more dissertation defenses before your own defense.**

Copies of the Dissertations

You must bind at least three copies of your dissertation. One copy goes to the Biersdorf

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Library, one copy is for your student records at the Seminary, and the third copy is for you. Two copies must be sent to ETS signed by your committee members and dated with their original signatures.

Signing of the Dissertation Signature Page

Bring at least four (4) original copies of your signature page (Appendix M) on the appropriate paper (see p. 32) to your defense in order to obtain that day the signatures of your committee members.

After the final approval of your committee, you need to have two copies of the dissertation bound and delivered to the Seminary. The dissertation may be bound in any color of hard cover binding and the **book's spine should contain the title of the dissertation, your name with appropriate DMin degree following, and year. The bound copies of the dissertations should be submitted to the Registrar no later than two weeks before graduation.**

Sample:

Bible Study: Impact on African American Woman Name of Student, DMin. 2014
(Title and Name Printed Laterally Across Spine) ↔ ↔ ↔ Date Printed Horizontally ↑

Copyright for Dissertations

According to US copyright law, you control all rights to your dissertation as soon as you write it. If you claim your copyright, you should place a copyright notice on the page after the title page for example:

Copyright 2002 by Student's Name
All Rights Reserved

To formally register for copyright protection, you can apply to the Copyright Office at the Library of Congress by sending in an application, fee, and copies of your dissertation. You can find more information and the correct forms for this process on the Library of Congress website.

If you do not want to hold the copyright, you may place a notice of public domain on the page after the title page. This notice would not allow someone else to claim your work as their own, but people could reproduce, sell, or give away copies of your dissertation without your permission.

ETS does ask all students to place a library waiver form in their dissertation. This allows the library to reproduce a photocopy of your dissertation for other students or faculty who desire it for scholarly reasons and to migrate your dissertation into another form of media if it is necessary; you as the writer retain all publication rights to your dissertation.

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Use of Copyrighted Materials in a Dissertation

If you use copyrighted material, beyond the legal definition of Fair Use, you must obtain written permission from the copyright holder and include a copy of the permission in your dissertation as an appendix. For example, if you include an entire poem to illustrate a point, then you need copyright permission from the copyright holder of that poem. Pulling quotes from copyrighted work to support a point normally falls under Fair Use, and you do not need permission from the copyright holder. A full explanation of Fair Use may be found at the US Copyright Office's website.

Dissertation Style

Your dissertation should be written in a clear and concise style. The writing should demonstrate an easy to understand logical flow with good grammar, spelling, and should have a formal educated tone. **Please refer to the *Publication Manual of the American Psychological Association (APA)*, 6th edition, for more information on the writing style.**

Diction

Since this is a formal document, the language should contain no contractions, hidden jokes, colloquialisms, slurs, jargon, slang, and the meaning of words should reflect their standard dictionary meaning.

Grammar and Spelling

Your dissertation should reflect proper American English grammar, spelling, usage, and mechanics.

Terms and Phrases to Avoid

There are a number of words and phrases that should be avoided in your dissertation:

- *Good, perfect, wrong, bad, nice, terrible, and stupid* – all of these terms reflect moral judgments and are very hard to defend
- *Today, currently, modern times, soon, in the near future, and presently* – these words reflect time for the writer not the reader instead be precise to the time frame to which you are referring
- *In light of, lots of, kind of, something like, number of, and due to* -- all of these terms are vague and colloquial
- *Seems, seemingly, probably, and maybe* – these words reflect that you are guessing or not sure if your results support these conclusions
- *This and that* -- these words can be used as ambiguous pronouns
- *You* -- this word is the second person voice and has no place in a dissertation
- *I* -- this word is the first person voice and should only be found in the spiritual autobiography section of your dissertation
- *We* -- this word is a trap (who exactly does the writer mean?)

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- *A famous, well respected, or important (researcher...)* -- these terms reflect opinions and should be avoided
- *Must, always, prove, or all* – all of these reflect absolutes and are very hard to defend
- *Few, most, a majority, any, some, or every* -- these terms are vague

Verb Tense

The great majority of your dissertation should be written in the present verb tense.

