MISSION STATEMENT

Winebrenner Theological Seminary serves God's mission of reconciliation in changing the world by preparing servant leaders of the Lord Jesus Christ for effective ministry in the Church and the world.

Doctor of Ministry Program Manual
[2017-18 Academic Year]

This program overview contains relevant information concerning the policies, practices, and procedures for the Doctor of Ministry degree program at Winebrenner Theological Seminary. It is effective the beginning of the 2017 Fall Trimester and will be revised when necessary.
# Table of Contents

**Contact Information** 1  
Affiliations and Accreditations 2

**Doctor of Ministry Overview** 3  
Welcome from the Doctor of Ministry Director 3  
Acknowledgement 3  
Program Handbook Materials 3  
Purpose 4  
Doctor of Ministry Director’s Vision 4  
Program Outcomes for D.Min. Graduates 4  
Assessment Outcomes for D.Min. Students 4  
Description 5  
Components 5  
Definitions 6

**Admission/Program Entrance Policies & Procedures** 8  
Admissions Policy 8  
Program Matriculation and Communication 8  
Qualifications of Applicants 8  
Admission Process/Program Entrance Process 9  
Ministry Assessment Essay 9  
M.Div. Equivalency 10  
Probationary Admission 10  
Transfer of Credit 10  
International Student Admission Policy 11  
Technology Standards 12  
Limited Status 12  
Audit Participants 13  
Change of Seminar 13  
Continuing Education 13  
Visiting Credit Participants 13  
Status Seminar Space Availability 13  
Program Orientation 13  
Duration of Degree Program 14

**Academic Policies & Procedures** 15  
Work Load, Attendance, and Time Management 15  
“Doctoral Studies Deconstruction” 15  
Doctoral Studies Planning Schedule 16  
Late Work Policy 16  
Academic Advising and Mentoring 16  
Academic Records 18  
Registration for Doctoral Seminars 18  
Cancellation of Registration 19
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>19</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>18</td>
</tr>
<tr>
<td>Appeal and Grievance Processes</td>
<td>19</td>
</tr>
<tr>
<td>Submitting Seminar Assignments and Electronic File Management</td>
<td>19</td>
</tr>
<tr>
<td>Seminar Grading</td>
<td>20</td>
</tr>
<tr>
<td>Seminar Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Seminar Evaluations</td>
<td>21</td>
</tr>
<tr>
<td>Seminar Cancellations</td>
<td>21</td>
</tr>
<tr>
<td>Ministry Requirement</td>
<td>21</td>
</tr>
<tr>
<td>Requirements for Graduation</td>
<td>21</td>
</tr>
<tr>
<td>Research Project Process &amp; Procedures</td>
<td>22</td>
</tr>
<tr>
<td>Research Emphasis</td>
<td>22</td>
</tr>
<tr>
<td>Prospectus and Candidacy Status</td>
<td>22</td>
</tr>
<tr>
<td>Project Mentor and External Reader</td>
<td>22</td>
</tr>
<tr>
<td>Writing Stylist</td>
<td>23</td>
</tr>
<tr>
<td>Writing Style</td>
<td>23</td>
</tr>
<tr>
<td>Gracious Language</td>
<td>23</td>
</tr>
<tr>
<td>Ethical Research—WTS Institutional Review Board (IRB)</td>
<td>23</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>24</td>
</tr>
<tr>
<td>Research Project Report Work Flow</td>
<td>24</td>
</tr>
<tr>
<td>DM 880 Chapter Submission Timeline and Due Dates</td>
<td>25</td>
</tr>
<tr>
<td>Editorial Process Guidelines for Students, RPT, RPC, and Director</td>
<td>25</td>
</tr>
<tr>
<td>Labeling Research Project Chapters</td>
<td>25</td>
</tr>
<tr>
<td>Research Project Report Submission Flow Chart</td>
<td>26</td>
</tr>
<tr>
<td>Research Project Template Options</td>
<td>27</td>
</tr>
<tr>
<td>Oral Examination &amp; Symposium</td>
<td>27</td>
</tr>
<tr>
<td>Research Project Report Guidelines</td>
<td>29</td>
</tr>
<tr>
<td>Seminar Descriptions &amp; Curriculum Plan</td>
<td>31</td>
</tr>
<tr>
<td>Seminar Descriptions</td>
<td>31</td>
</tr>
<tr>
<td>Curriculum Plan</td>
<td>33</td>
</tr>
<tr>
<td>Financial Information</td>
<td>34</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>34</td>
</tr>
<tr>
<td>Payment of Tuition and Fees</td>
<td>34</td>
</tr>
<tr>
<td>Bad Debt Policy</td>
<td>35</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>35</td>
</tr>
<tr>
<td>Resident Doctor of Ministry Faculty</td>
<td>37</td>
</tr>
<tr>
<td>David Barbee</td>
<td>37</td>
</tr>
<tr>
<td>Joel W. Cocklin</td>
<td>37</td>
</tr>
<tr>
<td>M. John Nissley</td>
<td>37</td>
</tr>
<tr>
<td>James P. Sweeney</td>
<td>37</td>
</tr>
<tr>
<td>Appendix</td>
<td>38</td>
</tr>
<tr>
<td>Doctor of Ministry Student Progress Form</td>
<td>38</td>
</tr>
</tbody>
</table>
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Winebrenner Theological Seminary
  950 North Main Street
  Findlay, Ohio 45840
Affiliations and Accreditations
Winebrenner is a fully accredited institution. It is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) with the current status of ‘Notice’. Winebrenner is chartered by the State of Ohio and has received a Certificate of Authorization from the Ohio Board of Regents.

Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275-1103
412-788-6505

Approved degrees: Doctor of Ministry, Master of Divinity, Master of Arts in Family Ministry, Master of Arts in Practical Theology, Master of Arts in Clinical Counseling

Winebrenner is approved for a Comprehensive Distance Education Program by Association of Theological Schools.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
1-800-621-7440

Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215
General: 614-466-6000
FAX: 614-466-5866

Winebrenner is recognized by the Veterans Administration and is authorized under federal law to enroll non-immigrant alien students.

The Seminary is a member of the Evangelical Council for Financial Accountability.
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 current ministry context. For men and women like you, Winebrenner Theological Seminary (WTS) has developed an in-service Doctor of Ministry (D.Min.) degree program to sharpen ministry focus, critical thinking, and spiritual discernment. We are pleased to have you enroll in our D.Min. degree program and begin this research journey!

This D.Min. Program Manual has been prepared especially to serve as resource guide for doctoral students. It is designed to provide a comprehensive overview of the policies, practices, and procedures specifically related to doctoral level theological education at WTS. I trust that it will answer many of your questions as you progress through the program.

