



Doctor of Ministry Program Manual

This program manual contains relevant information concerning the policies, practices, and procedures for the Doctor of Ministry degree program at Winebrenner Theological Seminary. It is effective as of Fall 2011 and will be revised when necessary.

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Affiliation and Accreditation

Winebrenner Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275-1103, 412-788-6505, www.ats.edu), and the Higher Learning Commission of the North Central Association of Colleges and Schools (230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800-621-7440, www.ncahigherlearningcommission.org). Winebrenner Theological Seminary is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents. Winebrenner Theological Seminary is recognized by the Veterans Administration and is authorized under federal law to enroll international students. The seminary is a member of the National Association of Evangelicals, the Evangelical Council for Financial Accountability, and the Council for Higher Education Accreditation.

Winebrenner Theological Seminary
950 North Main Street
Findlay, Ohio 45840

DOCTOR OF MINISTRY OVERVIEW

Welcome!

You are a part of the growing number of Christian leaders who desire to enhance their theological insights, professional praxis, and spiritual formation by pursuing doctoral studies while remaining in their ministry contexts. For men and women like you, Winebrenner Theological Seminary (WTS) has developed an in-service Doctor of Ministry program that exists to equip servant leaders with knowledge, skills, and passion to revitalize the church and evangelize the world in the power of the Holy Spirit. We are pleased to have you investigate or enroll in the Doctor of Ministry program.

This Doctor of Ministry has been prepared especially for persons interested or involved in the doctoral program. It is designed to provide information about the policies, practices, and procedures specifically related to doctoral level theological education. I trust that it will answer many of your questions as you work through the program. All participants are encouraged to read the handbook and retain a copy for future reference.

If you have any questions regarding the handbook, or any other matter that may arise related to the program, please feel free to contact me at (419) 434-4247, at (800) 992-4987, ext. 4247, or at jnissley@winebrenner.edu. I look forward to working with you. It is my desire that the Doctor of Ministry program will develop men and women who are *teleios* (mature, whole, complete) as James describes the realities of kingdom leadership (James 1:2-5).

Shalom,
Dr. M. John Nissley
Doctor of Ministry Program Director

Acknowledgment

The Doctor of Ministry degree program at WTS benefitted from almost ten years of dedicated service by Dr. Leslie L. Lightner who died unexpectedly on August 8, 2008. Dr. Lightner served as the Director of this program and was a vital partner in working with me as Academic Dean in designing and developing many of the unique features and qualities of this fine degree program. We are proud of his accomplishments in directing this program through its initial stages of development. May his legacy of passion for excellence as life-long learners live on in the next generation!

Program Handbook Materials

The Doctor of Ministry Program Handbook is the official publication for doctoral students, related administration, and faculty. While this handbook intends to describe program policies, practices, and procedures, Winebrenner retains the right to change courses, curriculum, requirements, schedules, and instructors, and all other aspects of the program at any time. The D.Min. Program Handbook binder contains the following eight program materials: 1) Program Catalog Description, 2) Program Manual, 3) Notes on Research and Writing, 4) Project Report Chapter Evaluation Rubric, 5) Sample for a D.Min. Seminar Paper, 6) WTS Student Handbook, 7) D. Min. Program Updates, and 8) D.Min. Seminar Information. The comprehensive nature of this Program Handbook is intended to provide easy access to information and policies to ensure quality control and clarity of expectations for all the program participants.

Purpose

The purpose of the course of study leading to the Doctor of Ministry (D.Min.) degree is to enhance the practice of ministry for persons holding the Master of Divinity (M.Div.) degree or its equivalent, and who are currently engaged in positions of Christian ministerial leadership. The program is practical in nature and is designed to heighten professional competency. Persons will be equipped at a more advanced level of theological reflection and practice than that achieved in the foundational work of the M.Div. A program assumption is that the ministry of a local congregation or Christian ministry setting will provide the context for the course of study. Since D.Min. students are expected to be involved in ministry during their study, they are encouraged to consider carefully the demands of the program. Participants should expect to manage their time in such a way that family and ministry responsibilities do not suffer as a result of class work.

Program Outcomes for D.Min. Graduates

- 1. Knowing--**Investigate and reflect on with peers the critical challenges, issues, and opportunities of ministry.
- 2. Being--**Manifest growth in personal spiritual and professional goals as identified in the four core curriculum courses.
- 3. Doing--**Contribute new insights to the body of ministerial practice through practical field research and qualitative writing.

Assessment Outcomes for D.Min. Students

A. Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty.

B. Being: Case study presentations on personal spiritual formation and spiritual leadership that demonstrate and represent the student's best work in theological, biblical, spiritual, and strategic reflection are evaluated via direct observation by faculty.

C. Doing: The Capstone Project consists of a written abstract and oral presentation of the student's Research Project that integrates the program curriculum by designing a practical ministry model based upon the research data. Supervision of the Research Project is provided by the Research Team. Evaluation is completed via direct observation by peers, faculty, and the Research Team.

Description

As a four-year, in-service degree, the D.Min. affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminar content, personal and professional development, research and writing for the doctoral project. The unique feature of this D.Min. degree program begins with the initial seminar as the student designs a prospectus to guide his or her research project, instead of waiting until midway through the program to begin the research process, which is the norm in most D.Min. programs. Intensive one-week seminars are held twice annually, in January and July, on the Seminary's Findlay, Ohio, campus. The focus of a WTS D.Min. student's research project is not constrained

by program tracks or other institutional parameters. The design and intent of this degree program is to provide an opportunity for students to be engaged in prolonged research over the duration of the four-year degree program in the student's primary domain of ministry and vision. The Research Project Team is a unique feature of the WTS D.Min. degree program that affords a venue for in-depth research, reflection, and review with feedback from peers, mentors, and professors in the specific area of research emphasis, such as Christian Leadership, Counseling, or Education. The parameter for research emphasis is to be within the broad scope of Kingdom ministry.

Components

1. Intensive Week Seminars

Each year, January and July, students meet with professors and other students during two specific seminars; one in the morning from their track, and in the afternoon students meet to focus on their writing/research project. Each seminar is based upon 2 credit hours. Faculty and students each bring academic and practical knowledge to the discussion. While professors shape the seminar design and provide class leadership, students are free to discuss, interact, and share, creating a positive learning environment and experience. Students will take a total of eight seminars.

2. Individual Self-directed Learning

Adult learners function best when they are directly involved in the learning process. The D.Min. program assumes that the students are adult learners who not only receive information but who also actively participate in their own learning. Students are held accountable for their own learning through pre-and-post session readings and projects related to their ministry contexts.

3. Community Peer Learning

Participants in the D.Min. program are expected to think and work both independently and collaboratively. The traditional model assumes that teachers transmit significant knowledge to passive receivers of that knowledge. Learning, however, also takes place in community. Adults bring a large pool of previous experience and wisdom to the classroom. Thus, collaborative learning in community with other ministry peers and practitioners creates an atmosphere where students can learn from and share with one another.

4. Ministry Context Resource Group

Professors, students, and laity are all involved in the learning process. Since D.Min. work is largely centered in the ministry locations of students, each participant will bring together a lay resource group from within his or her ministry setting. This group ties the D.Min. program firmly to the student's ministry context.