Self-Assessment

As you write your dissertation, you should avoid statements of negative or positive self-assessment.

Inclusive Language

Your dissertation should avoid words, phrases, or ideas, which imply any bias against persons on the basis on gender, sexual orientation, racial or ethnic group, disability, age, or religion.

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APPENDICES

Appendix A - Research Paper Rubric

Criteria	Unsatisfactory - Beginning	Developing	Accomplished	Exemplary	Total
Paper Focus: Purpose/ Position Statement	0-13 points	14-15 points	16-17 points	18-20 points	/20
	Fails to identify a relevant research topic or is not clearly defined and/or the paper lacks focus throughout.	Identifies a research topic but may be too broad in scope and/or the thesis is somewhat unclear and needs to be developed further. Focal point is not consistently maintained throughout the paper.	Identifies a relevant research topic and a thesis that provides adequate direction for the paper with some degree of interest for the reader. The thesis states the position, premise, or hypothesis, and is the focal point of the paper for the most part.	Identifies a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking. The thesis clearly and concisely states the position, premise, or hypothesis and is consistently the focal point throughout the paper.	
Analysis	0-22 points	21-23 points	24-26 points	27-30 points	/30
	Demonstrates a lack of understanding and inadequate analysis of the research topic and thesis. Analysis is superficial based on opinions and preferences rather than critical analysis.	Demonstrates general understanding with limited critical analysis of the research topic and thesis (argument). Summarizes perspectives, counter-arguments, or opposing positions.	Demonstrates an understanding and some critical analysis of the research topic and thesis (argument). Adequately compares/contrasts perspectives, counter-arguments, or opposing positions but broader connections and/or implications are not as thoroughly explored.	Demonstrates a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument). Compares/contrasts perspectives, considers counter arguments or opposing positions, and draws original and thoughtful conclusions with future implications.	

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Research Paper Rubric (continued)

Evidence (Sources)	0-22 points	21-23 points	24-26 points	27-30 points	/30
	Lacks sufficient research sources to support the central position and/or, if included, are generally not relevant, accurate, or reliable. Contains numerous factual mistakes, omissions, or oversimplifications. Sources, if included, are not properly referenced and cited in the paper.	Provides some evidence to support the central position with only a few research sources. Some sources may not be relevant, accurate, and reliable and/or appropriately referenced and cited in the paper.	Provides essential, accurate evidence to support the central position with the required (7) research sources including 1 source from a periodical database that are mostly relevant, accurate, and reliable. Sources are referenced and cited appropriately throughout the paper for the most part.	Provides compelling and accurate evidence to support in-depth the central position beyond the required (7) research sources with at least 1 source from a periodical database. Research sources are highly relevant, accurate, and reliable and add to the strength of the paper; and are effectively referenced and cited throughout the paper.	

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Criteria	Unsatisfactory – Beginning	Developing	Accomplished	Exemplary	Total
Organization	0-6 points	7 points	8 points	9-10 points	/10
	Paper lacks logical organization and impedes readers' comprehension of ideas. Central position is rarely evident from paragraph to paragraph and/or the paper is missing multiple required components.	Paper is somewhat organized, although occasionally ideas from paragraph to paragraph may not flow well and/or connect to the central position or be clear as a whole. May be missing a required component and/or components may be less than complete.	Paper is adequately organized. Ideas are arranged reasonably with a progression of thought from paragraph to paragraph connecting to the central position. Includes required components (introduction, body, conclusion, Reference List, etc.) for the most part.	Paper is effectively organized. Ideas are arranged logically, flow smoothly, with a strong progression of thought from paragraph to paragraph connecting to the central position. Includes all required components (introduction, body, conclusion, Reference List, etc.).	
Writing Quality & Adherence to Format Guidelines	0-6 points	7 points	8 points	9-10 points	/10
	Paper shows a below average/poor writing style lacking in elements of appropriate standard English and following proper APA guidelines. Frequent errors in spelling, grammar, punctuation, spelling, usage, and/or formatting.	Paper shows an average and/or casual writing style using standard English and following APA guidelines. Some errors in spelling, grammar, punctuation, usage, and/or formatting.	Paper shows above average writing style and clarity in writing using standard English and following APA guidelines. Minor errors in grammar, punctuation, spelling, usage, and/or formatting.	Paper is well written and clear using APA guidelines and standard English characterized by elements of a strong writing style. Basically free from grammar, punctuation, spelling, usage, or formatting errors.	
Timeliness* and Length of Paper (* unexcused late)	Deduct 11 points-overall failing	Deduct 6-10 points	Deduct 1-5 points	0 points deducted	/---
	Paper is submitted 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length	Paper is submitted 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Paper is submitted within 1 day (24 hours) after the deadline and meets the required length (6-8 pages for the body).	Paper is submitted by the deadline and meets the required length (6-8 pages for the body).	
TOTAL POINTS (sum of 6 Criteria)					/100