I look forward to discovering with you new insights for kingdom service and ministry. It is my desire that our D.Min. program will encourage and empower you on the journey to becoming teleios (mature, whole, complete) as James describes the realities of kingdom leadership (James 1:2-5).

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

Acknowledgments
The Doctor of Ministry degree program at WTS benefited from almost ten years of dedicated service by Dr. Leslie L. Lightner who died unexpectedly on August 8, 2008. He served as Doctor of Ministry Director as WTS developed our distinctive approach to the doctoral research process. May his legacy of passion for excellence as life-long learners live on in the next generation!

Pastor Linda Davison served as the Research Project Coordinator from the Fall of 2008 as a graduate research assistant, and then later after graduation with a Master of Divinity served in this role on a part-time basis until August 2015. She provided keen insights and input for the design and development of many facets of the D.Min. degree program. Thanks Linda for helping to refine and mentor our doctoral students in their research journey!

Program Handbook Materials
The Doctor of Ministry Program Handbook is the official comprehensive publication for doctoral students, related administration, and faculty. 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 contains 8 components: 1) D.Min. Program Catalog Section, 2) D.Min. Program Manual, 3) Research and Writing Resources, 4) Chapter Evaluation Rubrics, 5) D.Min. Seminar Sample Paper, 6) D.Min. Seminar Information, 7) D. Min. Program Updates, and 8) WTS Student Handbook. Doctoral students receive the Program Handbook at their initial DM 880 Project Research & Writing seminar orientation.
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 leadership. The program is practical in nature and is designed to increase professional competency. Students will be equipped at a more advanced level of theological reflection, critical thinking, communication skills, and leadership formation than that achieved in the foundational work of the M.Div. A program assumption is that the ministry of the doctoral student will provide the context for the research project.

Doctor of Ministry Director’s Vision: “Professional and personal development of Christian leaders that globally enhances the work of the kingdom of God. The currency of the 21st Century is time; this becomes the primary challenge for doctoral students to experience freedom in Christ’s kairos kingdom time zone!”
--Dr. M. John Nissley

Program Outcomes for D.Min. Graduates
1. Knowing: The graduate will investigate and reflect on critical ministry challenges and theological issues with a cogent biblical worldview.

2. Being: The graduate will manifest growth in achieving personal, spiritual, and professional formation.

3. Doing: The graduate will contribute new insights to the body of ministerial practice through quantitative and qualitative research during an intensive field research process based on her/his ministry context.

Assessment Outcomes for D.Min. Students
1. Knowing: Advanced levels of biblical and theological seminar participation and projects are evaluated via direct observation by faculty in four research seminars: Students explore and examine with program peers theological and ministry issues that integrate theory and praxis via case studies.

2. Being: Personal case study presentations demonstrate and represent the student’s best work in theological, biblical, and spiritual reflection that are evaluated via direct observation by faculty in four formational seminars: Students experience growth in personal wholeness as they integrate strategic and systemic transformational initiatives with their program peers, personal, and professional relationships.

3. Doing: The capstone project consists of the student’s research project report, which integrates the program curriculum by designing a practical ministry model based upon the research data. An oral and written summary of the research project is presented in a symposium during the last term. Supervision of the research project is provided by the research project team, research project coordinator, and D.Min. director. Evaluation is completed following criteria established by rubrics for each phase of research via direct observation by cohort peers, faculty, and the research project team: Students encourage and evaluate one another in cohorts as they complete a four-year research process that addresses a vital issue in their ministry context.
Description
As a four-year, in-service degree, the Winebrenner Doctor of Ministry degree program affords students the opportunity to complete the program while remaining in full-time ministry. The program consists of 32 credit hours composed of seminars focused in personal and professional development while completing comprehensive research project report. A distinctive feature of this D.Min. program begins with the initial one-week 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. These intensive one-week seminars are held twice annually, in January and July, on the seminary’s campus located in Findlay, Ohio.

The focus of a Winebrenner doctoral candidate’s research project is “Independent Research” which is not constrained by a specific program track 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 for the duration of the four-year degree program. The research process is a unique feature of the Winebrenner doctoral program that affords a venue for in-depth research, reflection, and review with feedback from peers, mentors, and professors in the student’s specific area of research emphasis. The parameter for research emphasis is to be within the broad scope of kingdom ministry.

Components
1. Intensive Week Seminars
Students meet with professors and other students for intensive, week-long learning experiences twice each year. During each of these intensive weeks students may complete two seminars of two credit hours each. Pre- and post-course assignments are to be anticipated, as well as assignments during the week of the intensive courses.

In the morning seminars in January, doctoral students meet to focus on personal formation, resilience, leadership, and wholeness issues, by completing four core formation seminars (DM 800, DM 820, DM 840, and DM 860).

In the morning seminars in July, research seminars emphasize focused inquiry on contemporary professional development, addressing theological and ministry issues within diverse cultural contexts. These four research seminars undergird doctoral students’ theological formation and help shape their research projects.

In addition, doctoral students complete eight research and writing seminars (DM 880.1-DM 880.8) during the afternoons of the intensive weeks. Doctoral students meet in cohorts to focus on the research process and on writing their project reports as they present a current chapter for cohort processing, evaluation, and feedback. 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 communal learning environment and experience. See Doctor of Ministry Course Descriptions for additional details.

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. **Research Project**

The D.Min. research project is the culminating experience of the doctoral 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 data, 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 prospectus has been approved by the Program Director.

The candidate has great latitude in the selection of a focus for the research project, which may include many possible ministry situations. In terms of quantity and quality, each research project report will be evaluated according to professional standards commensurate with doctoral level work as defined by the Seminary’s comprehensive chapter evaluation rubric.

The purpose of the research project is to provide students with an opportunity to study a particular ministry problem and provide an effective solution. Research projects can emerge out of such areas as administration and leadership, church development and planting, Christian education, counseling, discipleship, evangelism, missions, pastoral care, preaching, spiritual formation, stewardship, teaching, worship, youth work, and other areas. The research project should demonstrate doctoral level work and display how the candidate’s competence in ministry has been strengthened or transformed. Research projects are completed under the direction of a project mentor, external reader, writing stylist, and the D.Min. Director.

**Definitions**

The following definitions will be helpful in becoming familiar with the WTS Doctor of Ministry degree program:

- **Candidacy Phase**. This point is achieved after the student satisfactorily completes the prospectus, and is deemed ready to begin the doctoral research project, and so is advanced to Candidacy Status.