5. Doctoral Research Project

The purpose of the doctoral research project is to provide students with an opportunity to examine and to explore a particular ministry problem and to provide an effective solution. Projects can emerge out of such areas as administration and leadership, church growth and renewal, Christian education, counseling, discipleship, evangelism, missions, church music, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and

other areas. The project should demonstrate doctoral level work and display how the candidate's competence in ministry has been strengthened or transformed. Projects are completed under the direction of a project mentor, external reader, writing stylist, research project coordinator, and the program director.

Definitions

The following definitions will be helpful as you work through this the Doctor of Ministry Program Handbook:

- Candidacy Phase. This point is achieved after the student satisfactorily completes the Research Project Prospectus and is deemed ready to begin a D.Min. Project and is advanced to Candidacy Status.
- Research Project Team. Consisting of the Project Mentor, External Reader, Writing Stylist, Research Project Coordinator, and D.Min. Director, this committee works with the candidate on the preparation and evaluation of the D.Min. Research Project.
- D.Min. Degree. A professional degree designed to enhance the practice of ministry for persons engaged in vocational ministry.
- D.Min. Director. The person in charge of administering the D.Min. degree program.
- Doctoral Research Project. A major research project report that culminates the student's program of study.
- D.Min. Seminar. A two-credit course offered in a one-week intensive seminar format during January and July.
- External Reader. A non-resident practitioner qualified to evaluate the student's work in the specific area of expertise or discipline in his or her D.Min. Project.
- Ministry Context Group. A group that will participate with the candidate throughout the design, implementation, and evaluation of the D.Min. Research Project.
- Project Mentor. The qualified faculty member or adjunct assigned to work with the student for the duration of the D.Min. Research Project.
- Research Project Prospectus. The student's proposal for the focus of research inquiry for the D.Min. Research Project.

ADMISSION/PROGRAM ENTRANCE POLICIES AND PROCEDURES

Admission, Matriculation, and Communication

Entrance to the program is based on competence in ministry and theology. Evidence of the motivation and ability to pursue further study at the doctoral level must be demonstrated, not only by the applicant's previous academic work, but also by the endorsement of the church or parachurch organization to which the applicant is accountable. An applicant's file will not be acted upon until all necessary components are received. An applicant who has previously been enrolled in any academic program at Winebrenner Seminary must still complete the D.Min. application and all other entrance requirements. Admission to Winebrenner Seminary is open to qualified persons of all Christian denominations and fellowships, of any race, color, and national or ethnic origin, without regard to gender or disability.

An applicant who is accepted into the program but does not matriculate by enrolling in a seminar within two years will be removed from the program. A full re-application and statement of explanation regarding non-matriculation will be required to reenter the program.

It is required that applicants own or have available a computer with E-mail and Internet access. Communication between students and administration, students and faculty, and students and peers will be aided by this technology.

Qualifications of Applicants

Applicants for the D.Min. degree program must have the following four prerequisites:

1. Applicants must possess an ATS accredited Master of Divinity (M.Div.) degree or its educational equivalent, as determined by the Registrar and Academic Dean.
2. Applicant must give evidence of ability to do doctoral level work as indicated by a minimum cumulative grade point average of 3.0 (on a 4.0 scale) at the graduate level.
3. Applicant must have five years of ministry experience.
4. Applicant must be involved in a current ministry context and remain in ministry throughout the duration of his or her doctoral program.

Admission/Program Entrance Process

The applicant will utilize the following seven items to complete the application/entrance process for the D.Min. degree program:

1. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in an undergraduate and graduate institution.
2. Applicant must submit a 750-1,000 word *Ministry Assessment Essay* and specifically answer how participation in the D.Min. program will contribute to his or her ministry.
3. Applicant must submit a *Ministry Study Endorsement Letter* from his or her church board or appropriate supervising body acknowledging their support and encouragement of the applicant's doctoral study program.

4. Applicant must submit a completed application with a non-refundable application fee of \$30.00.
5. The D.Min. Program Director will schedule a telephone interview and/or campus visit.

Ministry Assessment Essay

The 750-1,000 word Ministry Assessment Essay is one important evaluative component of the entrance process at Winebrenner Theological Seminary. It will be used by the Doctor of Ministry Director to assess your writing ability and potential for success in the Doctor of Ministry program and will be evaluated on these academic writing criteria:

- Purpose—establishes a clear focus for the essay
- Organization—presents a logical order, flow of thought, and sequence
- Content—develops information in a complete and relevant manner
- Style—uses effective words and displays a professional tone
- Grammar—demonstrates knowledge of proper grammar, punctuation, and spelling

If the Essay does not meet Winebrenner’s academic standards, applicants may be required to complete a refresher writing course at a college or university of their choice before entrance into the Doctor of Ministry program. The essay will have six clearly defined sections:

- 1) Description of Ministry Experiences. Describe your commitment to Christ, both past and present ministry accomplishments and disappointments, as well as strengths and challenges that you presently bring to ministry.
- 2) Theological and Ministry Issues. Discuss two theological or ministry issues that have clearly contributed to your identity and maturity as a Christian ministry professional.
- 3) Participation in the Doctor of Ministry Program. State how your participation in the Doctor of Ministry program will contribute to the fulfillment of your personal and professional development and goals.
- 4) Family and Collegial Support. Comment on the encouragement and support that you expect to receive from family, friends, colleagues, and others as you enter the Doctor of Ministry program.
- 5) Other Related Information. Explain what other aspects of your background (abilities, accomplishments, education, personal qualities, and professional history) will contribute to your potential for success at Winebrenner. Please include an assessment of your computer skill level.
- 6) Certification. Complete your essay with a statement, along with your signature and date, that it solely represents your own work and not the work of any others.

M.Div. Equivalency

Equivalency to the M.Div. degree is defined as the successful completion of a minimum of 72 semester hours of graduate work in theological and ministerial studies. Equivalency credit will not be given for pastoral or ministerial experience.

It is possible that students trained in various helping professions and engaged in a ministry context may be able to demonstrate M.Div. equivalency. Transcripts must support graduate level course content that is similar in intent and content to career ministerial studies. Equivalency may be demonstrated with a Master of Arts Degree (M.A.) in a ministry compatible area such as counseling. Transcripts indicating completion of accredited graduate work beyond the M.A., distributed among biblical, theological, historical, and practical ministerial studies, must be submitted. Total graduate work must equal a minimum of 72 semester hours, career-level engagement in a ministry context, and an essay that states explicitly how the D.Min. degree program advances professional aims. Consideration may require other documentation necessary to verify equivalency as requested by the Registrar and Program Director.

When a student has reached an equivalency of 72 semester hours, he or she will be given permission to begin work in the D.Min. degree program. The student will not be permitted to enter the D.Min. Program until all equivalency standards have been met.

Probationary Admission

The D. Min. Director may, at times, admit on “probation” an applicant with a cumulative Grade Point Average (GPA) below 3.0. The reason for granting probation is evidence presented by the applicant that his or her cumulative GPA does not necessarily reflect his or her competence to do doctoral level work. A student admitted on probation is required to maintain a 3.0 cumulative GPA and adhere to any other stipulations imposed by the Doctor of Ministry Director, otherwise, he or she will be dismissed from the program.

International Students

The Seminary welcomes inquiries from international students who wish to pursue a D.Min. Degree at Winebrenner. International students should contact the Admissions Office for information regarding the policies and procedures to follow in making formal application. Applicants whose native language is not English will be required to submit either *Test of English as a Foreign Language* (TOEFL) or *English Language Exam* (ELE) scores. Prospective students are required to achieve a minimum TOEFL score of 550 or computer based TOEFL score of 213. International students will be considered for admission if they meet the general admission requirements of the Seminary, including an M.Div. Degree or its equivalent. Prospective students should submit a catalog of the school from which they received the degree. In addition, prospective international students must provide a financial guarantee for themselves and all dependents who are accompanying them to Findlay. The financial guarantee must be from the source(s) that will actually provide the funds for study and living expenses.