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Appendix B - Reflection Paper

**Due 1 month after Emergent Week 1, 3, & 5
(Summary of Learning)**

Theme Course

- Overall Content
- Strengths and Weakness
- Application to Ministry

Core Course

- Overall Content
- Strengths and Weakness
- Position in Dissertation Process

Colleague Group Time

- Interactive Learning
- Discussion of Issues
- Questions and Answers

General

- Leadership
- Worship
- Future Expectations

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Appendix C - Annual Review

COR 821 Introduction to the DMin Program II

Directions: The Initial Program Review will occur after the second Emergent Week, yet before the third Emergent week. The purpose for this review is to assess whether the student is making sufficient academic progress, personal growth, and maintaining contact and relationship in the Colleague Group. The student will complete the form below, which will be kept on file. The student will present to a team consisting of the director, mentor, and the Core 821 faculty. will be present for the assessment. The team meeting will follow the presentation and at that time a decision will be made as to whether the student will be allowed to continue in the program or exit the program.

Name: _____ **Date** _____

1. Spiritual Autobiography: List the three most important parts of your journey that will influence your Ministry Project.

2. Context Analysis: List six important facts (aspects) of your ministry setting that are influencing your Ministry Project.

3. Ministry Praxis: Write three sentences that best describe your passion and values that will impact your Ministry Project.

4. Your research question:
 - a. Please state your topic:

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- b. Please state your question:
 - c. Articulate the theology of your topic.
 - d. What is the technical challenge to researching this topic and what is your adaptive challenge to researching this topic.
 - e. List the impediments to society that drive your research. (what do you see that is happening because this research has not been done.)
5. Please list your Goals and Objectives:
6. List the hypothesis for your project:

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7. Write the “key terms” that will help you to begin your literature review.

Program Recommendation:

Grades: EW1

Mentor _____ Core _____ Thematic Course _____

Grades: EW2

Mentor _____ Core _____

Colleague group attendance and participation: _____

Additional comments:

Program Determination:

A. Move Forward

B. Revise Material

C. Withdraw From Program

Signatures:

Student: _____

Mentor: _____

Core Instructor: _____

Director: _____

ETS/DMIN 2/5/19

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Appendix D - Content/Context Specialist Approval Forms

Requirements for the Approval of a Content Specialist's

(to be completed by the student and turned in to the Director)

Please take the time to research the specialists in your field of research.

The Content/Context Specialist stipulations are as follows:

1. Holds a doctoral degree from an accredited university or seminary or has distinguished himself of herself prominently in the field of concern. **Yes No**
2. Provides appropriate documents to substantiate credentials (Attach the current resume)
Yes No
3. Is in good standing in a recognized religious and/or professional body **Yes No**
4. Supports the mission statement and principles of the ETS **Yes No (How do you prove this)**

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Appendix E - Content/Context Letter to Specialist

Dear _____,

Thank you for considering being the Content/Context Specialist for _____?