- **Research Project Team (RPT)**. 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 research project report.

- **D.Min. Director**. The faculty member in charge of administering the D.Min. degree program.
• **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. research project.

• **Project Mentor.** The qualified faculty member, adjunct faculty member, or resource person designated to work with the student for the duration of the research project.

• **Prospectus.** The student’s proposal that outlines the focus and parameters of inquiry for the research project.

• **Research Project.** A four-year research project that culminates the student’s doctoral program of study with a written research project report that adds new insights and analysis to body of practical ministry.

• **Research Project Coordinator (RPC).** The staff person in charge of coordinating doctoral students in the research and writing process as they complete the research project report along with insights and guidance from their research project team.

Shafer Library is located adjacent to the seminary building.
Admission Policy
Winebrenner Theological Seminary’s admission policy does not permit discrimination on the basis of race, national or ethnic origin, gender, or denominational affiliation.

Application to the seminary implies a strong interest in a ministry-related vocation and/or occupation. The educational objective of all students is the same: the acquiring of knowledge and skills needed for effective work in Christian service.

Admission to the seminary is by approval of its admissions committee upon receipt of a completed application form, application fee, and transcripts. Applicants may complete their application online via the Winebrenner website. The admissions office will send applicants written notice of acceptance to or rejection from the seminary.

Any student interrupting his or her program at Winebrenner for two or more years must apply for readmission to the program. Readmission must be initiated by the student and includes submitting a completed new application form, updated transcripts if any additional courses have been completed since the previous matriculation period, and application fee. Students being readmitted to the program will need to fulfill the requirements of the WTS catalog in effect when they are readmitted.

Program Matriculation and Communication
Enrollment in the Doctor of Ministry degree 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 para-church 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 WTS must still complete the Doctor of Ministry application and all other entrance requirements. 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 Doctor of Ministry 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 Academic Dean.
2. Applicants 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. Applicants must have three years of ministry experience. Applicants with less than three years of ministry experience may provide proof of alternative life experience for three of more years in other types of professional, business, and/or military service.
4. Applicants must be involved in a current ministry context and remain in ministry throughout the duration of their doctoral program.
Admission Process/Program Entrance Process

The following five items are required in completing the application/entrance process for the D.Min. degree program:

1. Applicant must submit a completed application with a $30 non-refundable application fee.

2. Applicant must submit evidence of prior quality academic work documented by a final official transcript for all coursework completed in undergraduate and graduate institutions.

3. Applicant must submit a 750-1,000 word Ministry Assessment Essay (see below) and specifically answer how participation in the Winebrenner Doctor of Ministry degree program will contribute to his or her ministry.

4. 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.

5. The D.Min. director will schedule an interview via telephone or Skype, and/or a 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 D.Min. director to assess a prospective student’s writing ability and potential for success in the D.Min. 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. **Verification.** 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**

Applicants who have completed a master’s degree(s) or doctoral degree(s) but do not hold the Master of Divinity degree may apply for M.Div. equivalency by submitting an evaluation worksheet (obtained from the seminary’s admissions staff) and supporting documentation, in addition to the documents that were submitted as part of the admissions process.

Winebrenner considers M.Div. equivalency as the successful completion of a master’s degree, and a minimum of 72 semester hours or comparable graduate credits. Transcripts of all post-secondary studies must demonstrate successful completion of graduate credits that represent broad-based work in theology, biblical studies, and the arts of ministry, in order for equivalency to be granted. Ministerial experience alone is not considered the equivalent of, or a substitute for, the master’s degree, but at least five years of full-time ministerial leadership is required.

After all documentation has been submitted, the equivalency portfolio is evaluated by the Academic Dean. Equivalency applicants will be required to complete an interview with the Academic Dean. On occasion, the Academic Dean and the D.Min. director may request additional documentation in order to verify equivalency.

Once a student has been granted WTS equivalency, he or she will be admitted to the D.Min. program on probation and given permission to begin work on the degree. Students admitted on probation will be required to meet individually with the academic support coordinator to help ensure his or her success in the program. The probationary status will be removed following completion of 12 hours of study with a cumulative GPA of 3.0 or higher.

6/2013

**Probationary Admission**

The Admissions Committee may, at times, admit an applicant on probation with a cumulative grade point average (GPA) below 3.0. The reason for granting admission on 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 admissions committee. Otherwise, he or she will be dismissed from the program.
Transfer of Credit
Students qualified for admission into the Winebrenner D.Min. program will be permitted to transfer sixteen hours of D.Min. coursework 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 and pay the Transfer Credit Fee. To request transfer credit, official transcripts must be received by the registrar before consideration for doctoral credit will be given. Transfer students need to complete at least sixteen hours at WTS. Transfer credits need to be approved by the academic dean.

International Student Admission Policy
WTS is authorized under federal law to enroll non-immigrant alien students. WTS desires to provide high quality theological education for called and qualified servant leaders. Our experience and tradition indicates that international students can achieve their educational goals during their enrollment at WTS. The following guidelines pertain primarily to students applying for F1 Student Visas. Students who already possess a visa should contact the Admissions Office regarding specific enrollment guidelines.

1. Applicants need to have completed a secondary level education and a bachelor’s degree program. Official copies (not photocopies) of transcripts must be submitted to the Admissions Office.

2. Complete a WTS application.

3. Demonstrate English Language competency by any of the following:
   a. TOEFL score of 550 on the paper test, 213 on the computer-based test, or 80 on the Internet-based test (20 or better in speaking and 20 or better in writing).
   b. IELTS score of 6.5 (with no single band below 6.5).
   c. Successful completion of the Intensive English Language program at The University of Findlay or a similar program.
   d. English is the student’s native language or the student has earned a degree in an English speaking school.

4. Adequate financial support will need to be verified, stating adequate provision for the student’s living and educational expenses (books, fees, medical insurance, and computer accessibility), approximately $27,000 per year, during their enrollment at WTS. Proof is required by the U.S. Government in order to ensure that during a student’s stay in the U.S., he or she will be able to live and have their minimum needs met. WTS calculates yearly the funds required for financial support. A Statement of Financial Support, signed by both the applicant and sponsor, and a bank statement (from the student’s bank or the sponsor’s bank) must be submitted. Students with F2 dependents must provide evidence for an additional $2000 per dependent annually.
5. An official letter of recommendation is required from the sending agency, denominational judicatory, or church stating their endorsement of the student’s demonstrated call and qualification for professional Christian ministry and the intended placement, goals, and purpose for educating the student for continued Christian ministry in their appropriate field of Christian ministry.