Limited Status

Students that qualify for admission to the D. Min. program and want to complete several seminars for personal and professional enrichment without enrolling in one of the three program tracks may complete two seminars. Limited students will complete the basic components of the application process excluding the recommendations and essay.

Audit Participants

Audit students can include: (1) D.Min. students at WTS or another accredited seminary; (2) persons with a D.Min. or other theological doctorate who are engaged in current ministry; and (3) persons who qualify as Limited Status students. Such a student may desire to participate in a seminar in order to receive the content of the seminar but not receive academic credit toward completion of the D.Min. degree program; therefore no academic credit is earned toward a degree for seminars taken on an audit basis. The fee is based on the current rate for auditing a D.Min. Seminar.

Audit participants are expected to complete all pre-seminar assignments (as directed by the professor), may take part in seminar discussions, and will receive copies of class handouts. They should not expect to complete post-seminar assignments or ask professors to evaluate any kind of work. No academic credit is earned toward the degree for seminars taken on an audit basis.

Change of Seminar Status

Audit seminars may be changed to a Limited or Credit Status seminar upon permission of the original instructor, payment of the tuition differential, and completion of the ministry assignment. Seminars completed on an audit basis may not subsequently be changed to credit status after the conclusion of a seminar. Such change of status must be done by the end of the seminar week.

Continuing Education

Continuing Education Units (CEUs) can be awarded on the basis of ten contact hours = one CEU. Seminars completed on an audit basis may not subsequently be changed to credit status.

Visiting Credit Participants

Visiting students may be allowed to register for D.Min. Seminars for credit. A visiting student is one who is pursuing a D.Min. Degree at some other institution. To participate as a visiting student requires completing a *Visiting Student Application* and registering for the seminar. Participation will be granted only on the premise of “space available” (see Space Available statement below). Contact the Winebrenner Office of Admissions for Visiting Student Application Form.

Seminar Space Availability

All seminar registrations must be complete 45 days prior to the first day of seminar. Enrollment priority will be done in the following order:

- | | |
|-------------------------|--|
| Prior to 45 days | —Winebrenner doctoral credit students enrolled |
| On 45 th day | —First priority to visiting credit students
Second priority to audit students |
| After 45 days | —Admission only by permission of Program Director |

Winebrenner D.Min. students desiring to take a doctoral seminar for non-credit and/or a visiting student desiring to take a seminar for transfer credit will be enrolled in a seminar on a *Space Available* basis.

Doctoral seminar size is limited to 20 registered participants. If maximum registration is not achieved 45 days before the first day of the seminar, additional non-credit participants will be permitted to enroll in the seminar with permission of the instructor. However, non-credit enrollment can never exceed twenty-five percent of the entire class membership.

Program Orientation

Each new participant will meet with the D.Min. Director, Research Project Coordinator, Student Services Director, and Director of Library Services prior to or during the first seminar. The purpose of this meeting is to prepare the student to function comfortably in the program and on the Winebrenner campus. This orientation will: (1) present the Winebrenner D.Min. Program design; (2) discuss the expectations of doctoral academic work; (3) explain the program's focus on integration; (4) familiarize the student with the Winebrenner campus and personnel; and (5) orient the student to the use of the seminary's theological library and its electronic tools.

Program Continuation

Students are required to maintain endorsement by their local church and regional administration (if applicable) in order to continue in their program. In the event that such endorsement is withdrawn at any time during the student's enrollment at WTS, the student may be discharged from the Seminary and an indication of the action will be noted on the student's permanent transcript.

ACADEMIC POLICIES AND PROCEDURES

Work Load and Attendance

The sequence of seminar offerings is coordinated through the D.Min. Director. A student may take usually only two weeks of intensives (8 credits hours) within a given year. This will ensure adequate preparation and study time between sessions. Since D.Min. students are expected to be involved in ministry during their program; they are encouraged to consider carefully the demands of each seminar. Students should expect to manage their time in such a way that family and ministry responsibilities do not suffer as a result of class work. Due to the accelerated pace of each seminar, regular and punctual attendance is expected of each participant. This is a crucial element of the learning process. Students should make arrangements for others to handle emergency situations in their ministry settings during each of the five-day blocks of time while on campus.

Each D.Min. Seminar consists of three parts:

- Pre-seminar. The student will be sent a syllabus which includes a list of pre-seminar assignments, required reading, and written work for the course. All pre-seminar assignments must be completed before the seminar begins. Failure to complete the pre-assignments will affect the student's final grade for the seminar.
- Seminar. The seminar is a week of interaction with the professors and other students. The focus of each seminar will be the integration of new (or renewed) ministry-related concepts and peer-learning resulting from the interaction of colleagues. Students are expected to attend all sessions of all the seminars in which they enroll. If extreme and unforeseeable emergencies arise for a student that requires him or her to miss some sessions of the seminar, the professor may require extra seminar work.
- Post-seminar. Assignments based on reading and class work will be completed after the seminar. These assignments will require the student to integrate the course content with his or her own ministry. All assignments must be received by the instructor according to the due date indicated in the syllabus.

Project Planning Schedule

January--Seminar sessions

February, 30 days later--Core Seminar Paper due

April, 90 days later—Research Chapter due

April—July, Prepare for July Seminars

July--Seminar sessions

August, 30 days later—Biblical Research Paper due

October, 90 days later—Research Chapter due

October—January, Prepare for January Seminars

Academic Advising and Mentoring

The D.Min. degree program has had primarily a research and writing focus that challenges experienced, seasoned Christian leaders who are often experiencing a major transition in their lives and ministry. There is a need to coordinate the eight steps of the Research Project for the D.Min. students who are extremely busy in their ministry context; therefore, the Research Project Coordinator would facilitate and supervise the process of writing while the Project Mentor guides the student in the research journey and first draft of crafting each chapter of the Research Project. The process of student advising and mentoring is essential for the D.Min. program, since the participant is not typically on campus daily and lacks convenient access to seminary services available to resident participants. Responsibility for student advising represents a broad-based Seminary community effort.

A Research Project Team (RPT) approach comprised of the following five roles will provide a comprehensive teaching, training, accountability, and support system to enable the WTS D.Min. program to perform at a high level of excellence and wholeness in fulfilling outcomes of this doctoral program:

1. D.Min. Director role involves selecting professors, designing curriculum, casting program vision and focus, selecting off-campus seminar locations, and coordinating the Portfolio and Capstone Symposium. This role includes teaching the Research & Writing Seminar each January and July. The Director also evaluates each chapter according to the Seminary's rubric and submits a grade for the 880 course.
2. Research Project Coordinator. This Coordinator serves as the general editor for all the D.Min. Research Projects with the following specific duties: 1) evaluates each Research Project chapter according to the Seminary's rubric score sheet; 2) coordinates the progress of each student in completing their chapters in a timely fashion after each Research & Writing Seminar (DM 880.1 to DM 880.8), involving communication with the D.Min. Students, Project Mentors, Writing Stylists, and External Readers; 3) reviews and updates the D.Min. Style Handbook in consultation with the D.Min. Program Director, and the D.Min. Style Supplement in consultation with the Writing Stylists; 4) assists in coordinating the DM 880 Research & Writing seminar each January and July; 5) designs and maintains a comprehensive Assessment Rubric for the Research Projects.
3. Project Mentor. A Project Mentor will be assigned to each participant to guide the student in developing the D.Min. Research Project. Project Mentors are assigned by the Director for the duration of the Research Project. The Project Mentor serves as the editor for a specific student's Research Project while primarily serving as the guide for the direction and focus of the student's Research Project. The Project Mentor provides invaluable support, critique, and encouragement for the student in addition to evaluating each chapter according to the rubric provided by the Seminary.