The role of the Content/ context Specialist is very important for our colleagues in the DMIN program. You have been selected based on your expertise in the colleague's subject matter. The requirements and expectations for this position are below. You will be expected to do the following:

1. Meet with the student and assess his or her proposed ministry project
2. Help the student develop an appropriate methodology for the project
3. Recommend reading and other resources for the student's learning
4. Keep the director and chairperson informed of any unusual difficulty with student
5. Help the student implement and write up the results and findings
6. Attend the final presentation (defense) of the student's work
7. Vote with the committee as to the recommendation for the degree

ETS will provide:

1. approve the professional relationship of the student and the specialist
2. provide electronically an up-to-date handbook delineating the doctoral process
3. be available for consultation if needed
4. ETS will remunerate the Content/Context Specialist Three hundred and fifty dollars (\$350.00) subsequent to the final presentation (defense) and committee vote.

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5. This agreement may be terminated by either party by mutual agreement with a fifteen (15) day notice; immediately for any illegal or unethical conduct; or for any flagrant violation of the agreement. The agreement may be renewed or extended by mutual agreement.

Dr. Constance Simon, Program Director

Date

Content/Context Specialist's Signature

Date

You will receive and be required to return to the registrar the ETS Information Sheet and your SS Number so the business office can process your check.

Please drop off at seminary or mail in enclosed envelope to:
Dr. Constance Simon
2930 Woodward Avenue
Detroit, MI 48201
313 831-5200 ext. 205
csimon@etseminary.edu

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Appendix F - Content/Context Specialist Agreement With the Student

This is an agreement between two parties, Ecumenical Theological Seminary (ETS) and

_____, a Content/Context “Specialist”, to consult with

_____, a Doctor of Ministry colleague. The duration of this contract may be for about two (2) years or less during a three-year doctoral process. The Specialist will work collaboratively with the colleague’s Mentor and Faculty Chair under the direction of the Director of the Doctor of Ministry Program.

This agreement will begin on _____ (after colleague becomes a Candidate) and end on _____ (following the colleague’s Defense).

Parties Involved

_____ and Ecumenical Theological Seminary

Name

_____ 2930 Woodward Avenue

Address

_____ Detroit, MI 48201

Phone Number(s)

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Appendix G - IRB Form

INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS

Please see <http://www.nsf.gov/bfa/dias/policy/hsfaqs.jsp#exempt> for links to standardized guidelines to aid in the preparation of this review form.

Title of Ministry Event Study:

Name of Ministry Event:

Name of Chairperson:

Name of Content Specialist:

Name of Mentor:

Name of Peer Reviewer:

Please complete this form and return it with your Candidacy Review paperwork.

Ministry Event:

Dates of your ministry events: _____

Location of your ministry event:

The number of events you are proposing

Location- describe the setting for your ministry event

Please describe in detail how you will complete the following: Describe the group for this event and the significance of this group How will you select your participants

Will participants receive a stipend

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How will confidentiality be maintained?

How will permissions be obtained _____

Data collection: Observation-Survey please attach Interview

II. EXEMPT STATUS (please check all that apply)

<input type="checkbox"/> My Ministry Event is in a commonly accepted educational setting.
<input type="checkbox"/> My ministry Event uses an anonymous educational test, survey or interview.
<input type="checkbox"/> My ministry Event collects data by observation of public behavior without videotaping.
<input type="checkbox"/> My ministry Event uses publicly available data and individuals will not be identified.
<input type="checkbox"/> My Ministry event consists entirely of the components checked above.
<input type="checkbox"/> My ministry Event uses existing non-public data, records, or documents; individuals will not be identified; and I have obtained permission from the following individual(s) or agency to access the data: _____ _____ _____
<input type="checkbox"/> My Ministry event does not fit into any of the above categories.