6. WTS will issue an I-20 form to the student upon acceptance to the Seminary, which will enable the student to apply for an F1 Visa at their local American Embassy. During their stay in the United States, and upon graduation from the Seminary, students must abide by the provisions of their immigration status.

7. Four half-tuition scholarships are available for international students in all graduate level programs. Upon successful admission to WTS, if a scholarship is available at the time, it will be awarded to the student for the duration of their program. If a scholarship is not available at the time of admission, the student may be awarded one in the future on a first come, first served basis. The student’s total scholarship and waivers from WTS may not exceed more than 50% of the tuition rate in order to be eligible. Students placed on academic probation could lose scholarship eligibility. To continue to receive the scholarship, the student must submit an appeal letter to the Financial Aid Office within 30 days of being placed on probation. The Financial Aid Committee will notify the student of their decision within 30 days. Approved appeals will allow the student to continue receiving the scholarship; denied appeals would result in the loss of the scholarship for succeeding terms.

8. Upon arrival at WTS each student is encouraged to find a support system within a local church that can provide a mentor, service opportunities, and emotional, social, and spiritual support.

9. Students are responsible for securing their own room and board, transportation, and other needs as well as maintaining complete medical insurance coverage during their enrollment at WTS.

10. Additional requirements or adjustments to these guidelines may be made by the Admissions Committee on a case-by-case basis.

Policy updated July 24, 2015

Technology Standards
Students are expected to have access to a computer while in seminary, and will be required to have access to high-speed Internet (no dial-up) for communication with the seminary. See the Graduate catalog for further details on this vital academic policy regarding computer policy, Internet access, computer hardware, computer software, and cell phone usage.

Limited Status
Students that qualify for admission to the D. Min. program and want to complete seminars for personal and professional enrichment may enroll in five doctoral seminars for credit. Limited
students will complete the basic components of the application process excluding the recommendations and essay.

Audit Participants
Audit students may 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 Status seminar upon permission of the original instructor, payment of the tuition differential, and completion of the ministry assignment. Such change of status must be completed before the end of the seminar week. 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 completed before the end of the seminar week.

Continuing Education
Continuing Education Units (CEUs) may be awarded on the basis of 10 contact hours = one CEU.

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 another 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 Seminar Space Availability statement below). Contact the Winebrenner Office of Admissions for Visiting Student Application Form.

Seminar Space Availability
All seminar registrations must be completed prior to the first day of the seminar. Enrollment priority will be in the following order based on available space: 1) Winebrenner doctoral students, 2) WTS doctoral students desiring to take a seminar for non-credit, and 3) visiting students desiring to take a seminar for transfer credit. Doctoral seminar class size is limited to 20 registered participants. However, non-credit enrollment can never exceed twenty-five percent of the entire class membership.

Program Orientation
New doctoral students will meet with the D.Min. director, research project coordinator, student support coordinator, and director of library services during their initial DM 880 Project Research
and Writing seminar. The purpose of this meeting is to prepare the student to function effectively 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 qualitative and quantitative research; (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 resources.

**Duration of Degree Program**
The D.Min. degree program is designed to be completed in four years. The Program Director, in consultation with the Academic Dean, may design an alternate curriculum plan. Plans which extend beyond the four-year program will require approval for program extension by the Academic Dean.

The Doctor of Ministry degree program is a journey. . .
Work Load, Attendance, and Time Management
The sequence of seminar offerings is coordinated through the D.Min. director. A student may usually take two weeks of intensive seminars (8 credits hours) within each academic year. This schedule 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 doctoral studies.

A general pattern of time investment is 10% of one’s daily schedule (2.4 hours) that equates into 12 hours per 5-day work week. An ordered, regular routine of doctoral studies is the preferred and recommended pattern as opposed to sporadic crisis time management to complete doctoral projects in the allotted time frame! Time management is a key leadership discipline which is a serendipitous benefit of WTS doctoral studies that will augment the doctoral student’s ministry capacity and ability to implement their ministry vision.

Due to the accelerated pace of each seminar, regular and punctual attendance is expected of each participant. This is a crucial element of the doctoral training 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 able to access syllabi online, 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.

“Doctoral Studies Deconstruction”
The challenge and stress of completing doctoral studies provide the opportunity for personal and professional development. The serendipitous nature of the “ordered life” is a form of spiritual formation that integrates study and ministry. Doctoral students have acquired significant years of ministry experience that provides a frame of reference for additional study and serious research inquiry. The nexus point of stress is encountered as the demands of doctoral studies and ministry
collide along with personal and family stressors. The turning point of resilience is experienced during this deconstruction phase as old habits, routines, and expectations are replaced with new healthy habits of the heart that are demonstrated usually after the midpoint of the research project. The research project is not unlike a desert journey where the scorpions of time pinch at the flexibility of spirit to change, the scorching heat of financial stewardship refines the priorities, and the loneliness of solitude pervades the hours of research and writing. Doctoral studies are an advanced level of discovery where new measures of commitment are experienced in the liminal space of the research project with mutual feedback, accountability, and encouragement from cohort members and seminary staff.

**Doctoral Studies Planning Schedule**

**January**—Seminar sessions (Fourth Week)

**February**, 30 days post-seminar—Formational Seminar Paper due

**May 1st**, 90 days post-seminar—Research Project Chapter, Draft #3 due

**May**—July, Prepare for July Seminars

**July**—Seminar sessions (Fourth Week)

**August**, 30 days post-seminar—Research Seminar Paper due

**November 1st**, 90 days post-seminar—Research Project Chapter, Draft #3 due

**November**—January, Prepare for January Seminars

**Late Work Policy**

Any extension of time beyond the schedule found in the course syllabus will be granted only for serious illness or death of a family member presented to the professor via the Extension Request Form on or before the final class session, and in the case of a one-week intensive course the due date of the final projects. The professor, the academic dean, and the registrar must approve this petition. The grade will be recorded as I (Incomplete). If the student’s request is granted, the student has four (4) weeks following the established due date for the course project to submit their completed work. Students who do not submit their completed work before the end of the extension will receive an F for their uncompleted work, which will be factored into the student’s course grade. Students may submit an appeal to the academic dean regarding their extenuating circumstances.

[Students will not be able to register for their next DM 880 chapter until their Incomplete grade is removed. Students who receive an F for a course will need to retake the course in order to receive a passing grade.]
Academic Advising and Mentoring

The D.Min. degree program has 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 actively engaged in their ministry context; therefore, the research project coordinator will 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.