4. External Reader. The Director will, in consultation with the student, designate an External Reader. The External Reader will be a non-resident practitioner qualified to help advise the student and to evaluate his or her doctoral work in crafting the chapters of the Research Project. The External Reader provides additional resource in specific areas that bolsters the quality and depth of theological reflection and research insights in the research process.
5. Writing Stylist. This member of the D.Min. Committee serves as another voice in providing detailed feedback on writing style and Turabian format issues.

Additional advising and academic support is provided in the following areas:

- Seminar Registration, Grades, and Transcripts. The Registrar directs the registration process for each D.Min. seminar in January and July, records grades, and monitors progress toward completing the requirements for graduation including student files and transcripts.
- General Advising. When participants arrive for a D.Min. seminar, Winebrenner administration and staff are available to meet and assist them. An informal fellowship time is usually planned for the week with participants, faculty, and administrators.
- Faculty Assistance. Faculty members are available to assist students with assignments during the pre-seminar, the seminar, and the post-seminar periods. Students may contact professors by telephone (419-434-4200), mail, fax (419-434-4267), or e-mail. Faculty will provide written feedback as papers and projects are evaluated and returned.

Academic Records

The Registrar's Office maintains official records for each participant enrolled in the D.Min. degree program. Student files include the participant's application file, transcripts, processed requests for extensions, etc., and graduation information. In accordance with Public Law 93-380, Family Educational Rights and Privacy Law 1074 (frequently referred to as the Buckley Amendment), participants have the right to inspect their own records.

Pre-Registration for Doctoral Seminars

All participants in the program will be sent notice of seminar offerings 90 days prior to the seminar date. If the participant wishes to enroll in a seminar, he or she should return the pre-registration form with the required deposit to the Registrar's Office no later than 45 days before the seminar. This step is necessary, even if the student has given previous indication of intentions to take the course. Visiting credit students and Winebrenner non-credit students will be notified of admittance into a seminar forty-five days prior to the seminar date. Participants with outstanding bills will not be permitted to register for a future seminar until the bill is paid or arrangements have been made with the Business Office.

Cancellation of Pre-Registration

If an emergency arises that prevents seminar attendance, the D.Min. Office should be notified immediately. Failure to do this within 30 days of the beginning of the class could result in forfeiture of the registration deposit.

Final Registration for Doctoral Seminars

Final registration and payment of fees will take place by the opening day of the seminar.

Academic Probation

A student is placed on academic probation at the conclusion of any course in which the cumulative Grade Point Average (GPA) falls below a 3.0. Students who fail to raise their GPA to the required level or higher by the end of two seminars on academic probation are subject to dismissal from the program. In this case, the student must make a written appeal to the Academic Dean to continue in the program. The student may be asked to meet with the Academic Dean.

Academic Integrity

Students will remain in good academic standing as long as they maintain a minimum of a 3.0 grade point average, meet all financial obligations to the Seminary, and conduct their personal and ministry lives with spiritual, moral, and professional integrity. Any student whose integrity is unacceptable in any of these areas is subject to dismissal from the program.

Academic integrity is a personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly so present. It includes a collective responsibility of students and faculty to assure that all uphold the spirit and letter of academic integrity.

Violations of academic integrity include dishonesty and plagiarism. Dishonesty includes copying from another's work, allowing one to copy from one's own work, giving or receiving aid on a take-home assignment, or submission of the same work product in more than one seminar without the express written permission of the instructor.

Plagiarism is the passing off of another's ideas or writings as one's own. Plagiarism can be avoided by appropriately acknowledging the work by others either in footnotes, quotations, or by oral recognition in an oral presentation.

Faculty members will uphold the standards of academic integrity. A student has the right to appeal a faculty member's decision under the policy of Appeal and Grievances found in the WTS Student Handbook.

On the first offense the student will meet with the Academic Dean to process the presenting issue. A student who violates the policy on academic integrity a second time will be dismissed from the program and a notation indicating the expulsion and date will be placed on his or her transcript.

Seminar Assignments

Seminars will include pre-seminar assignments to be completed prior to the beginning of the class. For DM 880 Research and Writing Seminars, students will bring the assigned chapter in their Research Project ready for submission. Students will process each chapter with their Research Project Team (RPT) making necessary revisions as needed prior to submission at the DM 880 Seminar. The Failure to complete these assignments may, at the professor's discretion, result in a grade reduction for that seminar. Students have three months to complete the next chapter in the Research Project.

Each DM 800-869 Seminar will also include a post-assignment to be completed by the student within 30 days of the last day of class. This is a major assignment for the seminar. Students should plan adequate time to complete this assignment. The post-assignment is designed by the professor to pertain directly to the student's context of ministry, to enhance and enrich the student's ministry, and advance the student's level of professional competence. Post-assignments should be typed, double-spaced, and have a title page giving the name and number of the seminar, professor's name, student's name, and the date of the seminar. A Sample Seminar Paper is included in the D.Min. Program Handbook. In preparation of writing the Research Project, seminar assignments will be completed utilizing the *Turabian* format. Early development of style conformity reduces the possibility of errors at the time of writing the Research Project.

Mailing Seminar Assignments

All seminar assignments should be mailed to the instructor, unless otherwise specified. Unless special binding is required by the professor, assignments should simply be stapled together. Do not place assignments in a plastic folder or notebook. Such items add extra weight and expense for mailing and storage. Be sure to keep a duplicate copy of your assignment for your file.

Seminar Grading

Grades are based on the appropriate completion of requirements contained in the seminar syllabus. All seminar work must be completed to receive a grade. Seminars with a grade below "B-" (2.67) will not count toward the number of hours required for the degree and the class or an equivalent must be repeated. All professors reserve the right to factor into the student's grade elements such as tardiness, attendance, participation, interaction with pre-reading and assignments. Instructors are also urged to include matters of form, style, grammar, etc., into their evaluation of a student's work.

ACADEMIC POLICIES AND PROCEDURES

Grades will be determined on the following scale:

Grade	Points	Rationale and Meaning
A	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary participation and writing skills.
A-	3.67	Excellent work but is lacking in relation to some aspect of the professor's expectations regarding content, writing or style.
B+	3.33	Good work in most areas of the assignment; minor deficiency in relation to professor's expectations regarding content, writing, or style.
B	3.00	Good work in most areas of the assignment; attention to detail would have significantly improved the finished product.
B-	2.67	Satisfactory work in most areas of the assignment; serious disregard for professor's expectations regarding content, writing or style.
UN	0.00	Failing; little conformity to professor's expectations [unacceptable doctoral and professional quality].
IN	0.00	Incomplete; an official extension has been approved. Grade will be assigned upon completion of work.
RD	0.00	Grade Report Delayed; course assignments have been received from student but professor has not yet forwarded the grade to the D.Min. Office.
NC	0.00	No credit; no academic credit was earned for this seminar.