III. HUMAN SUBJECTS

A. Protected groups: please check either 1 or all applicable in section 2

1.	<input type="checkbox"/> No members of protected groups will participate in my ministry Event.
2.	<input type="checkbox"/> Members of the following protected group(s) will participate in my Event: <ul style="list-style-type: none"><input type="checkbox"/> children younger than 18 years of age<input type="checkbox"/> prisoners<input type="checkbox"/> pregnant women<input type="checkbox"/> people with mental illness<input type="checkbox"/> people with developmental disabilities
ministry	

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B. Subject's relationship with ministry Event: please check either 1 or 2 and please explain as indicated

1.	<input type="checkbox"/> I, the ministry Eventer, have no prior relationship with any prospective subject.
2.	<input type="checkbox"/> I, the ministry Eventer, do have a prior relationship with one or more prospective subjects. Describe the relationship(s) in sufficient detail that it can be evaluated for potential limitations on the subject's freedom to decline participation in the study or withdraw.

C. Recruitment of human subjects: please check either 1 or 2 and please explain as indicated

1.	<input type="checkbox"/> I will not be recruiting human subjects for participation in my study.
2.	<input type="checkbox"/> I will be using recruitment materials for my study and have attached copies of them with this application. Please briefly describe your recruitment method, including how subjects will be contacted.

D. Confidentiality: please check either 1 or 2 and please explain as indicated

1.	<input type="checkbox"/> Subjects' participation and all responses will remain confidential. Describe procedures for maintain the confidentiality of subject participation during 1) recruitment, 2) data collection, 3) data management, 4) reporting of results, and 5) disposal of data.
----	---

2.	<input type="checkbox"/> Subjects' participation will not remain confidential throughout this project, but loss of confidentiality and any associated risks have been explained to subjects in the letter of informed consent. Please explain why loss of confidentiality is justified.
----	---

E. Compensation: please check either 1 or 2 and please explain as indicated

1.	<input type="checkbox"/> I will not compensate subjects who participate in this study. Please explain why this decision is fair to subjects.
2.	<input type="checkbox"/> I will compensate subjects who participate in this study. Please explain the compensation and its procedures.

IV. ANTICIPATED RISKS OR BENEFITS TO SUBJECTS

A. Risks: please check either 1 or 2 and please explain as indicated

1.	<input type="checkbox"/> This ministry Event does not constitute risk to subjects beyond the minimal level. Describe any potential risks and please explain why subjects' exposure to the procedures of this ministry Event or disclosure of their responses or participation in the ministry Event does not constitute risk beyond what could be considered as minimal.
----	--

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2.	<p>___ This ministry Event constitutes risk that is beyond the minimal level. Describe the risks and explain why they might exceed the minimal level. Also please explain why this is warranted.</p>
----	--

B. Benefits: please respond to all three sections

1.	Beyond possible compensation for time and effort, describe any benefits to subjects in this ministry Event.
2.	Describe any benefits to the discipline/profession.
3.	Describe any benefits to the community.

V. ACCESSIBILITY OF COMMUNICATION: please respond to sections 1 and 2

Face-to-face communication:	
1.	<p>1. Does the ministry Event call for direct, face-to-face communication with subjects?</p> <p>___ no (proceed to item 2a below) ___ yes</p> <p>2. What language will be used in this direct, face-to-face communication with subjects?</p> <p>3. _____</p> <p>4. Explain why this language was chosen.</p> <p>5. Describe ministry Eventer's qualifications for communicating in this language.</p>

Written communication:	
2.	<p>1. Does the ministry Event call for communicating with subjects in writing</p> <p>___ no (proceed to section VI below) ___ yes</p> <p>2. What language will be used to communicate with subjects in writing?</p> <p>3. _____</p> <p>4. Explain why this language was chosen.</p> <p>5. Explain the steps that have been taken to ensure that the materials are written at an appropriate reading level for the subjects.</p>

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VI. USE OF SPECIALIZED INSTRUMENTS, TESTS OR EQUIPMENT: please complete either section 1 or 2

1.	<input type="checkbox"/> This project will not include any specialized instruments.
	<input type="checkbox"/> This project will be employed specialized instruments. Please describe them.
2.	Who will administer these specialized instruments to ministry Event subjects? Please explain why you believe the person listed above is qualified to administer these instruments according to the customary protocols.