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

1. **D.Min. Director** role involves selecting professors, designing curriculum, casting program vision and focus, selecting seminar locations, and coordinating the capstone symposium. This role includes teaching the Research & Writing seminar each January and July. The D.Min. director also evaluates each chapter according to the Seminary’s evaluation rubric and submits a grade for the DM 880 seminars.

2. **Research Project Coordinator (RPC).** This coordinator serves as the general editor for all the doctoral research project reports with the following specific duties: 1) evaluates each research project report chapter according to the Seminary’s evaluation rubric score sheet; 2) coordinates the progress of each student in completing the six chapters in a timely fashion after each Research & Writing Seminar (DM 880.2 to DM 880.7), 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. 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 the writing style evaluation rubric for each chapter in the research project reports; 6) selects the writing stylist for each candidate; and 7) assists in the selection of the project mentor and external reader for each candidate.

3. **Project Mentor.** A project mentor will be assigned to each doctoral candidate to provide guidance in developing the D.Min. research project. Project mentors are assigned by the D.Min. director, in consultation with the candidate, for the duration of the research project. The project mentor serves as the editor for a specific candidate’s research project report 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 candidate in addition to evaluating each chapter according to the chapter rubrics provided by the Seminary.
4. **External Reader.** The D.Min. director will, in consultation with the candidate, approve an external reader. The external reader will be a non-resident practitioner qualified to help advise the candidate and to evaluate his or her doctoral work in crafting the chapters of the research project report. 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 RPT serves as another voice in providing detailed feedback on writing style and Turabian format issues. The research project coordinator selects, trains, and supervises the writing stylists as they are assigned to doctoral candidates.

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 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.

**Registration for Doctoral Seminars**
All participants in the program will be sent notice of seminar offerings approximately 90 days prior to the seminar date. Students enroll in seminars via WebConnect.

Visiting credit students and Winebrenner non-credit students will be notified of admittance into a seminar 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 Registration**
If an emergency arises that prevents seminar attendance, the registrar should be notified immediately, and the student should drop the seminar via WebConnect.
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.

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 on academic probation who fail to raise their GPA to the required level or higher by the end of two seminars 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.

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.

**Submitting Seminar Assignments and Electronic File Management**

All seminar assignments should be submitted to the instructor according to his or her guidelines. Usually, professors will require assignments to be submitted as a WORD document in an electronic file via E-mail. Keeping multiple electronic copies on multiple flash drives, CDs, or online storage systems of doctoral assignments is a best practice that is a safeguard against viruses and computer crashes.

**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, and grammar into their evaluation of a student’s work.

Grades will be determined on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Rationale and Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior work in all areas as indicated in the professor’s written expectations. Exemplary participation and writing skills.</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Excellent work but is lacking in relation to some aspect of the professor’s expectations regarding content, writing or style.</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good work in most areas of the assignment; minor deficiency in relation to professor’s expectations regarding content, writing, or style.</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good work in most areas of the assignment; attention to detail would have significantly improved the finished product.</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Satisfactory work in most areas of the assignment; serious disregard for professor’s expectations regarding content, writing or style.</td>
</tr>
<tr>
<td>IP</td>
<td>0</td>
<td>In Progress, the student is still working on course projects within the allotted time frame for the specific doctoral course.</td>
</tr>
</tbody>
</table>

**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 students after the last day of the seminar. Confidential responses are collected and delivered to the academic advancement coordinator via an electronic file sent to each student. The professor will receive a composite summary of the evaluations and comments.

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

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 it (1) is intentional, (2) affects a number of people, and (3) 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 Prospectus is approved may require designing a new Prospectus specific to the new ministry context.

Requirements for Graduation
The Seminary will confer the Doctor of Ministry degree on students who complete the 32 credit hours required in the program with a minimum cumulative 3.0 grade point average, have met the requirements for graduation, have been recommended by the faculty, and are approved by the Winebrenner Board of Trustees.
Research Emphasis
The unique emphasis at Winebrenner is that 50% of the doctoral degree program is weighted in completing a sequence of eight two-credit Project Research and Writing seminars over the duration of the degree program. Students will engage in exploring and designing creative approaches to issues that are experienced within their specific area of research. Winebrenner has a distinctive approach in guiding students through the four-year research experience that provides a unified structure for all D.Min. students, yet affords diversity in research emphasis while engaging the students in cohorts for peer evaluation and feedback during the research journey.

Prospectus and Candidacy Status
The Prospectus is a brief synopsis (8-10 pages) of what the student intends and proposes to do in the doctoral 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?

Supervision and evaluation of the prospectus is provided by the D.Min. director. The doctoral student is guided by the D.Min. director during the design and development of the prospectus. Upon successful completion of the prospectus, which is developed in the first DM 880 seminar, the student is granted candidacy status in the D.Min. degree program. The research project team is engaged in guiding the candidate during the research process as chapters one through six are being written.

Project Mentor and External Reader
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 after the candidate presents an acceptable prospectus. The project mentor can be a Winebrenner faculty member, or one approved by the D.Min. 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 research process. The D.Min. director will, in consultation with the candidate, designate an external reader. The external reader is usually a non-resident practitioner qualified to evaluate the candidate’s doctoral work.
Writing Stylist
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. Assistance with writing is available through the University of Findlay writing laboratory. The responsibilities of the writing stylist include:

- Serving as an instructor in basic writing skills
- Helping edit the research project report
- Noting grammatical and typographical errors
- Giving illustrations of correct form

The candidate will be assigned a writing stylist to work with him or her during the writing of the research project report. For the final preparation of the research project report, the candidate may utilize the services of a typist familiar with the Turabian style and/or another party may be asked to read the final draft of each chapter to identify any typographical errors. There may be changes required prior to the preparation of the final copy. After a chapter is reviewed and evaluated by the D.Min. director, any chapter revisions will require the approval of the D.Min. director.

Writing Style
For all matters related to form, presentation, and style, the research project report must conform to the guidelines provided in *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.) by Kate L. Turabian, revised in 2013 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 with the research project coordinator.

Gracious Language
Winebrenner Theological Seminary is committed to equality for women and men of every racial and ethnic background. Recognizing that language is an essential element in understanding and shaping people's perceptions of themselves and others, the Seminary urges students to use language in public discourse, in classroom discussions, and in their writings that does not exclude persons on the basis of gender, age, race, physical limitations, or economic condition.