Appeal and Grievance Processes

In the event that an appeal or matter of grievance relates to classroom processes or grades, the student is expected to contact the professor to whom the matter concerns. If satisfaction is not obtained at this level, the student may submit a grade appeal or grievance in writing to the Director. Two faculty members chosen by the Academic Dean and not involved in the dispute, and the Academic Dean shall serve as a committee of arbitration. The committee's decision shall be final. The Academic Dean will be the chairperson of the committee. This appeal process must be started within three weeks of the receipt of that term's grades. The process will be completed within 90 days after the appeal is made. The committee's decision is final.

Extensions on Seminar Assignments

When circumstances prevent completion of a project by the due date, the following policy will apply:

- The student must submit a *Request for Extension Form* (found at the end of this manual) to the Academic Dean prior to the due date of the assignment.
- An initial 30-day extension beyond the due date for the assignment may be granted at the discretion of the instructor and Academic Dean.
- If the assignment is not received by the latest approved due date, a grade of UN (unacceptable) will be recorded on the student's transcript.
- Failure to submit a *Request for Extension* form prior to the assignment due date will result in the immediate entering of a grade of UN for that seminar.
- Students with incomplete assignments or approved extension assignments may not enroll for another seminar without approval from the Director.

Seminar Attendance

Due to the accelerated pace of a one-week intensive seminar, regular and punctual attendance is expected of each participant. Absence from seminar sessions is excused only for extraordinary circumstances such as emergencies, illness, or death in the family. All excused absences are determined in relation to their impact on the seminar integrity and are granted only at the discretion of the instructor. If it is determined that the time absent from the seminar has jeopardized the integrity of the seminar the student will be dropped from the seminar roster. No credit will be granted and no financial refund will be made for a seminar from which a student has been removed due to absence. The seminar or an equivalent must be repeated.

Seminar Evaluations

To ensure academic quality, all doctoral seminars and faculty are evaluated by participants on the last day of the seminar. Responses are collected and delivered to the Academic Advancement Administrative Assistant by a designated participant. The professor will receive a transcribed summary of participant evaluations and comments.

Seminar Cancellations

Winebrenner reserves the right to cancel seminars due to low enrollment.

Concurrent Enrollment

D.Min. participants interested in concurrent enrollment at another seminary or graduate school for the purpose of transferring hours into the Winebrenner program must secure approval in advance from the Academic Dean. Credits must be in compliance with the transfer credit policy.

Transfer of Credit

Students qualified for admission into the Winebrenner D.Min. Program will be permitted to transfer six hours of D.Min. course work from another ATS-accredited institution. Care should be taken to match up the other institution's courses with those of Winebrenner. To transfer credits, students must have earned a passing grade of "B" or higher. To request transfer credit, official transcripts must be received by the Registrar before consideration for doctoral credit will be given. A student who has completed significant work in another D.Min. program, before applying to Winebrenner, can petition for more transfer credit beyond the six hours. Transfer students need to complete at sixteen hours at WTS. Transfer credits need to be approved by the Academic Dean.

Completion of Degree Program

The D.Min. degree program is designed to be completed in four years. Some students may encounter travel and schedule restraints which require a condensed or expanded curriculum plan. For example, an International student may need to complete their curriculum plan at an accelerated pace, such as a three-year intensive study leave. Other students may need to extend their curriculum due to a ministry transition or constraints; the time frame may be extended up to six years of research and writing. Students who need to adjust their curriculum from the usual four-year plan may contact the Program Director to discuss their curriculum plan options.

Requirements for Graduation

The seminary will confer the Doctor of Ministry degree on students who have met the requirements for graduation as outlined in the Doctor of Ministry Program Handbook, have been recommended by the faculty, and are approved by the Board of Trustees.

To graduate the participant:

- Must satisfactorily complete 32 hours of doctoral work (16 hours in the Intensives and 16 hours in Project Research and Writing).
- Must maintain a cumulative grade point average of 3.0.
- Must be in good standing at Winebrenner Theological Seminary, according to the Academic Integrity section of the D.Min. Program Handbook, with all bills paid.
- Must complete an acceptable and approved Doctoral Research Project.
- Must complete a *Request to Graduate* form (found at the end of this Program Manual) and submit to the Registrar no later than April 1 of the calendar year of graduation.
- Must receive approval to graduate after passing an Oral Examination administered by the Project Mentor, External Reader, and D.Min. Director.
- Must attend commencement exercises, unless otherwise excused by the Academic Dean.

RESEARCH PROJECT PROCESS AND PROCEDURES

Research Project

The D.Min. Research Project is the culminating experience of the D.Min. Program, and is intended to challenge the Candidate to think and act theologically with integration by identifying a specific problem in ministry, organizing an effective research model, gathering appropriate resources, and evaluating the results. The research should be conducted within the applied setting of the student's own context of ministry. The Research Project may not be started until the proposal has been approved by the D.Min Research Project Team.

The Candidate has great latitude in the selection of a Research Project, which can include many possible ministry situations. In terms of quantity and quality, each project will be evaluated according to professional standards commensurate with doctoral level work as defined by the Seminary's comprehensive Chapter Evaluation Rubric for each chapter of the Research Project.

Project Prospectus and Candidacy Status

The Project Prospectus is a brief synopsis (5 pages) of what the student intends and proposes to do in the D.Min. Research Project, and should answer the following questions:

- Has the problem been set within the broader context and framework of one's ministry?
- Has the specific problem been clearly stated?
- Does the purpose statement capture the essence and establish the direction of the study?
- Has a research methodology been outlined?
- Has the principal problem been divided into more manageable research questions?
- Will the project achieve a level of significance to contribute to the wider practice of ministry?
- Have assumptions been stated and any weaknesses or limitations identified?
- Have terms been defined for readers?
- Does the organization of the study provide a blueprint of what is to follow in subsequent chapters?

Upon successful completion of the Research Project Prospectus which is reviewed in the first seminar, the student is granted candidacy status in the D.Min. degree program.

Ministry Context Group

It is recommended that a Ministry Context Group (MCG) be selected to participate with the candidate throughout the design, implementation, and evaluation of the D.Min. Research Project. The MCG may be an existing board or committee, or a selected group of four to six persons from the candidate's ministry context. The MCG will:

- Assist him or her in formulating the Research Project Prospectus.
- Serve as a primary collegial reflection group in which thorough discussion of the candidate's D.Min. progress can occur.
- Give feedback and critique regarding the D.Min. Research Project.
- Ensure the candidate's accountability to the local ministry situation.

The candidate will meet with the MCG several times while he or she is completing the Research Project. Other MCG responsibilities include:

- Selecting one person to serve as chairperson
- Selecting one member to keep minutes of each meeting
- Attending each meeting
- Providing honest feedback on the Research Project
- Providing written evaluation of the Research Project, both to the student and Project Mentor.

Project Mentor and External Reader

With the assistance of the D.Min. Director, each candidate will have an approved Project Mentor to work with him or her for the duration of the project. This selection will be made when the Candidate presents an acceptable Project Prospectus. The Project Mentor can be a Winebrenner faculty member, or one approved by the D.Min. Program Director, who holds an earned doctorate in an appropriate field. The Project Mentor assumes the responsibility to direct the project and serves as the point person with whom the candidate will have regular contact during the course of the project. A chapter-by-chapter flow of the material from the candidate to the Project Mentor, and then the External Reader and Writing Stylist is the best procedure. This process takes time, but it is well worthwhile, for it saves the candidate from errors that will be costly to correct later. The D.Min. Program Director will, in consultation with the candidate, designate an External Reader. This reader will be a non-resident practitioner qualified to evaluate the candidate's doctoral work.