VII. DISCLOSURE OF ministry Event: please complete either section 1 or 2

1.	<input type="checkbox"/> I will disclose the results of the ministry Event to the ministry Event subjects. Please explain why you have chosen to do so, and how you will do so in a manner that is both understandable and appropriate for the subjects.
----	--

2.	<input type="checkbox"/> I will not disclose the results of the ministry Event to the ministry Event subjects. Please explain why you have chosen not to do so.
----	---

VIII. LETTER OF INFORMED CONSENT

Please indicated if each of the following are addressed in your letter of informed consent:

Subject time commitment Compensation Activities and conditions Potential risks Confidentiality

Freedom to withdraw from the project Accessibility of communication Permission to audio- or video-tape

☐ yes ☐ no

IX. ACCOMPANYING DOCUMENTATION

☐ 1 copy of any instruments, background information questionnaires, interview protocols, etc. to be administered to subjects.

☐ If another agency or university is involved, one copy of the approval from that agency or university.

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_____ 1 copy of the informed consent document to be presented to potential subjects. This document is not necessary if you believe the project presents no risk to subjects; the IRB will inform you if its review indicates an informed consent is needed.

_____ 1 copy of recruitment materials to be utilized (these must be approved by the IRB prior to use).

_____ If ministry Event involves protected groups, 1 copy of the thesis-project proposal that includes the rationale for the ministry Event and the methods employed for obtaining and analyzing the data.

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Appendix H - Application for Candidacy Review

Colleague Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Ministry context: _____

Mentor: _____

This Application Package contains: Project Proposal () Journey () Context and Praxis () Literature Review () Reference List ()

Working title for project: _____

We have examined this material and find it complete and acceptable. Therefore, we approve this colleague's Application for Candidacy.

Faculty Chair: _____

Signature

Print Name

Mentor: _____

Signature

Print Name

Peer: _____

Signature

Print Name

Director, DMin Program: _____

Signature

Proposed Content/Context Specialist: _____

Name & Title: _____

Address: _____

City: _____ State: _____ Zip _____

Phone: _____ e-mail: _____

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Appendix I - Candidacy Review Evaluation

Colleague: _____ Date: _____

(5 represent excellent; 1 represent inadequate)

1. Does the program focus adequately reflect and intersecting of the needs of the context and the interests of the colleague?

5 4 3 2 1

2. Is the ministry focus well developed?

5 4 3 2 1

3. Is the theological foundation of sufficient scope?

5 4 3 2 1

4. Is the material written well enough?

5 4 3 2 1

5. Comments

Faculty Chair _____ Date _____
Signature

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Appendix J - Request for Doctoral Defense

Student Name: _____ Date Submitted: _____

Student Cell #: _____ E-mail address: _____

Date of Final Emergent Week: _____

Title of Dissertation: _____

Proposed Dates and Times for Dissertation: ☐ 1. _____

Date Approved Designated by ☒ ☐ 2. _____

☐ 3. _____

Equipment needed (please check ☒): _____ lap top _____ projector
_____ telephone _____ microphone
(Used For Conference Calls)

_____ assistance needed to operate equipment

Additional Requirements If Any: _____

Note: Always bring your flash drive with your Dissertation and Power Point information on it.

Mentor's Name: _____

Content Specialist's Name: _____

Peer Reader's Name: _____

Chair Person Signature _____ Date: _____

My signature above indicates I approve the proposed dates and times to schedule the dissertation.

.....
.....

Date Defense Scheduled: _____ Time: _____ Authorized Signature: _____

Once the defense is scheduled and this form is returned to the colleague, the colleague must submit a copy of the form to: Director of DMin, and 2) Registrar Office

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Appendix K - Oral Defense Presentation Overview Guidelines

Colleague Name: _____

I. Participant Growth

1. What evidence is there that the colleague achieved personal growth?
2. Is the colleague able to articulate a personal theological position and apply theological insight to particular issues?
3. Does the colleague display openness to evaluation and to differing views?
Has the colleague grown adequately in the ability to evaluate?
4. Does the colleague show evidence of being able to:
 - a) define a problem
 - b) work with people in the definition of that problem
 - c) develop strategies toward a solution to the problem
5. What do you judge to be the level of competence of the colleague's own particular specialization in ministry?
6. Does the colleague show evidence of growing in understanding of the nature of ministry and in ability to take responsibility for one's ministry?
7. Has the colleague moved to a style of ministry fit to represent the degree?