Ethical Research – WTS Institutional Review Board (IRB)
As part of our call to “serve God’s mission of reconciliation in changing the world by preparing servant leaders of the Lord Jesus Christ for effective ministry in the Church and the world,” Winebrenner Theological Seminary places a high value on the ethical treatment of all people. This necessarily includes even the most basic research, done by faculty and seminarians, which utilizes human beings as part of the research process. We believe all persons are created in the image of God and must be treated with kindness, love, and dignity. We also are fully aware that humanity has fallen from the perfect image and plan God had for us, and therefore we must guard against our human tendency to mistreat one another—even if unintentionally.
Research work through Winebrenner will maintain the highest ethical standards in order to protect the dignity and privacy of the human beings who serve as the subjects of our scholarly research and academic preparation. Guidelines that govern all seminary research involving human subjects, created by the office of the academic dean, may be found in the Institutional Review Board Organization on Blackboard.

**Informed Consent**
Participants in academic research must be protected from personal risk. To safeguard their well-being, the research design and methodology described in Chapter Four of the Research Project with human subjects must be evaluated and approved by the IRB and RPT. **NOTE: No research data may be collected prior to approval by the IRB and RPT.** Data collection begins in Chapter Five after the student’s research model has been approved by the IRB and RPT.

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 of the potential public distribution of the data provided by the participant when the research project is published and accessible via the Internet on the WTS website and printed copies from ProQuest.
- 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.

**Research Project Report Work Flow**
The process of editing and revising with the RPT provides an opportunity for acquiring new levels of research and writing skills, which are paramount for a doctoral student. In a somewhat similar fashion, the candidate is working with a publisher, the Seminary, in writing his or her research project; therefore, editing and revising material is an ongoing process in order to sharpen the focus and style of the material. A chapter-by-chapter flow of the material from the candidate to the project mentor, external reader, writing stylist, and research project coordinator is depicted in the following chart. The D.Min. director will provide the final edits and revisions after the RPT and cohort have shared their input. The grade for each of the six chapters in the research project is weighted according to the following formula: RPT 15%, cohort 10%, and D.Min. director 75%. The Prospectus is Cohort 10% and D.Min. director 90%; and the Symposium Presentation is weighted: Cohort 10%, Focus Group 15%, and D.Min. director 75%.

For DM 880 Project Research and Writing Seminars, students will send Draft #1 of the assigned chapter to their cohort. In the cohort review process, each missing section of an incomplete chapter will receive a “0”. Each chapter will include a comprehensive summary page that
provides an overview of the insights gleaned and new discoveries that will provide vital direction for the ensuing research journey. The Late Penalty of 6 points for each draft will be deducted from the composite score of each chapter; the penalty deductions for chapter are cumulative. The Late Penalty for Draft #3 will involve the Late Work Policy process (see page 16).

Students will have 6 months to complete each chapter in this 4-year degree program. The following timeline has been designed and developed to provide a strategic structure to complete the research project according to the timelines required by the Seminary and its accreditation bodies:

### DM 880 Chapter Submission Timeline and Due Dates

<table>
<thead>
<tr>
<th>Chapter Draft</th>
<th>Due Date</th>
<th>Submit To</th>
<th>Late Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft #1</td>
<td>One week prior to January/July DM 880 seminar</td>
<td>Cohort</td>
<td>6 points</td>
</tr>
<tr>
<td>Draft #2</td>
<td>March 1/September 1</td>
<td>RPT &amp; Project Coordinator</td>
<td>6 points</td>
</tr>
<tr>
<td>Draft #3-Submission</td>
<td>May 1/November 1</td>
<td>Director</td>
<td>6 points</td>
</tr>
<tr>
<td>Draft #3-Final Revisions</td>
<td>June 1/December 1</td>
<td>Director</td>
<td>6 points</td>
</tr>
</tbody>
</table>

**Editorial Process Guidelines for Students, RPT, RPC, and Director**

Students will submit Drafts #2 & #3 following a 3-week turnaround policy that everyone in the editorial process will follow. Each evaluator reviewing and evaluating research project chapters will follow a 3-week turnaround policy. RPT members who do not return edits to students within the allotted time frame will be reported to the director for follow-up. RPT members will provide only one edit with the remaining editorial and revision process to be coordinated by the project coordinator and director. Every effort possible will be made to identify the necessary revisions and edits for each chapter in the initial edit by the director. Students can augment the editing process by learning and utilizing the Turabian format protocol in order to reduce the number of edits.

**Labeling Research Project Chapters**

Students will properly label each draft in the following manner on their electronic file with the date of submission: *JohnDoe_ChapterOne_Draft#2_February 22, 2017*. The importance of consistent labeling on the electronic files is to ensure the drafts being edited are the most current revisions in order to avoid editing old drafts.
Research Project Report Submission Flow Chart

Write Draft #1 of the Project Chapter and send to Cohort & Director at least 1 week prior to January and July D. Min. Seminars.

Incorporate cohort feedback and make revisions immediately after D. Min. Seminars.

Send revised Draft #2 to RPT and Project Coordinator (Due: March 1 and September 1).

Complete final edits in Draft #3-Final Revisions per D.Min director (Due: June 1 and December 1).

Incorporate all RPT revisions and send Draft #3-Submission to the D.Min. Director (Due: May 1 and November 1).

Begin next Chapter while RPT is processing the current Chapter.

Complete final edits in Draft #3-Final Revisions per D.Min director (Due: June 1 and December 1).
Research Project Template Options
The D.Min. program has two template options for students to select in designing their research project report. The preferred template is selected by students during the first year of their doctoral program. The following chart provides a basic explanation to guide students in making this vital decision:

<table>
<thead>
<tr>
<th>Components</th>
<th>Project Report</th>
<th>Applied Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. In this option, students develop an in-depth report that describes their research journey.</td>
<td>Students research a ministry or theological issue that will benefit the student’s ministry context and the broader church. In this option, students develop a succinct report that explains their research journey and resource materials focused on their ministry issues.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Students craft a six‐chapter project report that follows the research design process yielding a 200‐page high quality written document. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.</td>
<td>Students craft a six‐chapter project report that follows the research design process yielding a 120‐page high quality written document, plus 120 pages or more contained in the appendix in the form of a practical application manual, a book, or a book and application manual. This is a qualitative and quantitative research process that utilizes theological reflection, cogent research models, and practical ministry outcomes.</td>
</tr>
<tr>
<td><strong>Follow-up</strong></td>
<td>Students apply research findings in their ministry context and in the broader church.</td>
<td>Students apply research findings in their ministry context and in the broader church. Students may also publish their resource materials developed during the research process.</td>
</tr>
</tbody>
</table>

Oral Examination & Symposium
After the project mentor, external reader, and writing stylist have approved all the chapters and sections of the research project report, 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 Symposium Report which summarizes the research project report and is reported during an hour-long presentation in a symposium format with evaluation by the research project team and the symposium focus group comprised of doctoral students, faculty, staff, and invited guests.