Writing Stylist

The responsibilities of the Writing Stylist include:

- Serving as an instructor in basic writing skills
- Helping edit the Doctoral Research Project Report
- Noting grammatical and typographical errors
- Giving illustrations of correct form

Upon being made aware of the errors and types of problems that need to be corrected, the student is responsible for editing and making corrections to the entire document. The Writing Stylist will not do the work that the student is expected to do.

Writing and Style

For all matters related to form, presentation, and style, the Doctoral Research Project Report must conform to the guidelines provided in *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.) by Kate L. Turabian, revised in 2007 by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Students will give special attention and care for the preparation of the final draft of each chapter, which usually involves several revisions. If there are questions pertaining to the Research Project Report that are not answered by the Turabian Manual or the *Winebrenner Theological Seminary D.Min. Research/Writing Manual*, then the student should consult the Research Project Coordinator.

RESEARCH PROJECT PROCESS AND PROCEDURES

The candidate will be assigned a Writing Stylist to work with him or her during the writing of the Research Project. For the final preparation of the Doctoral Research Project Report, the candidate may utilize the services of a typist familiar with Turabian and/or another party may be asked to read the final copy to identify any typographical errors. There may be changes required prior to the preparation of the final copy. After a chapter is reviewed and graded by the D.Min. Director, any changes to the Research Project will require the approval of the D.Min. Director.

Research Project Template Options

The D.Min. degree program has two template options for students to select in designing their Research Project. The referred template is selected during the first year of the D.Min. degree program. The following chart provides a basic explanation to guide students in making this vital decision:

Components	Dissertation	Dissertation Project
Focus	Students research a ministry or theological issue that will benefit the student's ministry context and the broader church. This option may have a more theological or abstract conceptual emphasis.	Students research a ministry or theological issue that will benefit the student's ministry context and the broader church. This option provides the opportunity for developing a resource manuscript that is an outcome of the research process.
Format	Students craft a six-chapter dissertation that follows the research design process yielding a 200-page high quality written report. This is a qualitative research process that utilizes theological reflection, cogent research model, and a practical ministry outcome.	Students craft a six-chapter dissertation that follows the research design process yielding a 100-page high quality written report, plus around 100-120 pages contained in the appendix in the form of a practical application manual, a book, or a book & application manual. This is a qualitative research process that utilizes theological reflection, a cogent research model, and a practical ministry outcome.
Follow-up	Students apply their research in their ministry context and in the broader church.	Students make application in their ministry context and in the broader church. Students may also publish their practical manual, book, or book & manual.

Inclusive and Respectful Language

WTS affirms the importance of using inclusive and respectful language regarding gender, race, social or economic class, religion, and nationality. Submitted documents must follow certain guidelines to avoid stereotyped language in both explicit and implicit references to people.

In references to people, these guidelines require sensitivity that neither stereotypes nor denigrates people on the basis of gender. The equality of men and women should be respected in attitude and grammar. Attitude should seek to recognize the contributions and gifts of both genders in God's kingdom. Grammatical usage should indicate respect through the use of such terms as human beings, humanity, humankind, people, persons, men, and women. References to people in general should use gender inclusive language instead of treating only one gender with the other implied or omitted.

In the presentation of job descriptions, lifestyles, roles, and skills, writers should take care so as not to stereotype the genders (for example, portraying all elementary teachers or nurses as female and all leaders as male). Racial slurs and derogatory language about people groups must be avoided. No people groups should be denigrated or depicted as being second class.

Informed Consent

Participants in academic research must be protected from personal risk. To safeguard their well-being, all research with human subjects must be evaluated by the D.Min. Research Project Team. In some cases, potential subjects may be asked to sign an Informed Consent Form, even if the student is convinced that the research poses no significant risks to those involved. The consent form should include:

- The student's name, institution, address, and phone/fax or e-mail address.
- A statement of the nature and purpose of the research.
- A statement of the procedures to be used that involve the participant.
- A statement of the risks and benefits of the research to the participant.
- A statement of how any desired confidentiality will be maintained.
- A statement that the participant is free not to answer any specific questions, and is free to terminate any interview or withdraw completely from the research at any time.
- A statement that the participant voluntarily and with understanding consents to participate in the study, followed by blank lines for the participant's signature and date.

Duration of the Program

According to the Association of Theological Schools' guidelines, all requirements for the degree, including the project, should *normally* be completed within six years from the time of matriculation. Beyond the four years allowed for the program, students will audit DM 880 Seminars to retain focus and maintain a connection with peers engaged in research and writing until their project is completed. If the candidate, in the determination of the D.Min. Director and Committee, is not making consistent and significant progress toward the completion of the project, he or she may have to arrange for an additional extension of time with a continuation fee, apply for readmission to the program, take additional course work, or fulfill any other requirements, depending on his or her personal circumstances and the recommendation of the Academic Dean.

Ministry Requirement

The D.Min. Program of Winebrenner Theological Seminary is not designed to enrich the lives of laypersons, nor is it intended to assist non-Christians in their vocational work, even if that work closely parallels the work done by Christian ministers. Further, it is not designed for persons who are not currently engaged in ministry.

The D.Min. program is designed for persons who are currently involved in Christian ministry in a professional sense. What is characteristic of ministry in a professional sense is not simply that one is paid for the ministry but that (1) it is intentional, (2) it affects a number of people, and (3) it extends over a period of time. The ministry in which students are involved must provide them with opportunities to exercise leadership. While some latitude is allowed in this matter, not every form of Christian service is ministry in a professional sense. For example, teaching courses in Bible at a Bible college is understood to be Christian ministry in a professional sense, but teaching a Sunday school class is not understood as professional Christian ministry. It is anticipated that each participant will remain involved in ministry throughout the duration of the program. Any participant who leaves ministry for any reason must petition the Academic Dean for continuation in the program and may not enroll in another D.Min. Seminar until resuming a ministry position. Any change of ministry after the Project Proposal is approved may require designing a new Research Project Proposal specific to the new ministry context.

Oral Examination

When the Project Mentor, External Reader, and Writing Stylist have approved all the chapters and sections of the Doctoral Research Project, the candidate will then submit a copy of the initial complete Draft #1 on ordinary paper along with an electronic file of Draft #1 to be reviewed by the Research Project Coordinator and D.Min. Director. After revisions, recommended by the Research Project Coordinator and D.Min. Director, have been made to Draft #1 of the Research Project Report, the candidate will submit Draft #2 to the Research Project Coordinator and D.Min. Director.

If Draft #2 is satisfactory, a meeting time will be set for the Oral Examination in a symposium format during a D.Min. 880.8 Seminar. This Oral Examination experience will include the development of a 10-page written Abstract Report which summarizes the Research Project and is presented during an hour long presentation in a symposium format with evaluation by the Research Team, D.Min. Director, and Symposium Focus Group comprised of doctoral students, faculty, staff, and invited guests.

The Oral Examination provides the opportunity for the Candidate to defend the biblical, theological, historical, theoretical, methodological, and practical issues for the Research Project. The personal and professional growth of the Candidate will be assessed, as well as his or her philosophy and practice of ministry. The Candidate will provide three copies of Draft #2 of the Research Project for those on the D.Min. Oral Examination Committee: Project Mentor, External Reader, and D.Min. Director. The D.Min. Director will guide the candidate to prepare him or her for the Abstract presentation during the Oral Examination which is in a symposium format.