II. Comprehensiveness and Depth of Program

1. To what degree did the colleague actually reach program goals as defined in the final document?
2. What changes happened in the context?
3. What will happen next in the context as a result of this program?
4. What evidence is there that the candidate made adequate use of the social, theological and historical resource appropriate to the program?
5. Is there evidence of extended, disciplined involvement in Peer Reader learning?
6. Was the engagement with the consultants sufficient to insure a quality program?
7. To what degree was there ecumenical involvement?

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8. To what degree was the program related to the larger community and society?
9. What do you judge to be the level of this program's contribution to ministry?
10. Has adequate evaluation of the program been maintained to insure a quality program?

III. The Final Document

1. Does the final document meet acceptable standards for professional and formal writing?
2. Will the larger church community be able to read the document with understanding?
3. Does the document adequately describe what took place in the program and the contribution to ministry which was made?
4. What, if anything, is there in the final document which is new (instruments of evaluation, resources for ministry, etc.)?
5. In your judgment, is the document acceptable? What, if anything, is necessary to make it acceptable?

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Appendix L - Library Release Form

(Please print your name and the document title.)

Author:

Dissertation Title:

US Copyright Law protects an unpublished manuscript against unauthorized use. By my signature below, I attest that I authorize my dissertation to be uploaded to the Wayne State Commons or ProQuest dissertation services, at the discretion of ETS. I understand that these services will make my research available for use by the public. At such time as ETS establishes an on-site library, the physical copy of my dissertation may be housed in the collection for the purpose of sharing my scholarship with interested readers. I also understand that I am allowing Ecumenical Theological Seminary to photocopy this dissertation for the purposes of interlibrary loans for scholars who request this document, other research use as deemed appropriate by the seminary, and to migrate this dissertation into another form of media for archival purpose. I retain the right to be identified as the author of this dissertation.

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Appendix M - Title of the Dissertation

(No More Than 9 Words)

By: Author's Name

Date

**Submitted in Partial Fulfillment of the Requirements for the Doctor
of Ministry Degree**

**Ecumenical Theological Seminary
Detroit, Michigan**

Approved:

Date:

(Name and Degrees of Committee Chair)

(Name and Degrees of Mentor)

(Name and Degrees of Content Reader)

(Name and Degrees of Peer Reader)

Copyright @ (year of defense) by (student's name)
All Rights Reserved

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Appendix N - Request for Extension of Dissertation (900/901)

Student Name: _____ Date: _____

Student ID #: _____ E-mail address: _____

Cell # _____ Date Completed Final Emergent Week: _____

Title of Dissertation: _____

Reason for Extension (Include Specifics) _____

Extension Request for: 6 Months ____ 12 Months ____ **Additional Extensions Made On Case by Case Basis**

Your Projected Date for Completing Dissertation: _____

Work Plan (Time Line) of Completion Attached: ____ Yes

(Before any extensions can be approved, colleagues must submit their Plan of Completion along with this request to the Dissertation Chair Person and Director of DMin Program)

Colleague Signature: _____ Submit Date: _____

Dissertation Chair Person Name: _____ Chair Person Signature : _____

Approved: ____ Yes ____ No Date Reviewed: _____

(Signature of the Dissertation Chair is required before this form is submitted to the Director of DMin Program for final decision)

Director of DMin: Name: _____ Director DMin Signature: _____

Approved: ____ Yes ____ No Date: _____

Request for Extension of Dissertation along with the Colleague's Plan of Action must be submitted to the Director of D. Min for final approval on or before May 30th or December 30th which ever applies to the colleagues' corresponding completion of their last Emergent Week.