The Symposium Report is a 10-page summary that provides a brief overview of the doctoral candidate’s research journey. The following components are essential for an effective and cogent written report and presentation that may utilize 6-8 PowerPoint slides to present key data points and findings from the research process:

1) Focus and Setting of the Project (1-2 pages)
2) Research Plan and Outcomes (2-3 pages)
3) New Insights and Discoveries (3-4 pages)
4) Conclusions and Recommendations for Further Research (1-2 pages)

Note: Include a Bibliography of pertinent sources.

An evaluation form with a four-point rubric comprised of the following elements is utilized to assess the Symposium Presentation and Symposium Report:

1. **Project Summary**: Report provides a clear demonstration of competent research in the context of the expressed parameters.

2. **Project Findings**: Report provides a critical analysis with supporting data and new approach to address the problem.

3. **Project Conclusions**: Report provided a cogent point of integration that answered the research project questions.

4. **Presentation**: The Symposium provided an engaging learning experience culminating with definitive conclusions and vectors for further research and implementation.

The Oral Examination provides the opportunity for the candidate to defend the biblical, theological, historical, theoretical, methodological, and practical issues presented in the research project report. 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 a copy of Draft #2 of the research project report for each member of the 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 Oral Examination.
Upon completion of the oral examination, there will be three levels of approval for the candidate’s research project report:

- **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, Research Project Report 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 research project team 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 completing the unconditional approval stage by submitting their final draft of the research project on or before May 5th of the commencement year in order to allow for ample time to complete the necessary publication edits.

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 presented for approval to the faculty by the D.Min. director as having completed the academic requirements for the Degree of Doctor of Ministry. At commencement, the candidate will be awarded the diploma and invested with the doctoral hood.

**Research Project Report Guidelines**

Since the D.Min. is a professional doctoral degree, it is expected that the final copy of the research project report will be free of grammatical, spelling, and typographical errors, and reflect the highest in academic standards. A final copy of the research project report will be submitted in two formats: 1) One copy on rag paper, and 2) One electronic copy. The following guidelines provide specific details on the submission of the final copy of the research project report:

- 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 report must be printed on bond paper and submitted to the D.Min. director for placement in a binder for the D.Min. office. High-quality photocopies of the research project report may be given to the RPT members.

• All bound copies of the research project are produced by ProQuest UMI. If doctoral candidates desire to have additional personal copies of the bound research project, they may order the additional bound copies at the ProQuest website after their electronic copy of their research project is published by ProQuest UMI.

• The candidate will work with the research project coordinator to complete the process of digital archiving of the research project report through ProQuest UMI.

The journey concludes where it began at the cross. . . .
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- and post-seminar assignments, as well as some assignments during the seminar. D.Min. students complete eight Research and Writing seminars (DM 880.1-8), four program core seminars (DM 800, DM 820, DM 840, and DM 860), and four biblical research seminars to undergird the theological formation of the students and their research projects.

DM 800 Spiritual Formation
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. (2 hours, D.Min. students only)

DM 810 Research Seminar—Worship
Students demonstrate an understanding of the correspondence between Christian spirituality and theology that is expressed in the praxis of corporate worship. Themes of creation, incarnation, liberation, thanksgiving, and adoration as expressed in the Scriptures will be researched by students to develop a holistic model for Christian worship of the Triune God. They will evaluate their current conception of worship in correlation with insights from the course findings as a potential plan for worship renovaré in their ministry context and personal formation. (2 hours, D.Min. students only)

DM 812 Research Seminar—Prophet, Priest, and Sage: Models for Ministry
Students demonstrate an understanding of leadership styles and models in the Old Testament/Hebrew Bible and how these styles and models serve as a working paradigm for leadership in contemporary ministry contexts. They will analyze the roles and functions of the prophet, priest, and sage in the Old Testament; develop a plan for personal analysis of one’s leadership style and effectiveness in light of the working models; and develop a plan to incorporate their findings in their local ministry contexts. (2 hours, D.Min. students only)

DM 820 Theological Reflection
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. (2 hours, D.Min. students only)

DM 835 Research Seminar—Biblical Theology
Students demonstrate understanding of the origins of biblical theology as a formal discipline, its nature and task, and representative biblical-theological themes of Scripture. Concern is also given to assessing their implications for personal, spiritual growth, and their practical relevance
to engaging contemporary pastoral ministry concerns. Areas of focus will include representative looks at (1) biblical-theological themes such as creation, the fall, the covenants, promise, kingdom, and messianic expectation as they are unfolded in Old Testament context and appropriated and re-contextualized by the New Testament authors; (2) the relevance of New Testament use of the Old Testament for contemporary biblical interpretation, the responsible interpretation of Scripture, and the contemporary contextualization of it; and (3) an assessment of the strengths and weaknesses of common models of the relationship between the Testaments and their implications for one’s view of the unity of Scripture and its contextualization to pastoral ministry contexts. (2 hours, D.Min. students only)

**DM 840 Formed in Christ for Community**
Students demonstrate understanding of personal and group formation in spirit, soul, and body in relationship with Christ. They engage in formative experiences in the area of personal wholeness. Emphasis will be placed on a practical application to forming others in wholeness of life. (2 hours, D.Min. students only)

**DM 855 Research Seminar—Missional Context & Design: New Realities for Engaging the Church**
Students will demonstrate an understanding and commitment to research their communities and identify peoples’ beliefs, worldviews, preferences, needs, risks, traditions and a number of other critical factors that affect their individual and collective identities. Compassion, respect, and dignity will be affirmed for all people by ministering to persons without regard for apparent dissimilarities. The focus of this course is to investigate comprehensive ways of understanding culture analytically and incarnationally, with the goal of positively impacting the mission of the Church. (2 hours, D.Min. students only)

**DM 860 Spiritual Leadership**
Students demonstrate understanding of and commitment to personal development in the area of spiritual leadership. They will also demonstrate competence in critiquing, evaluating, and integrating secular and Christian teachings and applying those teachings to their present leadership responsibilities. (2 hours, D.Min. students only)

**DM 880.1-8 Project Research and Writing**
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 research project report. (2 hours each, D.Min. students only)

**DM 890, 891 Independent Research**
An independent research course utilizes a directed-study format to guide the student in specific areas of inquiry related to their research project. Students are limited to two independent research courses in their curriculum plan. The D.Min. director provides oversight in designing the independent research course pending approval by the registrar and academic dean. (2 hours, D.Min. students only)