Upon completion of the Oral Examination in a symposium format, there will be three levels of approval for the Candidate's Research Project:

RESEARCH PROJECT PROCESS AND PROCEDURES

- Unconditional Approval without Revisions. This is a solid affirmation of both the project and the document. The student may print copies of the Final Draft suitable for distribution (See guidelines for printing and distribution in the next section, **Doctoral Project Guidelines**).
- Conditional Approval with Minor Revisions. This is a strong affirmation of both the project and the document. The preparation of the Final Draft will involve only editorial corrections or revisions, with the D.Min. Director primarily responsible for verification of the corrections.
- Conditional Approval with Major Revisions. This is a general affirmation of the project and document, but withholding approval of the document requiring major or significant revisions. The Project Mentor, External Reader, Writing Stylist, and D.Min. Director will review and confirm the revisions before the production of the Final Draft.

Candidates should plan ample time for revisions to guarantee reaching the unconditional approval stage before the first week in July of the commencement year. After passing the Oral Examination, completing any revisions, and obtaining the signatures of the Project Mentor, External Reader, and D.Min. Director, the candidate will be admitted to the Degree of Doctor of Ministry. At commencement, the candidate will be awarded the diploma and invested with the doctoral hood.

Doctoral Project Guidelines

Since the D.Min. is a professional doctoral degree, it is expected that the final copy of the Research Project will be free of grammatical, spelling, and typographical errors, and reflect the highest in academic standards. Other guidelines are as follows:

- Use plain white quality bond (not “erasable”) 20 lb. 8½ x 11-inch paper. The rag (cotton) content for one final copy should be 100%.
- Margins should be 1½” on the left (for binding purposes) and 1” on the top, right, and bottom. Justified right-hand margins are not acceptable.
- Utilize 12-point size font Times New Roman in the Research Project Report. Smaller font (10-point font) may be used only for superscript footnote numbers and for footnotes. Script or other eccentric type faces are not acceptable. The guiding principle is that the font should look like traditional typing.
- Laser, ink jet, or other printers capable of producing professionally printed letter-quality documents are acceptable.
- One original copy of the final approved Research Project must be printed on bond paper submitted to the D.Min. Director for placement in a binder for the D.Min. Office. High-quality photocopies of the Research project may be given to other Research Project Team

RESEARCH PROJECT PROCESS AND PROCEDURES

members. ProQuest UMI will be printing and binding the Research Project from the final pdf. that will be placed in the WTS Library Collection.

- The doctoral candidate will make a formal written request regarding the number of bound copies desired for their personal use via E-mail to the Research Project Coordinator that will be printed by ProQuest UMI. The candidate is responsible for paying the binding and printing fees from ProQuest UMI for all copies and the associated postage expenses. These fees are assessed with the DM 880.8 Seminar.
- The candidate will work with the Research Project Coordinator to complete the process of digital archiving of the D.Min. Research Project through ProQuest UMI.

SEMINAR DESCRIPTIONS, CURRICULUM PLAN, AND PROGRAM EMPHASIS

Core Seminar Descriptions

The following seminars are the required portion of the D.Min. curriculum plan. Each seminar is designed as a two credit intensive learning experience with pre-seminar and post-seminar assignments, as well as some assignments during the seminar. D.Min. students complete eight Research seminars (DM 880.1-8), four program Core seminars (DM 800, DM 820, DM 840, & DM 860), and four Biblical Research seminars to undergird the theological formation of the students and their research projects, which are guided by the Research Project Team.

Four Core Seminars

DM 800—Spiritual Formation (2 credits)

Students demonstrate understanding of and commitment to personal spiritual formation. They practice the inward, outward, and corporate disciplines of the spiritual life and research the classic Christian streams of spirituality. They display individual self-awareness and insight into their own spiritual journey and develop a personal growth plan. Students also exhibit understanding of the Christian leader's role in guiding the spiritual formation of a Christian community.

DM 820—Theological Reflection (2 credits)

Students demonstrate understanding of Christian ministry through selected readings and the theological case study reflection method. Students bring the biblical, theological, historical, spiritual, and practical resources of the Christian faith to bear on the case studies they provide from their own ministries.

DM 840—Christ and Community (2 credits)

Students demonstrate understanding of the historical development of ecclesiology (the practice of doctrine) as well as an understanding of the social history of the church as a practicing community of faith. A variety of models will show how the church has expressed itself over time, with particular attention given to community identification through worship, discipleship, formation, and mission. Pivotal episodes and case studies, ranging from the New Testament house church to experimental semi-monastic communities in our present day are featured.

DM 860—Spiritual Leadership (2 credits)

Students demonstrate understanding of the ways God develops, guides, and empowers spiritual leaders. Topics include the leader's challenge, role, preparation, vision, character, goal, influence, decision-making, schedule, pitfalls, and rewards. Clear guidance is given on how leaders can make a positive impact on the people and organizations they are currently leading.

Eight Research Seminars

DM 880.1-8—Project Research and Writing (2 credits hours/seminar)

Students demonstrate skill in performing advanced ministry research by selecting a ministry problem, preparing a project prospectus, gathering appropriate resources, organizing an effective research model, evaluating the results, and presenting a final Doctoral Project Report.

Four Biblical Research Seminars

Biblical Research—(2 credit hours/seminar)

Students demonstrate in-depth exegesis of an Old or New Testament theme or book, with a practical application for their ministry context. Students will present and critique one another's presentation to increase their self-awareness and effectiveness in communication.

Doctor of Ministry Curriculum Plan

Year	January [Last week]	July [Second week]
1	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
2	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
3	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm
4	Core Seminar-am Project Research & Writing-pm	Biblical Research Seminar-am Project Research & Writing-pm

**AM seminars meet Monday-Friday (8-noon)
PM seminars meet Monday-Thursday (1-5 pm)**

Doctor of Ministry Research Emphasis

D.Min. students engage in research that will utilize a focus on their current ministry context that may be one of the following broad categories, which have been utilized by previous D.Min. students: Pastoral Ministry, Multi-Cultural Ministry, Spiritual Formation, Christian Education, Christian Counseling, Christian Leadership or Christian Worship. Students will explore and design creative approaches to issues that are experienced within their specific area of research. WTS has a distinctive approach in guiding students in a four-year research experience that provides a unified structure for all D.Min. students yet affording diversity in research emphasis while engaging the student cohort in peer evaluation and feedback in the entire journey.

Worship Track

[This is a new specific Track to enrich the professional ministry of Pastors and Worship Leaders who are serving in this vital ministry in the local church. The Worship Track seminars are scheduled to meet during the July one-week intensive sessions.]

Worship Course Descriptions

(Designed and developed by Dr. David Brown, who serves as the Worship Track Coordinator)

Introduction:

The *Worship Track* provides the opportunity for Doctoral students to reflect, review, refine, and renew their own theology and practice of worship. This *Track* deals with current issues facing those involved in worship arts ministries and the vital impact of spiritual depth as an essential component for longevity in worship ministry. Students will process the components of resilient,

effective leadership principles for application within their specific ministry context. The *Worship Track* seminars are integrated with the Doctoral Research Project in order to discover new principles and praxis to connect their current worship setting to the broader scope of Christian worship in both the current culture and the broader context of history of God's people. There are four seminars (8 hours) in the *Worship Track*.

DM 815 Worship Foundations

Students demonstrate understanding of Biblical, theological, and historical foundations of worship. Reflection on the tradition of God's people in worship will be discovered with in-depth analysis for application in contemporary worship ministry. They understand how these three areas provide a solid foundation in the life of a worshiper. (2 hours)

DM 816 Worship and Spirituality

Students demonstrate understanding of how worship and life are integrated. Topics in this course include the worship life of a congregation, baptism, the Lord's Supper, spiritual health of the individual, and the church calendar. Guidance is provided to help students understand the process to lead others "further in and further up" in their understanding and practice of lifestyle worship. (2 hours)

DM 817 Pastoral Worship Ministry

Students demonstrate understanding of worship leading being pastoral before artistic. They are exposed to principles throughout Scripture that give evidence to pastoral worship ministry. Creative arts will be explained in the context of methods and procedures to use them pastorally. Students also understand the place and function of the ways a healthy worship ministry leads to greater depth in a local congregation. (2 hours)

DM 818 Worship Ministry Design

Students demonstrate understanding of designing both a worship service and a worship arts ministry. Theological, technical, and spiritual dimensions will be addressed with appropriate praxis in order to demonstrate proficiency. Attention will be focused on working with worship teams, designing services, dealing with difficult people, understanding issues that face various size teams and budgets. (2 hours)

FINANCIAL INFORMATION

Program Costs

<u>Application Fee:</u>	The current non-refundable application fee of \$30 (payable upon submission of application) will be assessed.
<u>Tuition:</u>	Based on the current tuition rate in which the D.Min. Seminar is taken.
<u>Graduation Fee:</u>	Cost of diploma, hood, robe, and cap rental fees.
<u>Research Project Continuation Fee:</u>	An Audit Fee of one credit hour at the current fee will be charged for Candidates to maintain an active status.
<u>Transfer Credit Fee:</u>	A transcription fee for transfer hours above the standard six is based on \$50 per semester hour.
<u>Change of Seminar Status Fee:</u>	A \$25 fee is charged when changing the status of a seminar from credit, audit, or limited to a new status (This process is explained in the Change of Seminar Status section).
<u>Audit Fee:</u>	A fee at the current rate will be charged to students auditing a D.Min. Seminar in non-credit status.
<u>Project Binding fees:</u>	The current fees for these services will be assessed along with the DM 880.8 Seminar, the approximate cost is around \$50 per copy.
<u>Miscellaneous Expenses:</u>	Textbooks, travel costs, and living expenses while on campus for a seminar.

RESIDENT DOCTOR OF MINISTRY FACULTY

Resident faculty includes Winebrenner faculty and adjuncts who will be teaching in the D.Min. Program and chairing doctoral research projects.

David Brown, (2010-) Adjunct Instructor of Worship Studies; B.A., Johnson Bible College; M.A., Hope International University—Southern California Worship Institute; D.W.S., The Robert E. Webber Institute for Worship Studies.

Gwen D. Ebner (2000-) Professor of Christian Ministries; B.A., Warner Southern College; M.A., Olivet Nazarene University; Ph.D., Capella University.

B. LaMont Monford (2003-) Adjunct Instructor of Homiletics and Christian Leadership; B.A., American Baptist College; M.Div., D.Min., Winebrenner Theological Seminary.

M. John Nissley (2000-) Professor of Spiritual Formation and Pastoral Theology; B.S., Pennsylvania State University; M.R.E., Grand Rapids Baptist Seminary; M.Div., Winebrenner Theological Seminary; D.Min., Bethel Theological Seminary.

James L. Resseguie (1976-2010, *emeritus*) J. Russell Bucher Distinguished Professor Emeritus of New Testament; B.A., University of California, Berkeley; M.Div., Princeton Theological Seminary; Ph.D., Fuller Theological Seminary; Fulbright Fellow, 1990.

R. LaMont Smith (2007-) Adjunct Instructor of Homiletics and Christian Leadership; B.A., Bishop College; M. Div., Virginia Union University School of Theology; D.Min., United Theological Seminary.

C. Gary Staats (1999-) Gale and Harriette Ritz Professor of Old Testament; B.A., Southeastern Bible College; Th.M., Th.D., Dallas Theological Seminary; M.A., Dropsie College; Ph.D., New York University.

James P. Sweeney (2010-) Assistant Professor of New Testament; Diploma, Elim Bible Institute; B.A., Roberts Wesleyan College; M.A., Gordon-Conwell Theological Seminary; Ph.D., Trinity International University.

Brandon G. Withrow (2008-) Assistant Professor of Historical & Theological Studies; B.A., Moody Bible Institute; M.A., Trinity Evangelical Divinity School; Ph.D., Westminster Theological Seminary.

APPENDIX—DOCTOR OF MINISTRY STUDENT PROGRESS FORM

DOCTOR OF MINISTRY STUDENT PROGRESS FORM

Name _____ Date Enrolled _____

<u>Seminars</u>		<u>Date Taken</u>	<u>Grade</u>
DM 800	Spiritual Formation	_____	_____
DM _____	_____	_____	_____
DM 820	Theological Reflection	_____	_____
DM _____	_____	_____	_____
DM 840	Christ and Community	_____	_____
DM _____	_____	_____	_____
DM 860	Spiritual Leadership	_____	_____
DM _____	_____	_____	_____

DM 880.1-880.8 Doctoral Project

DM 880.1	Project Research & Writing: Prospectus	_____	_____
DM 880.2	Project Research & Writing: Chapter 1	_____	_____
DM 880.3	Project Research & Writing: Chapter 2	_____	_____
DM 880.4	Project Research & Writing: Chapter 3	_____	_____
DM 880.5	Project Research & Writing: Chapter 4	_____	_____
DM 880.6	Project Research & Writing: Chapter 5	_____	_____
DM 880.7	Project Research & Writing: Chapter 6	_____	_____
DM 880.8	Project Research & Writing: Reflection	_____	_____

Research Project Prospectus: [Date of Acceptance: _____]

Project Mentor _____

External Reader _____

Writing Stylist _____

Research Project Title: _____

Date Final Copy Submitted: _____

Check and Date Each Approval Step

Date

- | | |
|---|-------|
| <input type="checkbox"/> Final Copy Approval by Project Mentor | _____ |
| <input type="checkbox"/> Final Copy Approval by External Reader | _____ |
| <input type="checkbox"/> Final Copy Approval by Writing Stylist | _____ |
| <input type="checkbox"/> Final Copy Approval by D.Min. Director | _____ |
| <input type="checkbox"/> 4 Final Copies Submitted | _____ |

APPENDIX—REQUEST FOR EXTENSION FORM

Request for Extension Form

Extensions are granted only for emergency reasons unforeseen at the time of registration. A one-month extension may be granted by the Academic Dean upon approval of the seminar instructor.

TO BE COMPLETED BY THE PARTICIPANT:

Name _____ Phone _____

Address _____ Zip _____

Seminar Number & Title _____

Last Day of Seminar _____ Extension Date Requested _____

Seminar Instructor _____

Emergency reason for requesting an extension (use other side if more space is needed):

I understand that I may not register for another seminar until the requirements for this seminar are complete.

Signature _____

TO BE COMPLETED BY THE ACADEMIC DEAN:

For the reasons cited above and/or discussed with me, I am granting this student approval for an extension of one month to complete the seminar requirements.

Extension Deadline Date _____

Today's Date _____ Signature _____

TO BE COMPLETED BY THE INSTRUCTOR:

Today's Date: _____ Signature _____

FOR OFFICE USE ONLY:

Copy to File _____

Copy to Registrar _____

Original to Instructor _____

Copy to Student _____