[Note: DM 890 & 891 may be substituted for only two of the July Research seminars]
## Curriculum Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>January [Fourth Week]</th>
<th>July [Fourth Week]</th>
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<tbody>
<tr>
<td>1</td>
<td>Formational Seminar-am</td>
<td>Research Seminar-am</td>
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<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
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<tr>
<td>4</td>
<td>Formational Seminar-am</td>
<td>Research Seminar-am</td>
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<tr>
<td></td>
<td>Project Research &amp; Writing-pm</td>
<td>Project Research &amp; Writing-pm</td>
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**AM seminars meet Monday-Friday (8-noon)**  
**PM seminars meet Monday-Thursday (1-5 pm)**

WTS Room# 253 is home base for the D.Min degree program.
FINANCIAL INFORMATION

Tuition and Fees
The cost of theological education by Winebrenner Theological Seminary is borne in large measure (over 50%) by direct support of the CGGC (Churches of God, General Conference), gifts from individuals, income from endowments, and tuition paid by students. The seminary expects students to assume a responsible portion of the cost for their professional theological education.

Mandatory Fees
• Application fee (non-refundable), $30
• Audit fees, $150/course
• Course replacement fee, $75/course
• Change of course status fee, $30
• Drop fee (per course after 1st session), $30
• General service fee/term, $150
• Graduation fee, $130
• Late registration fee/term, $50
• No show fee/course, $50
• Transcript fee, $6

PLEASE NOTE: The Board of Trustees and administration of the seminary have the right to make changes in fees, charges, and tuition.

Miscellaneous Expenses: Textbooks, travel costs, and living expenses while on campus for a seminar.

Project Binding & Copyright Fees: The current fees $111 for these services will be assessed along with the DM 880.8 Seminar.

Tuition: Based on the current tuition rate for the academic year in which the D.Min. Seminar is taken, $580/credit hour; per course $1,160 (2 credit hours).

Transfer Credit Fee: A transcription fee for transfer hours above the standard six is based on $50 per semester hour.

Unpaid Student Balance: A service fee of 0.5% will be added to the unpaid balance each month.

Payment of Tuition and Fees
Tuition and fees for each term are due prior to the first day of class. A deferred payment plan may be arranged with the Business Office, which allows a minimum payment of 25% of assessed fees paid prior to the first day of classes, 50% of the balance paid prior to final exams. All accounts must be paid-in-full by the end of the term. Unpaid accounts will accrue a 0.5% monthly finance charge. Students having outstanding obligations to the Business Office or
library are not permitted to register for a new term of study until outstanding balances are paid. To avoid late registration fees, student accounts should be paid in full prior to mid-July for fall registration, mid-November for spring registration, and mid-March for summer registration. Students with any outstanding balance with the Business Office or Library will also not be able to view a report of their grades in WebConnect. Viewing grades in person may be arranged by appointment with the Registrar at any time although a copy will not be issued (see Student’s Right of Access below), a diploma will not be bestowed, and a transcript or recommendation may not be requested until all obligations are met. Students having unusually difficult financial hardships may request special arrangements with the Business Office.

**Bad Debt Policy**
When a person is no longer registered as a student, they will have three months after the registered term to pay their account in full. At the end of that time they will receive a letter reminding them of the past-due balance and that the account may be turned over to a collection agency after two additional months. If an account is turned over to a collection agency, the entire amount plus any agency fees must be paid prior to receiving grades, transcripts, and diplomas or registering for classes. Contact the Business Office with questions.

**Financial Assistance**
We encourage our students to employ a variety of resources to finance their education, including personal savings, employment, church and denominational support, support raising, and grants and loans. God has provided for our students in a variety of ways for many years and we trust that He will continue to provide for years to come.

*Faith Covenant*
Students who desire to pay as they go through their program without utilizing loans should contact the Business Office to explore this option. The basis of this agreement is a commitment by the student to make monthly payments to cover the tuition and fees for a given term. Stewardship resources will also be available to empower students to demonstrate faith, commitment, and integrity in their financial management.

*WTS Grant-In-Aid*
WTS offers grant-in-aid that is awarded on the basis of financial need and requires no repayment. This aid is made possible through the generosity of donors to the Seminary. The annual application deadline for continuing and returning students is July 1 for the upcoming academic year.

To apply for grant-in-aid, students must complete annually the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. The form is available from the Financial Aid Office, area high schools, or online at www.fafsa.ed.gov (WTS’ school code is G04060). Contact the Financial Aid Coordinator (financialaid@winebrenner.edu) for more information.

*Federal Direct Loans*
A graduate student who is a United States citizen or permanent resident can borrow up to $20,500 per year. Interest begins to accrue immediately and the student is responsible for interest payments while in school, but is not required to begin repayment of the loan until six months
after graduation. Payment may begin prematurely if enrollment drops below half-time status. The interest rate for an unsubsidized Federal Direct Loan is variable, capped at 8.25%.

To apply for an unsubsidized Federal Direct Loan, students must annually complete the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. The form is available from the Financial Aid Office, area high schools, or online at www.fafsa.ed.gov (WTS’ school code is G04060). The annual application deadline for continuing and returning students is July 1 for the upcoming academic year.

Contact the Financial Aid Coordinator (financialaid@winebrenner.edu) for more information.

Centered and blessed at the Cross!
Resident faculty includes Winebrenner faculty who will be teaching in the Doctor of Ministry degree program. Adjunct faculty members are also selected to provide instruction in specific areas of their expertise.

David Barbee (2014-) Assistant Professor of the History of Christianity and Religious Studies; B.A., George Fox University; M.A. & M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Pennsylvania.

Joel W. Cocklin, (2009-) Assistant Professor of Practical Theology; B.A., Findlay College; S.T.M. post-graduate studies, The Lutheran Theological Seminary; M.S., Kansas State University; M.S.S.S., U.S. Army War College; M.Div. & D.Min., Winebrenner Theological Seminary.

M. John Nissley (2000-) Professor of Spiritual Formation & 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 P. Sweeney (2010-) J. Russell Bucher Professor of New Testament; Diploma, Elim Bible Institute; B.A., Roberts Wesleyan College; M.A., Gordon-Conwell Theological Seminary; Ph.D., Trinity International University.
Name ___________________________________________ Date Enrolled ________________________

<table>
<thead>
<tr>
<th>Seminars</th>
<th>Date Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>DM 800 Spiritual Formation</td>
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**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**

- [ ] Final Copy Approval by Project Mentor
- [ ] Final Copy Approval by External Reader
- [ ] Final Copy Approval by Writing Stylist
- [ ] Final Copy Approval by D.Min. Director
- [ ] Final Copy Submitted